



# University of Phoenix Online Campus

## 2001-2002 Catalog

**CollegeSource**

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UNIVERSITY  
OF PHOENIX  
CATALOG  
2001/2002

“As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students.”

**Dr. John G. Sperling**  
Founder and  
Chairman of the  
Board

**Online**



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**Annual Security Report Notice**

**The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. You can obtain a copy of this report by contacting your local Campus Security Authority or by accessing the following  
Website: <http://www.phoenix.edu/safety>.**

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## UNIVERSITY OF PHOENIX

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University of Phoenix had its beginnings in a series of educational experiments in what is today known as the Silicon Valley, and the predecessor of the University, the Institute for Professional Development, was moved to Phoenix, Arizona in 1976. There, under the visionary direction of Dr. John Sperling the University of Phoenix was founded and quickly became known as the most innovative institution of higher education in the United States.

The University's design, operation and ability to innovate successfully are reflective of its time, place and mission. While many aspects of its educational system honor academic tradition, there are many aspects that distinguish it from other universities. These differences, necessary to anticipate and meet the educational needs of working, professional adults, make it unique among universities.

University of Phoenix was established, in part, to exemplify the belief that the American system of higher education has traditionally acted as both the motivator and facilitator of changes in American society – changes which the American public finds necessary for continued stability, creativity, productivity, and growth.

The University of Phoenix, as a single-purpose higher education institution, dedicates all its expertise and resources to the delivery of needed educational services to working professionals in ways that recognize and complement their maturity, experience, and personal and professional responsibilities. The cornerstone of the University's educational philosophy and practice is the recognition of the distinction between the younger college student, still deciding on a career, and the adult student who has established personal and professional goals and has had experience in achieving them.

As an institution that has successfully served hundreds of thousands of employed professionals, the University knows that working adult students tend to be unresponsive to educational programs that do not acknowledge the proper role and place of the experience of the student in the learning process. This important distinction is reflected in the content of the University's curriculum, instruction, and administrative infrastructure.

At University of Phoenix, education for working adults harmonizes with both their personal and professional lives so that their educational experience will be of lasting benefit as a source for personal growth, professional renewal, and career advancement. In order for education for adults to be both academically and practically sound, academic work must bear a relationship to professional growth and responsibilities.

In order to facilitate this vital integration of theory and practice, the curriculum for each University of Phoenix degree program is designed in cooperation with the business, industry, or profession to which the degree program relates, and is taught by working professionals with advanced degrees who possess current experience in the subject areas of the courses they teach.

University of Phoenix provides a rich learning environment that builds upon, rather than ignores, the experiences of the students. Each student is viewed as a learning resource with unique experiences and the potential for sharing those experiences to the benefit of his or her classmates. Such a learning environment is essential in the development of the student's ability to communicate effectively, to reason both abstractly and concretely, and to understand and engage in the process of critical inquiry.

In the achievement of these important educational objectives, the University organizes each class into problem solving teams of the type employed successfully in business and industry. Thus, in addition to the development of intellectual and technical knowledge, the student is able to grow emotionally so that the potential for practical application of knowledge and skills is optimized.

### Ownership Information

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University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Group, Inc. (the "Parent"). The Parent's voting stock (Class B Common Stock) is 100 percent held by management. The Parent's non-voting stock (Class A Common Stock) is traded on the NASDAQ market under the symbol "APOL". The Parent files quarterly and annual financial statements with the Securities and Exchange Commission and these are available to the general public.

### Historical Background

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University of Phoenix was founded in Phoenix, Arizona, as a private bachelor's and master's degree-granting institution, with the educational mission of meeting working adults' needs for higher education. During the years of developing and implementing education programs for working adults, the University of Phoenix has grown steadily, having served over 400,000 working adult students. The University currently offers programs in Arizona, California, Colorado, Florida, Hawaii, Idaho, Louisiana, Maryland, Michigan, Missouri, Nevada, New Mexico, Ohio, Oklahoma, Oregon, Pennsylvania, Texas, Utah, Washington, British Columbia, the Netherlands, and the Commonwealth of Puerto Rico. The University was accredited in 1978 and currently enrolls some 75,000 working adult students, and employs approximately 8,000 faculty and over 2,400 staff.

## **Mission**

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University of Phoenix is a private, for-profit higher education institution whose mission is to provide high quality education to working adult students. The University identifies educational needs and provides, through innovative methods including distance education technologies, educational access to working adults regardless of their geographical location. The University provides general education and professional programs that prepare students to articulate and advance their personal and professional goals.

The University's educational philosophy and operational structure embody participative, collaborative, and applied problem solving strategies that are facilitated by a faculty whose advanced academic preparation and professional experience help integrate academic theory with current practical application. The University assesses both the effectiveness of its academic offerings and the academic achievement of its students, and utilizes the results of these assessments to improve academic and institutional quality.

## **Purposes**

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1. To assist working adults whose access to higher education is restricted or non-existent.
2. To develop a lifelong relationship with adult learners by providing programs and services that help them to meet their personal and professional goals.
3. To provide quality continuing education, professional degrees and certificates in extended geographical sites domestically and internationally, as well as through distance education technologies.
4. To recruit, mentor, develop and assess practitioner faculty with advanced academic degrees and current professional experience and to provide for their involvement in curriculum, academic governance, and peer review.
5. To maintain and utilize data produced as a result of the University's institutional research in order to improve the quality of curriculum, instruction, and administrative services and to assist student achievement, learning outcomes and the effectiveness of the University in achieving its mission and purposes.
6. To generate the financial resources necessary to support the furtherance of the University's mission through the development of new programs and expansion of curricula and services to new domestic and international markets.
7. To support the personal and professional development of students, staff and faculty of all social and cultural backgrounds through education, training, and community and professional involvement.

## **Accreditation and Affiliations**

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The University of Phoenix is accredited by the Higher Learning Commission of the North Central Association (30 N. LaSalle St., Ste. 2400, Chicago IL 60602-504 (312- 263-0456). The Bachelor of Science in Nursing and Master of Science in Nursing Programs are accredited by the National League for Nursing Accrediting Commission (61 Broadway, 33rd Floor, New York, NY 10006 (212-363-5555). The Master of Community Counseling Program (Phoenix, Southern Arizona, and Utah Campuses) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (5999 Stevenson Avenue, Alexandria, VA 22304 (703-823-9800). The University of Phoenix also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, the American Assembly of Collegiate Schools of Business, Council for Adult and Experiential Learning, the College and University Personnel Association, the Arizona Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, the Western Institute of Nursing, National Board for Certified Counselors, the National Association for Foreign Student Admissions: Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non-Traditional Support.

## **Academic Programs**

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The University of Phoenix has a variety of programs that are offered in certain locations as determined appropriate for the market. These programs include Associate of Arts in General Studies degree program; an Associate of Arts degree through credit recognition; bachelor level degree programs in business, e-business, management, marketing, accounting, information technology, criminal justice administration, human services, and healthcare services; bachelor level degree completion program in nursing; and graduate programs in business management, healthcare management, nursing, education, counseling, and computer information systems. Not all programs are available at all University locations.

The degree programs are provided to working adults, many of whom have acquired prior college-level learning through college and university courses, military education, non-collegiate institutional educational courses, and/or personal and professional experience.

University of Phoenix courses are designed to enhance the working adult student's active classroom involvement through a teaching system in which lectures are minimized, and simulations, seminars, group discussions, and student work-related projects constitute the primary methods of learning.

In addition to regularly scheduled class time, students meet in Learning Teams comprised of three to five students each to discuss and prepare assignments.

Learning Teams members, by combining their collective resources, talents and experience, and by distributing learning responsibilities accordingly, are able to cover more material than could be achieved through individual effort.

Learning Teams are often responsible for conducting a group project presented to the class in the form of a written and/or oral report.

### **Student Services**

Student services at the University of Phoenix is designed to meet the needs of working adult students in the completion of their degree programs. In recognition of its standard of customer service, the University endeavors—subject to ongoing evaluation by students and faculty—to provide high quality services in an efficient manner that meet the needs of the adult student who works full-time.

### **Financial Aid**

For students that are eligible U.S. citizens or residents, the University of Phoenix participates in Federal Financial Aid Programs offering the Federal Stafford Student Loans, the Federal PLUS Loan, and the Federal Pell Grant.

Degree-seeking students enrolled in eligible programs may apply for financial aid as a means of assisting them with financing their education. Some certificate programs are also eligible for financial aid; please check with the Financial Aid Office for specific program information.

Courses taken to gain admission to a University of Phoenix degree program are generally not eligible for financial aid.

Information and/or application forms are available from your campus.

Students needing financial aid may be eligible for financial aid once each academic year, which is defined as the period of time in which an enrolled undergraduate student completes at least 27 credit hours and at least 45 weeks of instructional time. Graduate students are required to complete at least 27 credits and 54 weeks of instructional time. Therefore, students may have their eligibility assessed for grants and/or loans several times during their program of study. The average processing time for financial aid is 90 days. Interested students should apply for financial aid prior to each academic year.

### **Faculty**

All faculty teaching at the University of Phoenix hold earned master's or doctoral degrees from accredited institutions and possess an average of 15 years practical experience in the field related to the subjects they are approved to instruct.

The integration of advanced academic preparation and current professional experience helps ensure that the knowledge and skills gained by the students are relevant and applicable to the workplace.

To be accepted as a member of the faculty, applicants must participate in an assessment conducted jointly by peer faculty and staff to ascertain the quality of their academic preparation and professional experience, and equally important, their aptitude to instruct in the University's unique Teaching/Learning Model.

Faculty participate in the ongoing process of curriculum development through the completion of evaluation questionnaires for each course they instruct, and as members of the curriculum development committees of their respective academic areas. With a current faculty membership of more than 11,000, the University of Phoenix has one of the most comprehensive faculty-based curriculum development processes of any higher education institution in the country.

Faculty performance is evaluated by students upon the conclusion of each course of instruction, and regularly by peer faculty and/or administration. Based on these evaluations, faculty may be required to complete training in specific areas, e.g. facilitation skills, evaluation of student performance, and use of learning teams.

In addition to their significant academic and professional accomplishments, University of Phoenix faculty participate actively in professional, scholarly, fraternal, and community activities that enhance the richness of the educational experience for the University's working adult students.

### **Facilities**

From its founding, it has been the policy of the University of Phoenix to be located at sites convenient to its faculty and students, while remaining visible to the public. Occasionally, additional class sites are arranged for shorter periods of time to accommodate learning groups unable to attend class at the campus locations. This policy has allowed the University to achieve its mission and purposes by demonstrating institutional effectiveness in meeting the educational needs of its adult students in the geographic areas where it is approved to operate.

## University Library

### The University of Phoenix Approach to Library Services

As busy working professionals, our students and faculty members know how difficult it can be to travel to a distant library and to match schedules to library building hours. To accommodate student and faculty needs, the University of Phoenix offers its library services online. This online distribution of information is well suited to the needs of today's "knowledge workers" and offers a functional version of the types of information systems University of Phoenix students and faculty will be expected to use throughout their careers.

The core of our Library Web site is the Online Collection, a collection of databases available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our Online Collection, the Library maintains selected links to other worthwhile sites on the Web and provides services related to user education and research assistance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members at all University of Phoenix learning centers and in distance education programs. Instead of encountering disparities in library resources between large and small learning centers and between on-campus and online students, University of Phoenix library patrons enjoy access to same broad spectrum of resources regardless of where and how they attend class.

### What is in the Online Collection?

Thousands of scholarly journals and periodicals holding millions of full-text articles relevant to each University of Phoenix degree program are contained in the databases. In addition, financial reports on over 10,000 public companies and a variety of directories and other reference publications are available. The databases included in the Online Collection are commercial products held by the University under a licensing agreement with content providers and will not be found through databases freely available to the general public like Web pages found through an Internet search engine.

### Current Database Components of the Online Collection

#### EBSCOhost

Features the following key databases, plus several more:

- **MasterFile Premier**  
Provides full text for over 1,810 periodicals covering nearly all subjects including general reference, business, health, and much more.
- **Academic Search Premier**  
Provides full text for over 1,250 journals covering the social sciences, humanities, general science, multi-cultural studies, education, and much more.
- **Health Source Plus**  
Provides full text for over 255 health periodicals, over 1,065 health pamphlets, and 23 health reference books.
- **Business Source Elite**  
Provides full text for nearly 930 journals covering business, management, economics, finance, banking, accounting, and much more.
- **Facts on File**  
Provides current events information on U.S. and world news in full text.
- **Hoover's Company Profiles**  
Provides access to detailed profiles for 3,400 public and private companies in the U.S. and around the world.

#### InfoTrac

Features the following key databases, plus several more:

- **Computer Database**  
Includes computer-related product introductions, news, and reviews in areas such as hardware, software, electronics, engineering, communications, and the application of technology.
- **General BusinessFile ASAP**  
Includes articles on finance, acquisitions and mergers, international trade, money management, new technologies and products, local and regional business trends, investments, and banking.
- **Health Reference Center-Academic**  
Includes articles on fitness, pregnancy, medicine, nutrition, diseases, public health, occupational health and safety, alcohol and drug abuse, HMOs, and prescriptions drugs.

- **Predicasts PROMT -- Predicasts Overview of Markets and Technology**  
Includes coverage of companies, the products and technologies they produce, and the markets in which they compete. Includes summaries and full text from nearly 1,000 business and trade journals, industry newsletters, newspapers, market research studies, news releases, and investment and brokerage firm reports.
- **Expanded Academic ASAP**  
Includes coverage of education, humanities, sciences, and social sciences.

#### **ProQuest 5000**

Features the following key databases, plus several more:

- **ABI/FORM Global**  
Includes research on advertising, marketing, economics, human resources, finance, taxation, computers, and more. Also, information on 60,000+ companies.
- **ProQuest Biology Journals**  
Includes full-text journals in the life sciences.
- **ProQuest Computing**  
Includes computing journals in full-text for current information on subjects such as database design, software development, web commerce, LANs, WANs, Intranets, the Internet.
- **ProQuest Education Complete**  
Contains more than 550 titles on education--including primary, secondary, and university-level topics--with nearly 300 in full text. Includes the indexing and abstracts from H.W. Wilson's highly regarded Education Abstracts, plus many additional titles.
- **ProQuest Newsstand**  
Includes coverage of 150+ major U.S. and international newspapers such as The New York Times and the Times of London, plus hundreds of other news sources and news wires.
- **ProQuest Nursing Journals**  
Contains more than 250 leading full-text journals in nursing and allied health.
- **ProQuest Psychology Journals**  
Includes nearly 300 academic journals in psychology and related fields.
- **Research Library Periodicals**  
Covers a broad range of general reference subjects including arts, business, humanities, social sciences, and the sciences.

#### **FIS Online**

Offers financial reports about over 25,000 companies worldwide including U.S. public company information on more than 10,000 companies.

#### **Global Access**

Offers comprehensive access to financial documents from over 10,000 U.S. companies.

#### **STAT-USA**

Provides authoritative information from the Federal government about foreign trade and the domestic economy.

#### **Reference USA**

Offers a directory of 11 million businesses.

#### **Encyclopedia Americana**

Provides access to a 25,000,000-word repository of text and images maintained by the encyclopedia's editorial staff.

#### **Grolier Multimedia Encyclopedia**

Contains some 36,000 entries, more than 6,000 of them exclusive to the electronic version.

#### **Yellow Book Leadership Directories**

Includes 14 directories providing listings of government agencies, corporation, associations, and other organizations.

#### **Oxford English Dictionary**

Provides definitions, pronunciations, and origins of over 500,000 words.

#### **American National Biography**

Provides profiles of over 17,000 notable figures in American history.

#### **Getting Started with the Online Collection**

To get started using the Online Collection, students and faculty members should follow these steps:

- Visit the Student or Faculty Web site at
- **<http://ecampus.phoenix.edu>**
- This is the same Web site used to obtain course modules, grades, and other University of Phoenix resources and services.
- After logging in to the Student and Faculty Web site, select the links "University Library" and then "Online Collection."
- Select an appropriate database and begin research.

### Selected Readings Pages

In addition to the Online Collection resources for research by topics, Library staff also maintain selected readings pages for individual courses. These pages provide direct links to articles relevant to the course curriculum. In many cases, direct links to relevant organizations are also offered. Links to selected readings pages, when available, are found in course modules.

### Customer Service

Library online services specialists and librarians are ready to help students become successful researchers. Examples of the types of assistance the Library can provide include the following:

- Recommending specific Online Collection databases to use to locate various types of information.
- Offering guidance on how to identify keywords and combine keywords effectively for successful research.
- Providing referrals to Web sites outside the Online Collection and to other valuable sources of information.
- Assisting in locating specific articles and documents.
- Advising Library users on how to best print, save, or email the material they find in the Online Collection.

### Additional Resources for Help

- The Library Handbook includes detailed information and helpful tips on conducting research.
- Ask a Librarian is a feature on the pages of the Library Web site that allows users to direct specific reference or research strategy questions to Library staff.
- The User Guides area of the Library Web site contains many helpful guides, including our one-page "Quick Tips" documents with overviews of research recommendations for specific subject areas.

### How to Contact the University Library

<b>U.S and Canada</b>	1-800-366-9693
<b>Worldwide</b>	+1-480-966-5050 Ext.4127
<b>Email</b>	library@phoenix.edu
<b>Web Site</b>	<a href="http://ecampus.phoenix.edu">http://ecampus.phoenix.edu</a>
<b>Hours</b>	8 a.m. - 9 p.m. (Mountain Standard Time) Monday - Friday (Except Holidays)

Please keep in mind that the University Library does not support other University of Phoenix Web-based services. For assistance in accessing the Student and Faculty Web site, downloading course modules, taking the online proficiency tests, viewing grades and schedules, and using other non-library services, students and faculty members should contact the University's Internet Technical Support Department toll free at 1-877-832-4867.

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## TEACHING/LEARNING MODEL

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The University of Phoenix Teaching/Learning Model was designed specifically for working adults, and has been continually refined and improved throughout the twenty five years since it was first developed. This model is structured to enable adults who are employed full-time to earn their degrees and still meet their personal and professional responsibilities. The University's Teaching/Learning Model has the following primary components:

### Curriculum

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The curriculum provides for the achievement of specific educational outcomes that are based on input from faculty, students, and the employers of students. The curriculum is designed to integrate academic theory and current professional practices, and its application to the workplace. The centrally managed curriculum for each degree program provides students with specified levels of knowledge and skills regardless of the delivery method or classroom location.

### Faculty

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Faculty members possess an earned master's or doctoral degree from a accredited institution, and have a minimum of five years recent professional experience in a field related to the subject matter in which they provide instruction.

### Interactive Learning

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Courses are designed to combine individual and group activity with interaction between and among students and the instructor. The curriculum provides for a high level of student participation for purposes of increasing the students' ability to work effectively as part of a problem-solving team.

### Sequential Enrollment

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Students enroll in and complete courses sequentially, rather than concurrently, thereby allowing full-time working adults to focus their attention and resources on one subject at a time, thus helping balance learning with ongoing personal and professional responsibilities.

### Learning Teams

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In addition to regular course instructional sessions on ground students meet weekly in Learning Teams. Learning Teams are small, intact groups of students formed at the beginning of each course from the larger cohort. Teams meet each week between course workshops to facilitate and reinforce learning, and to complete group assignments and projects. Learning Teams are generally comprised of between 3-6 members. Research with Learning Teams suggests that they work best when they are made up of 4 or 5 members. Larger teams become unwieldy and difficult to coordinate while smaller teams usually lack the resources to do a thorough job.

### Learning Team Time and Meeting Requirements

Learning Teams conduct face-to-face meetings weekly between course workshops. In standard three semester-credit undergraduate courses of five workshops, teams are required to meet together between workshops for a total of five hours per week. In standard three semester-credit graduate courses of six workshops, teams are required to meet together each week between workshops for a total of four hours per week. (Note: A small number of courses offered by the University of Phoenix may differ in the number of credit hours and workshops. Please consult the Course Module and Instructor Syllabus for Learning Team requirements for those courses).

### Attendance Requirements

Students are required to attend Learning Team meetings. One Learning Team meeting absence is permitted during a course with the instructor's approval.

### Appropriate Meeting Locations

Learning Teams are required to select sites for Learning Team meetings that are conducive to learning. Faculty members must verify that these sites meet minimum requirements. The following locations are considered acceptable: University of Phoenix classrooms and study rooms; local, city or state libraries; university or college libraries; company or corporate training or meeting rooms. Students residences, or other locations are acceptable if they meet the following criteria:

1. Individual seating for each student.
2. A desk or flat writing surface for each student.
3. Adequate lighting to ensure the ability of each student to read.
4. A quiet environment with no ambient noise like loud music.
5. Adequately temperature controlled to allow for the comfort of each student.
6. Electrical and phone service to allow for students to access the University's library services.
7. Adequate restroom facilities for both genders.
8. Adequate parking for student convenience.

### Learning Team Log

Prior to each Learning Team meeting, team members determine the location and time of each meeting and notate the information on the Learning Team Attendance Log. Faculty are required to pre-approve the location and time prior to each meeting. Subsequently, as the team meets, the Log is used to document the attendance of members and record the learning and activities of the team process for the week.



## **Academic Quality**

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The University has designed an Academic Quality Management System (AQMS) that helps to both maintain and improve the quality of programs and student services regardless of the delivery method or class location.

## **Student Technology Recommendations and Competencies**

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In an effort to assist students with adequate preparation for their course work at the University of Phoenix, technology recommendations and competencies have been established. These recommendations and competencies are in effect for the Colleges of Graduate Business and Management, College of Education, Undergraduate Business and Management, Information Systems and Technology, and for courses taken in the Bachelors of Sciences in Healthcare Services and General Studies programs. To that end, students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses/programs. Students using software and hardware other than recommended must still meet the technology competencies. Please note that due to the rapid rate of change in information technology, we anticipate that hardware and software competencies will be updated on a regular basis. Some courses require additional software in the College of Information Systems and Technology.

### **Technology Recommendations**

- 266 Mhz or greater (Intel Pentium or Celeron, or AMD Athlon processors)
- Windows 98®, ME®, or 2000®
- Microsoft Office 97®, 98®, or 2000®
  - Microsoft Word®
  - Microsoft Power Point®
  - Microsoft Excel® (for selected courses)
  - Microsoft Access® (for selected courses)
- Microsoft Project 98® or 2000® (for selected courses)
- Microsoft Visio 5.0® or later (for selected courses)
- A current anti-virus application
- 64MB RAM or greater
- 3 GB hard drive or larger
- 56.6 kps modem, or DSL, or cable modem
- 1024x768 or greater monitor and video card
- Sound card with speakers
- CD ROM
- Inkjet or laser printer

- E-Mail address
- Internet service provider (ISP) account
- Microsoft Internet Explorer Version 5.0 or later

\*\*College of Information Systems and Technology students need Microsoft Office 97 Professional version which includes Microsoft Access.

### **Technology Competencies**

- Access course and program material on the Web.
- Correspond with University of Phoenix staff, students, and faculty using e-mail and the Web.
- Complete, send, and receive assignments to faculty or other students using e-mail and attachments/files.
- Read/print e-mail and attachments/files from students, staff, and faculty.
- Use the University of Phoenix Electronic Library also known as the Learning Resource Center (LRC) and/or Internet for research and completion of course assignments.
- Prepare and conduct presentations in the classrooms using presentation equipment.
- Use the appropriate software for the course. (The University uses as standards Microsoft products including MS Word, MS Project, MS Excel, MS Power Point, etc.)
- Use CD ROM's when required as part of course assignments.
- Use an appropriate anti-virus application to insure the files transmitted and received are virus free.

## **Online Learning System**

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The University's Online Learning System (OLS) a computer- and web-based conferencing system that has replaced the traditional classroom for many University of Phoenix students. It offers a new convenient medium for faculty-to-student and student-to-student interaction. An easy-to-use, easy-to-access system, OLS allows student "to go to class" to engage in individual and group discussion or lectures, anytime or any place!

OLS works with any Internet Service Provider. It features a familiar "Window" type format, which makes navigation fast and easy. A full set of capabilities allows student to complete 100% of their education and administration online. In addition to participating in the full range of class meeting and study group activities, students can communicate with instructors, interact with classmates, and conduct their research online. They can also:

- Register for classes
- Pay their tuition
- Order their books
- Meet with a counselor
- Obtain their grades
- Request transcripts and more

Even without the new software, students can log on to our website from any Internet Service Provider – so they can check their e-mail and access student services from any location and computer.

### **Online Program Hardware Requirements**

Designed with the non-technical person in mind, even inexperienced users will find the OLS simple to master.

To ensure compatibility and consistency of communication, students must own or have access to the following hardware and software.

- Pentium or equivalent, using operating systems Windows 95 or higher
- 32MB of RAM or more
- CD ROM
- 2 GB hard disk or larger
- VGA monitor
- 28.8 Baud Modem or greater
- Inkjet or laser printer
- Internet Service Provider (must have appropriate software, browser and email send/receive capability)

## **Distance Education**

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The University of Phoenix recognizes that adult professionals are sometimes faced with obstacles that prevent continued commitment to classroom instruction. Students may be employed in remote areas, may be traveling extensively on the job, or may have been transferred on the job following the start of a degree program. Because the University of Phoenix was developed to provide educational services solely to working adult students, distance education options were developed to allow these students to continue their life-long learning when faced with such obstacles. Distance education options include computer-based educational modalities that are group-based. The same rigor expected in the classroom exists for distance education students when completing curriculum goals, objectives, and outcomes.

### **Group-Based Online Education**

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The Online computer-based educational delivery system has extended the boundaries of the classroom. It is an outgrowth of the University's recognition of the technological transformation of the workplace. The Online program utilizes the Online Learning System (OLS) to make possible group learning that is independent of time and location. Rather than gathering in a classroom, students and instructors interact electronically and asynchronously. Unlike other forms of distance learning, such as directed study, online education is interactive and participative. Online students can complete their University studies from virtually anywhere in the world.

#### **Structure**

Students in the group-based Online program benefit from the same quality, real world-oriented education that has distinguished the University of Phoenix since it was founded. Students become active members of a learning group of between 7 - 13 working adults, often working in smaller learning teams for special projects. Students complete one five or six-week course at a time, then move on to the next course in the same way as students who meet face-to-face.

#### **Process**

When students are admitted to the program, they are provided with all the information needed to connect to the Online Learning System. Prior to the start of the first class, students become familiar with the system through an Online Orientation. At this time, group members will become acquainted through an exchange of professional and academic backgrounds. Additionally, students will be introduced to their first instructor who will explain the nature of the course and give the first assignment.

Each week's instruction begins with a general class meeting. Here, the instructor introduces all the material to be studied, gives assignments, and answers questions.

### Online Learning Teams

Students are also members of learning teams. Each week, students work on required projects and assignments apart from the rest of the class. To ensure complete privacy, a learning team is assigned a special "Meeting Place" or conference.

### Key Features of the Group-Based Online Program

#### *Interactive Learning*

Computer conferencing exchanges are student-centered, involving dynamic and extensive sharing of ideas, opinions, and information. As a result, knowledge building occurs as students examine each other's written arguments and positions.

In the face-to-face classroom environment the instructor often produces 60–80% of the oral exchanges. Research shows that in the online learning environment, the instructor produces only 10–15% of the verbal interactions. In this way, adult learners are much more actively involved in their own education, an element that the University of Phoenix has found to be essential to adult learning programs.

#### *Equitable Participation*

As anyone who has attended a traditional classroom setting knows, one or two students can often dominate any class discussion, while more reserved students sit silently. In the Online setting, no one readily dominates. While some students might spend more time communicating, everyone must participate. Participation, therefore, is more equitably distributed and active for everyone, as each student has equal access to the "floor."

#### *Time and Place Independent*

All communications in the University's Online computer-conferencing system are asynchronous rather than real-time. While this naturally imposes some limitations, it has been found that asynchronous communications result in increased access for students since they can control the time and place for their participation. They enjoy far greater flexibility since activities need not be simultaneous. Asynchronous communication also enables both students and faculty to synthesize material at their own pace and to provide well thought out responses free of the pressure of instantaneous feedback.

OLS is available 24 hours per day, 7 days per week, enabling working adult learners to choose the times when they believe they are best prepared to engage in particular learning activities and spend as long as they wish working on them. The result is that the Online adult learner has increased control and has more options than in the classroom.

### *Computer Text-Based Communications*

All of the Online communications are text-based, and the users (students and faculty) are able to maintain an ongoing common transcript which greatly enhances opportunities for reflective interaction. At any time they choose, students can review and reflect on the transcripts they have stored in their computers. These archives invite students to organize and reorganize the body of ideas being developed in their class.

#### *Services Provided*

Through OLS, students are able to contact the Learning Resource Center to request literature searches and have them forwarded directly to their personal "inbox" on the Online Learning System.

The University staffs a technical support help desk 24 hours per day, seven days per week. In addition, an automated attendant technical support line is available to address common issues.

#### *Confidentiality*

The electronic computer-conferencing system shall be maintained by an employee of the University (System Operator) who is required by University policy to uphold the confidentiality of any messages she/he may review in the process of tracking overall system usage, and ensuring that the system is functioning properly. The Director of Academic Affairs, the Vice President, Executive Director/Department Chairs, and certain university administrators may review the archives of class meetings and to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, if required.

The University of Phoenix staff and faculty will not use any written material from the electronic study group conferences without the prior written consent of the student.

#### *Policy on the Illegal use of OLS*

The University of Phoenix retains the right to monitor the Online Learning System conferencing system, via the System Operator, in order to verify appropriateness of use.

Illegal activities are expressly prohibited and include such things as distribution of "pirated" software, distribution of unauthorized surveys, exchange of "hot" billing numbers for long distance charges, and messages that are pornographic, slanderous, or offensive by community standards.

Illegal activity will be deleted by the System Operator and the originators of such messages may be denied system access on a suspended or permanent basis.

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## UNIVERSITY POLICIES

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### Program Registration

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Students are required to register for their program course of study on an Enrollment Agreement. Registration is conducted at an official student orientation session. Students not present during registration should contact their local campus for a registration form and class calendar. Distance Education students should contact a University Enrollment Counselor to register. It is the student's responsibility to officially register for the program course of study. Any change in the original registration must be communicated to the local campus staff. Major changes in a student's schedule may necessitate completion of a new Enrollment Agreement.

### Calendar

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Because the educational mission of the University of Phoenix is to meet the educational needs of working adults, a qualified student could begin a degree program in virtually any month of the year. This calendar allows the adult student to balance the demands of career, family, and education.

For financial aid purposes, the University defines an academic year per the U.S. Department of Education standards as completing 24 semester hours in a minimum of 45 weeks for undergraduate students. The academic year is defined as 21 credits in 54 weeks for graduate students.

### Course Cancellation

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The University of Phoenix may be required to cancel classes when necessary. All payments will be refunded or applied to another course. All attempts will be made to address any course cancellations with registered students as early as possible.

### Directed Study

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Under certain circumstances students may need to complete a course via directed study. Students should contact their campus for information about availability and requirements. A maximum of nine credits completed via directed study may be applied to degree requirements.

### Concurrent Enrollment

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Because of the intensive nature of the University's courses, students are not encouraged to concurrently enroll in courses at the University of Phoenix or to enroll in courses at other institutions while enrolled in University courses. However, students are given the opportunity to concurrently enroll in a limited number of courses. Under no circumstances may BSN nursing courses be taken concurrently with other BSN nursing courses.

Under no circumstances will students be allowed to enroll in more than two University of Phoenix courses concurrently. **Concurrent enrollment is prohibited in the first two courses taken at the Online Campus.** Courses taken concurrently with other institutions will not be limited.

### Maximum Credit Load

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Undergraduate students may earn a maximum of 39 credits in a twelve (12) month period.

Graduate students may earn a maximum of 33 credits in a twelve (12) month period.

Credits attempted and earned beyond the maximum allowable limits will be transcribed but will not apply toward degree completion requirements. Courses taken concurrently at other institutions will not be counted towards this total and will not be limited in any way.

### Course Credits

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All credits issued for successfully completed University of Phoenix course work are in semester credits. Courses numbered 100–299 carry undergraduate, lower division credit. Courses numbered 300–499 carry undergraduate, upper division credit. Courses numbered 500–599 carry graduate credit. Professional courses numbered 600–699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700–799 carry Doctoral credit.

### Student Identification Numbers

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All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed immediately upon application to the University.

### Name and Social Security Number Changes

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The University requires documentation of legal name and social security number changes. The following forms of identification will be accepted: marriage license, divorce decree, driver's license, state ID, military ID, passport, or court order. A new social security card is required for changes in social security numbers.

## **Class Attendance**

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Most classes meet four hours per week, usually in the evening. Most education classes meet either four hours per week in the evening or 15 hours per weekend on alternating weekends. Attendance is mandatory. Special instructional activities may be scheduled on weekends or at other times convenient to both students and faculty members. Class attendance requirements are as follows:

1. Students may not miss more than one class session and/or one Learning Team meeting per course. Students in the BSN Clinical courses must still achieve the total number of required clinical hours regardless of any absences in these courses. Students must make up all missed work requested by the faculty member. Any absence will affect students' grades.
2. Students who miss two or more classes must officially withdraw from the course and receive a grade of "W" or "WF." No letter grade will be awarded.

The Post Baccalaureate Teacher Education program has the following absence policy:

- a. Students enrolled in two, three, and four credit courses are allowed one absence. A second absence will not be allowed.
- b. Students enrolled in a course over four credits (excluding Student Teaching) are allowed two absences.
- c. There are no absences allowed for Student Teaching. All work or days missed, including holidays, must be made up at the end of Student Teaching. If a student must be absent for more than five days out of the required weeks of student teaching, he/she will be required to repeat the entire student teaching experience.

### **Directed Study Course Attendance**

In courses completed through directed study, attendance is defined as weekly contact with the assigned faculty member. This student contact with the faculty member may be either written or verbal communication, including the submission of required course assignments. Attendance is mandatory; students are required to attend (make contact with the faculty member) each scheduled week of the course.

1. Students may not miss more than one week per course.
2. Students who begin a course and miss two or more scheduled weeks of the course will receive a grade "W" or "W/F". No letter grade will be awarded.

## **Duplication of Credit**

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Duplication occurs when students take the same course more than once or take a course that duplicates the content of a satisfactorily completed course. Credit earned which duplicates work already completed does not count toward the total number of hours required for graduation.

## **Course Audit Policy**

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At some campuses, and upon approval of the campus Director of Academic Affairs, a student may choose to audit a course. Courses which have been audited will be transcribed with the grade of "AU" and will not earn the student any credit. Students auditing a course are considered passive participants and will not be held responsible for study group work or class assignments. They must follow all other University policies for non-auditing students, including class attendance. Audited courses do not qualify the student for financial aid. Students will be required to pay a one (1) credit hour tuition charge consistent with the program rate for each audited course.

The Online campus does not allow external auditing due to the unique nature of an Online classroom environment.

## **Special Topics**

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The University may offer students the opportunity to pursue independent study and research in areas of special interest not ordinarily included in a program course of study. These offerings are dependent on the approval of the campus Director of Academic Affairs and the appropriate College Dean. Special topics are considered elective course work and may be applied to general education requirements if approved by the College Dean. No more than two or three courses or six credits may be applied to the completion of a degree program. All regular academic policies apply to special topic courses, including attendance, grading, and awarding of credit. Enrollment in special topic courses is limited to students who have completed a minimum of 50% of the credits required by their degree program.

## **Change in Student Status**

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Any student who finds it necessary to interrupt his/her attendance by withdrawing from the program should complete the official withdrawal process at their local campus to avoid additional charges.

For students receiving federal financial aid, a change in enrollment may result in a cancellation or reduction of funds.

From time to time, a student may find it necessary to take a leave of absence (LOA). The LOA serves to maintain the student's in school enrollment status. For students requesting an LOA, the following applies:

1. The University may grant a leave of absence(s) to students who provide a written, signed and dated request to their campus on or before the last date of class attendance. If unforeseen circumstances prevent a student from providing this request on or before the last date of class attendance, the University may grant the leave of absence if the campus receives the request and appropriate documentation within 15 days of the student's last date class attendance. Unforeseen circumstances may include medical and family emergencies, business travel, University course cancellation and/or facility closure, and natural disasters. A student on an approved leave of absence will be considered enrolled at the University and eligible for an in-school deferment for his or her SFA loans.
2. A leave of absence cannot exceed 60 days in a 12-month period. Time in excess of 60 days in any 12-month period may be approved on an exception basis, for unusual circumstances. This leave may not exceed 90 days in length and may be approved for unusual circumstances such as course cancellations, personal leaves, business travel, institutional issues, military reasons, circumstances covered by the Family and Medical Leave Act of 1993 or jury duty.
3. If a student does not return from an approved leave of absence, his or her withdrawal date and beginning of the loan grace period will be the last date of class attendance. This may result in the loss of some or all of the student's loan grace period.

## **Re-Entry Students**

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Students who have been inactive in the program for one year or more are required to complete a new application and enrollment agreement. This is to ensure that the University has current demographic information for each student. A second application fee is not required.

Students who withdraw for one year or more are subject to any curriculum or degree requirement and policy changes in effect at the time they re-enter.

## **Transfer of Credit**

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Academic credit earned for courses appearing on an official transcript from a regionally or nationally accredited associate degree granting candidates for accreditation college or university will be evaluated according to University policies and accepted subject to the approval of the University's Central Office of Admissions. Transfer credits that are based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University's Central Administrative Office of Admissions or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial and not binding, and subject to change.

The regional accreditation agencies are:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

The national accreditation agencies are:

- Accrediting Associate of Bible Colleges
- Associate of Advance Rabbinical and Talmudic Schools
- Accrediting Council for Independent College of Schools
- Associate of Theological Schools
- Distance Education & Training Council
- Transnational Association of Christian Colleges & Schools

A maximum of 30 credits may also be awarded for the successful completion of exams from approved national testing programs (Advanced Placement Exams (AP), CLEP, Excelsior, Berlitz, DANTES, NLN) according to University policy.

For a description of the type and amount of credit that can be applied toward an undergraduate degree, see individual program descriptions. Students will have up to 90 days from notification of Transfer Credit decisions to submit an appeal with the Student Appeals Committee.

Transferability of credit is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not credits earned at the University of Phoenix will be accepted by another institution of the student's choice.

## **Nondiscrimination Policy**

The University of Phoenix does not discriminate on the basis of race, color, national origin, sex, disability or Vietnam-era veteran status in its educational programs, activities or employment practices. The University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

If any student or applicant has a question or concern regarding compliance with this policy, that student or applicant may direct the question or concern to the Vice President/Director, or any student may elect to utilize the student grievance procedures set forth in the "Student Grievance" section of this catalog.

## **Harassment Policy**

It is the policy of the University of Phoenix that the educational environment at each of its campuses be free of all forms of improper or unlawful harassment including sexual harassment or sexually offensive conduct. Conduct on the part of faculty, staff, or students which would violate this policy includes, but is not limited to:

- Unwelcome or unwanted sexual advances.
- Requests for sexual favors.
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests.
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.
- Offensive conduct, verbal or written including sexually explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person.
- The display of sexually offensive pictures, posters, illustrations, or objects.
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, or disability.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

*Note: The harassment policy also applies to student staff.*

## **The Americans With Disabilities Act (ADA)**

The University of Phoenix recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities. Students have the responsibility to both self disclose and request accommodation through the campus ADA Compliance Officer. Communication with faculty or other staff members does not constitute in itself fulfilling the university ADA accommodation requirements. Verification through documentation from a health care provider is required prior to accommodations being determined and fulfilled. The campus ADA officer will review documentation for accommodation consideration. Therefore, students must allow several weeks between self-disclosure and accommodations being made and should schedule course work accordingly.

Determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students are managed by the Vice President of University Services, located in Phoenix, Arizona. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

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## STUDENTS' RIGHTS AND RESPONSIBILITIES

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### Code of Student Responsibility

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The University of Phoenix Code of Student Responsibility is an essential element of the University's mission of meeting the educational needs of working adult students. In acknowledging the maturity and experience of adult learners, the University has designed a Teaching/Learning Model that the Code of Student Responsibility facilitates. The Teaching/Learning Model is a highly interactive, collaborative learning structure, with small student to faculty ratios that require students to actively and effectively collaborate both in class and in learning teams. The Code of Student Responsibility serves both as a benchmark and as a practical guide for students. This Code embodies a common respect and understanding for varying points of view necessary to successfully experience the learning process at the University. University of Phoenix students are expected to observe this Code with the faculty, fellow students, and staff, as follows:

1. Acknowledge and demonstrate respect for the personal and professional growth of oneself and others in interactions with faculty, fellow students, and University staff.
2. Assess one's own and others' interpersonal strengths and weaknesses by constructively utilizing and providing feedback.
3. Recognize one's own personal and professional values and the personal and professional values of others.
4. Demonstrate self-reliance and self-direction in the setting and completion of individual and group learning goals and objectives.
5. Demonstrate respect for faculty, fellow students, and staff regardless of gender, ethnicity, or religious, moral, political, or sexual beliefs.
6. Accept responsibility and accountability for one's own actions, verbal and written communications, and interactions with faculty, students, and staff.
7. Acknowledge that conflicts and the resolution of conflicts, between individuals and among groups, are integral to the collaborative learning process, and demonstrate responsibility for resolving these conflicts while maintaining respect for all individuals involved regardless of the outcome.
8. Maintain confidentiality and acknowledge personal privacy in the communication of personal or professional information about one's employer, other students, or their employers.
9. Accept responsibility for working collaboratively in the learning process, and for the achievement of those learning outcomes linked to group performance.
10. Maintain the highest ethical standards in interactions with faculty, students, and staff, as well as in the preparation and submission of required course work, and the completion of tests.

### Standards of Student Behavior

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All students are expected to conduct themselves as mature adults and members of an academic community as defined in the University's "Code of Student Responsibility". The University of Phoenix community of students, faculty, and staff must conduct their behavior on the principle of treating each other with courtesy and respect. All alleged violations of Standards of Student Conduct must be forwarded in writing to either the campus Director of Academic Affairs (academic related allegations) or the campus Director of Operations (non-academic related allegations) and shall be immediately investigated according to the procedure established by the University.

Misconduct for which students are subject to disciplinary action includes but is not limited to:

1. Actions, verbal statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students, or any conduct which interferes with the educational process or institutional functions.
2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty or staff member.
3. Disruptive activity that hinders or interferes with other students' or faculty's educational environment.
4. Violation of any applicable professional codes of ethics or conduct.
5. Failure to promptly comply with any reasonable directive from faculty or University officials.
6. Carrying of weapons on campus, at campus-sanctioned events or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms 24 hours a day).
7. Using or being under the influence of drugs or alcohol while at class, campus-sanctioned events, or when meeting with campus personnel.
8. Violation of applicable state and federal statutes and/or University regulations and policies.
9. Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
10. Fabrication - intentional or unauthorized falsification or invention of any information, citation, or document, or lying during an investigation.
11. Plagiarism - intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise.
12. Helping another student cheat, fabricate, or plagiarize.



A student may be removed from class, campus-sanctioned events, or meetings for any of the above referenced violations. Disciplinary action will be based on the seriousness of the situation and may include, but is not limited to, documented counseling by a University staff member, loss of credit, suspension and/or expulsion. In all cases, University authorities will take action in accordance with appropriate University procedures.

#### **Policy on Nursing Ethics and Professional Competence**

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

1. University of Phoenix Professional Nursing Responsibilities.
2. American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in the Bachelor of Science in Nursing and Master of Science in Nursing degree programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal petition to the Academic Standards Subcommittee on Nursing Ethics and Professional Competence.

Expectations for conduct and the standards are discussed in the Clinical Handbook for the BSN program, in NUR 402 for the BSN program, in HCS 501 Introduction to Nursing Graduate Studies for the MSN program, and in NRP 502 in the Nurse Practitioner Clinical Program Handbook.

#### ***Policy on Counseling Ethical Standards***

The University of Phoenix Policy on Counseling Ethical Standards is defined as compliance with the American Counseling Association Code of Ethics and Standards of Practice and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Counseling students who enroll in the University. The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a counseling ethics committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethical standards may be sanctioned, which may include expulsion from the program.

#### **Students' Right to Privacy**

The University of Phoenix maintains compliance with the Family Education Rights and Privacy Act (FERPA) of 1974 (amended in January 1975 and appearing in its final form in June 1976). The Privacy Act defines requirements which are designed to protect the privacy of the students concerning their records maintained by the University. The law requires that:

1. Students be provided access to official records directly related to the student. Students who wish to see their records must make an appointment through the University Registrar's Office or local campus office. Students may not remove any materials but are entitled, at their expense, to one copy of any material contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.
2. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.
3. Student's written consent be received prior to releasing personally identifiable student data from the records to other than a specified list of exceptions.
4. The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.
5. The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests to such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University Family Educational Rights and Privacy Act policy is made available to students through the Registrar's Office.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information. Written requests for privacy holds should include name, IRN, address, specific records to be withheld and/or to whom the privacy hold applies, and the student's signature and date. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Tandy Elisala, Registrar, University of Phoenix 4615 East Elwood Street, Phoenix, AZ 85040, Fax (480) 966-9836.

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## Student Right-To-Know

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### Consumer Information

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All institutions that participate in the federal aid programs are required to notify enrolled students regarding consumer information that is available to them. The Consumer Information Index is intended to outline consumer information that you have the right to request and review. The information is available at <http://www.phoenix.edu/consumerinfo>.

### Student Completion Rate

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As a result of reauthorization of the Higher Education Act of 1965, each educational institution must publish its student completion rates excluding graduate programs.

The University of Phoenix completion rate averages approximately 60% across all programs.

### Campus Crime Statistics

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The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. You can obtain a copy of this report by contacting your local Campus Security Authority or by accessing the following Website: <http://www.phoenix.edu/safety>.

### Campus Safety Report Notice

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Campus Safety Policies and Campus Crime Statistics are published in the University of Phoenix Campus Safety Report.

The University of Phoenix Campus Safety Policies cover issues concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters.

The University of Phoenix Campus Crime Statistics cover crimes reported to the University that occurred on campus, in certain off-campus building or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus, over the previous three years.

These policies and statistics are accessible at the following Website: <http://www.phoenix.edu/safety> or by contacting your local Campus Security Authority.

### Drug and Alcohol Abuse Prevention Program

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All drug and alcohol abuse policies, prevention and referrals can be obtained by accessing the following Web-site: <http://www.phoenix.edu/safety>.

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## ACADEMIC POLICIES

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### Admission Status

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There are four types of admission to the University of Phoenix: Admitted, Provisional, Registered and Denied. Applicants to certain degree programs are permitted to begin their program of study under Registered and Provisional admission status but are not considered matriculated until Admitted status is granted by the Corporate Office of Admissions and all transfer credits are reviewed for applicability to the degree program.

#### *Admitted Status*

A student is granted Admitted status by the Corporate Office of Admissions after all documents have been received, the applicant's admission file has been reviewed and all admission requirements have been met. All materials to obtain admission should be submitted by the end of the second course. No student may enroll in the fourth course without admission being granted. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program. Under extenuating circumstances, a student may request permission from the campus Vice President/Director to enroll in up to five courses prior to an admission decision being made.

#### *Provisional Status*

#### *Graduate Provisional Status*

Students who meet all admission requirements except the minimum GPA requirement of 2.50 (see admission requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49. Students admitted on Provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of the third graded graduate course. Students with a GPA of 3.0 or greater at the end of their third graded graduate course will be placed on Admitted status. Students with a GPA of less than 3.0 at the end of their third graded graduate course will be academically disqualified and denied admission.

#### *Registered Status*

Degree-seeking students in the business, management, education, counseling, computer information systems, or nursing programs may attend a maximum of three courses under Registered status by completing an application, paying the application fee, and registering for at least 24 credits. Under extenuating circumstances, a student may request permission from the campus Vice President/Director to enroll in up to five courses prior to an admission decision being made.

The University makes no guarantees of a favorable admission to students enrolled in course work under Registered status. Students relying on foreign education to meet admission requirements or who are required to take the Test of English as a Foreign Language (TOEFL) or Test of English for International Communication (TOEIC), are not eligible to attend classes under Registered status until all admission requirements are met and a favorable evaluation has been performed by an approved foreign credential evaluation agency.

#### *Denied Status*

Applicants who do not meet the minimum admission requirements for their selected program are denied admission.

### Academic Probation

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Academic Probation shall occur when a student's grade point average falls below acceptable levels. Undergraduate students must maintain a program grade point average of 2.0 while graduate students must maintain a program grade point average of 3.0. Probation lasts for a period of three consecutive courses. Any course work taken concurrently will be applied to the three course period. Financial Aid and VA students will continue to receive funds during the probationary period.

### Academic Disqualification

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Academic disqualification will result if a student fails to clear his/her academic probation status within the probationary period. Disqualified students are not eligible for re-admission until the lapse of one calendar year. To re-enter, a formal application must be submitted in accordance with University admissions procedures; in addition, applicants should explain the reasons for the scholastic deficiencies, the manner in which the intervening time has been spent, and why they should be given favorable consideration for re-admission. The admission file will be reviewed by the Student Appeals Committee and a decision reached regarding re-admission. If approved, the student would be required to complete all program requirements in effect at the time of re-admission and will be placed on Academic Probation for a 3 course period.

## **Scholastic Disqualification**

### **Bachelor of Science in Nursing**

Students in the Bachelor of Science in Nursing program are required to achieve a minimum grade of "C" (2.0) in the clinical courses (NUR 402, NUR 464, NUR 467, NUR 471, NUR 473, and NUR 486). Students who fail to receive a minimum grade of "C" in any one of these courses will be scholastically disqualified from the University (a "C-" is not acceptable). (Conditions for re-admission will be established by a committee composed of the faculty member, the Campus College Chair.) Re-admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat a clinical course only one time. If the student does not receive a "C" or better on the second attempt, the student will be permanently withdrawn from the Bachelor of Science in Nursing program.

### **Nurse Practitioner Programs**

The Women's Health Care and Family Nurse Practitioner Program policy states that a grade of "B" or better must be earned in all nurse practitioner courses. The student with a "B-" or below in one of these courses may not continue in any other nurse practitioner course and is placed on Scholastic Disqualification.

### **Post Baccalaureate Teacher Education**

Students in the Post Baccalaureate Teacher Education program are required to achieve a minimum grade of "B" (3.0) in TED 501, TED 505, TED 523, TED 551, TED 565, ESL 551, SP-TED 500, SP-TED 540, and SP-TED 555 and all student teaching courses.

Students who fail to receive a minimum grade of "B" in any one of these courses will be scholastically disqualified from the University. ("B-" or "I" are not acceptable.) Students who have been scholastically disqualified must complete a remediation plan and repeat the course in order to continue in the program. If the student does not receive a grade of "B" or better on the second attempt, the student will be permanently withdrawn from the program. Re-admission is granted when the student fulfills the outlined requirements to remove the scholastic disqualification.

Students who do not receive a "B" or better in student teaching may repeat the experience only one time. If the student does not receive a "B" or better in the second attempt, they will be permanently withdrawn from the program.

By the end of TED 523, students must satisfy basic skills requirements in math and English. Students may not continue beyond TED 523 unless these requirements are met. The student will be placed on scholastic disqualification if these requirements are not met by the end of TED 523.

Students in MAEd/ECN versions 01AZ, 01ECN 531, and 01HI, 01NV and 01CO must receive "B" (3.0) or better in ECN 532, Professional Assessment Part I and II, in order to continue in the MAEd program. A grade below "B" or an incomplete grade (I) is not acceptable. Students who receive a grade lower than a "B" in ECN 531 or ECN 532 may repeat the course one time. If the student does not receive a grade of "B" or better on the second attempt in ECN 531 or ECN 532, the student will be permanently withdrawn from the University.

## **Progression Requirements**

Students in the TED/CLAD Post Baccalaureate Teacher Education Program in California must meet the following requirements prior to beginning their student teaching experience.

1. Students must demonstrate subject matter proficiency by a passing score on the Multiple Subjects Assessment for Teachers (MSAT) prior to student teaching if their bachelor's degree is not from a Commission approved subject matter program. If the bachelor's degree is from a Commission approved subject matter program, the student must provide a letter of verification from the institution that posted the degree.

2. Provide proof of passing scores on the CBEST (California Basic Educational Skills Test).

3. Copy of Certificate of Clearance

### **Completion Requirements**

Students in the TED/CLAD Post Baccalaureate Teacher Education Program in California must meet the following requirements to graduate:

1. Completion of the program with a minimum grade point average of "B" (3.0).

2. Completion of second language learning experience.

3. Satisfactory completion of the Student Teaching Experience with "B" (3.0) or better.

4. Satisfactory completion of Reading Instruction (RICA) exam.

5. Payment of all tuition and fees.

6. Completion of University of Phoenix Request for Certificate form.

### MAED/TED Progression

The University of Phoenix will implement several screening processes for candidates of the MAEd/TED program to ensure that only the most qualified candidates enter, remain, and complete the teacher preparation program as evidenced in the admission, progression, and completion requirements. In order to progress to the student teaching portion of the teacher preparation program, MAEd/TED candidates must meet the following requirements:

1. Students enrolled in the secondary education program must provide verification of content knowledge mastery prior to enrolling in their student teaching courses.
2. Passing scores on all parts of the Basic Skills Proficiency Assessment in Reading, Grammar, and Mathematics. This requirement can be met in two ways:
  - Successfully passing basic skills test exam required by the state for teacher certification (i.e. CBEST).
  - Successfully passing the University of Phoenix math and English proficiency exams.
  - Students that are unable to pass either the state or UOP exam may meet the requirement with successful completion of COMM 215, and MTH/209, (or equivalent course) with a minimum of "C-".
3. Achieve passing scores on the formal interview that occurs during MAT/511 or MAT/512.
4. Submission of a two-page typewritten statement detailing reason for wanting to become a teacher, including any past experiences in teaching. This statement will be submitted to the faculty committee at the time of the formal interview.
5. Verification of fingerprint clearance.
6. Two professional letters of recommendation.

### Student Retention Process (MAED/TED)

Throughout the MAED/TED program, faculty nonmembers monitor the candidate's progress. Candidates who receive one or more faculty referrals are advised, remediated, and/or counseled out of the program, as appropriate.

- The first faculty referral results in a formal warning letter and a mandatory interview with the candidate's Academic Counselor or other designee.
- Candidates who receive two or more faculty referrals are notified in writing by the Campus College Chair, or other designee, of the specific charges brought against him/her.
- The Campus College Chair will convene a meeting of the Student Retention Committee, and may conduct a formal hearing, if necessary.

- The Student Retention Committee may make one of the following recommendations:

- a. Take no action
- b. Institute a formal remediation plan

### 7. Recommend withdrawal from the program

### MAEd Scholastic Disqualification

Students must earn a grade of "B" (3.0) or better in the following courses in order to continue with the program:

ADM 590

#### Internship of the Principalship

ECN 531

#### Professional Assessment, Part I

ECN 532

#### Professional Assessment, Part II

ECN 581

#### Education Counseling Practicum

ECN 582/583

#### Educational Counseling Internship, Part I & II

ECN 590

#### Counseling Practicum: Elementary Education

ECN 591

#### Counseling Practicum: Secondary Education

ECN 592

#### Educational Counseling Practicum: Elementary

ECN 593

#### Educational Counseling Practicum: Secondary

ECN 596

#### Educational Counseling Practicum

ECN 597/598

#### Educational Counseling Practicum I & II

EDA 590 A/B/C

#### Administrative Internship

EDA 599

#### Practicum in School Administration

EDD 574

#### Action Research Outline

EDD 575

#### Action Research Proposal

EDD 576

#### Action Research Presentation

ESL 598

#### Integrating Language Acquisition & Content Instruction (Part I, Language Arts & Literacy Practicum Seminar)

ESL 599

#### Integrating Language Acquisition & Content Instruction (Part II, Content Area Instruction Practicum Seminar)

MAT 511

**Elementary Student Teaching I: The Professional Educator**

MAT 512

**Secondary Student Teaching Seminar I: The Professional Educator**

MAT 551

**Elementary Student Teaching Seminar IV: Parent & Community Involvement**

MAT 552

**Secondary Student Teaching Seminar IV: Parent & Community Involvement**

SP-TED 500

**Survey of Exceptional Students**

SP-TED 540

**Diagnosis and Assessment of Mild Disabilities**

SP-TED 555

**Collaboration and Resource Management for the Special Educator**

SP-TED 560

**Special Education Student Teaching: Learning Disabilities**

SP-TED 570

**Special Education Student Teaching**

SP-TED 571

**Special Education Student Teaching**

SP-TED 575

**Special Education Student Teaching: Cross Categorical**

EDTC 590

**e-Education Capstone**

Students who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course in order to continue in the program. The University of Phoenix will not provide an Institutional Recommendation to students that do not earn a "B" or better in their student teaching experience.

Students must earn a grade of B (3.0) or better in the following research courses:

EDD 574

**Action Research Outline**

EDD 575

**Action Research Proposal**

EDD 576

**Action Research Presentation**

A grade of "B-" or below or an incomplete grade (I) is not acceptable. Students who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course in order to continue in their one credit research project courses.

If the student does not receive a grade of "B" (3.0) or better on the second attempt, the student will be permanently withdrawn from the program.

**Master of Counseling**

Students in the Master of Counseling program must pass CNSL 511, Professional Counseling Assessment Portfolio I, to be eligible for admission. Students who are denied admission, due to the portfolio, can reapply in six months. Students can reapply for admission after one year if they fail CNSL 511 a second time. Passing Portfolio I is limited to three attempts.

Students must receive a grade of "Pass" in CNSL 530, Professional Counseling Assessment Portfolio II, in order to continue in the Master of Counseling program. A failing grade ("F") or an incomplete grade ("I") is not acceptable. Students who fail CNSL 530 may repeat the course after 6 months. If the student does not receive a grade of "Pass" on the second attempt, the student will be permanently withdrawn from the program.

Students are required to achieve a minimum grade of "B" (3.0) in clinical courses. Clinical courses include: CNSL 527, CNSL 537, CNSL 548, CNSL 553, CNSL 591, CMHC 538, CMHC 585, MFCC 535, MFCC 550, MFCC 565, CNSL 599A/B, MFCC 570 A/B/C, and CMHC 599A/B/C.

Students who fail to receive a minimum grade of "B" in any one of these courses will be scholastically disqualified from the University (a "B-" or "I" are not acceptable). Re-admission is granted when the student fulfills requirements determined by the Campus Department Chair or Dean and will include repeating the course to remove the scholastic disqualification. Students may repeat a clinical course only one time. If the student does not receive a "B" or better on the second attempt, the student will be permanently withdrawn from the program.

Students who have been placed on Scholastic Disqualification for failure to attain a minimum grade of "B" or better in a clinical course may not transfer to another counseling program until they have fulfilled the requirements for reentry as determined by the Dean and the University administration.

**Student Retention**

Students in the Master of Counseling program are constantly evaluated by faculty, staff, and peers for adequate professional and personal development. Any student not making satisfactory progress in these areas may be formally evaluated for remediation or expulsion by the Retention Committee.

### **Student Falsification of Information**

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All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false or misleading information may be grounds for dismissal at any time.

### **Student Grievances**

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The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing an appeal process for those who desire to file a grievance against the University, including any claim of discrimination.

#### **Academic Student Grievances (Grade Related)**

Students disputing a grade received may contact the Director of Academic Affairs who will assist them in contacting the faculty member to discuss the grade dispute. The faculty member's decision is final. Grade disputes that are based on alleged discrimination or harassment (as those terms are defined in this Catalog under the headings "Nondiscrimination Policy" and "Harassment Policy") are reviewed as non-grade related grievances.

#### **Administrative or Non-Academic Student Grievances**

Students who are alleging discrimination or a violation of University policy must present their grievance in writing. Such grievances are to be heard by a Campus Committee comprised of the following: Director of Academic Affairs (or other appropriate campus administrator), who will serve as Chair, Assistant Department Chair, and one member appointed by the Committee Chair. Appeals to a decision of the campus committee may be submitted to the Student Appeals Committee.

Other grievances or requests for policy exceptions must be submitted in writing to the Student Appeals Committee, which will determine the appropriate course of action or render a decision. A written decision will be made within ten working days from the receipt of the letter.

### **Student Appeals Committee**

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Students may submit a written appeal of the decision of a Campus Committee or College Dean or an admissions decision to the Student Appeals Committee. It is incumbent upon the student to submit to the Student Appeals Committee all relevant documents or statements of support with the appeal letter.

In all cases of academic and administrative student grievances, if the complaint cannot be resolved after exhausting the University's grievance procedure, the student may file a complaint.

### **State Boards**

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In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-5709.

In Florida, the student may contact the Florida State Board of Independent Colleges and Universities, Florida Department of Education, 200 Turner Bldg./Koger, 2586 Seagate Drive, Tallahassee, FL 32301, telephone (850) 488-8695

In California, the student may contact the California Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, CA 95814-3517 telephone (919) 445-3427.

In Maryland, the student may contact Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401-1781, telephone (410) 260-4500.

In New Mexico, the student may contact the State of New Mexico Commission on Higher Education, 1068 Cerrillos Road, Santa Fe, NM 85701-4295, telephone (505) 827-7383.

In Ohio, the student may contact the State Board of Proprietary School Registration, 35 East Gay Street, Suite# 403, Columbus, OH 43215-3138, telephone (877) 275-4219.

In Washington, the student may contact the State of Washington Higher Education Coordinating Board Degree Authorization Agency, 1603 Cooper Point Road NW, P.O. Box 43450 Olympia, WA 98504-3450, telephone (360) 586-2775. The student must contact the state board for further instructions.

### **Grading Procedures**

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Formal grade reports are available through the student website upon completion of each course. Grade reports indicate the course taken, credits received, and grade assigned. A student who has failed to make payment for tuition of a course will have the grade withheld until payment is made.

Faculty members are required to post final grades within seven days of completion of the course.

The University uses the following grading system to evaluate the student's performance:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C-	= 1.66
A-	= 3.66	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D-	= .66
B-	= 2.66	F	= .00
C+	= 2.33	I	= .00
C	= 2.00		
I	= Incomplete		
W	= Withdrawal		
W/F	= Withdrawal failing		

The University has established the following grading guidelines to be complied with by all faculty.

**A** =Clearly stands out as excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

*Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.*

**B** =Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality.

*Example: "B" work indicates a high quality of performance and is given in recognition for solid work; a "B" should be considered a high grade.*

**C** =Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student. Has a generally acceptable understanding of all basic concepts.

*Example: "C" work represents average work for the students in a program or class. A student receiving a "C" has met course requirements, including deadlines.*

**D** =Quality and quantity of work in and out of class is below average and barely acceptable.

*Example: "D" work is passing by a slim margin.*

**F** =Quality and quantity of work in and out of class is unacceptable.

*Example: "F" work does not qualify the student to progress to a more advanced level of work.*

Plus or minus grades indicate a high or low end grade that has been assigned.

**NOTE:** Good grades are usually correlated with regular attendance and with assignments (written, reading, design projects, computer programs, and all other kinds) completed and on time. On the other hand, poor grades are often correlated with frequent absences and incomplete and/or missing assignments.

**W = WITHDRAWAL.** Students who attend at least one night of a course, miss at least two class sessions and officially withdraw prior to completing the course will receive a "W", if the faculty member determines that the student was passing the course or cannot make a determination whether the student was passing or failing at the time of the withdrawal. The grade is not calculated in the GPA.

**W/F = WITHDRAWAL/FAILING.** Students who attend at least one night of a course, miss at least two class sessions and officially withdraw prior to completing the course will receive a "W/F" if the faculty member determines that the student was failing the course at the time of the withdrawal.

**I = INCOMPLETE.** Students who fail to complete all course requirements on a timely basis, due to unanticipated circumstances or events, may be awarded the grade of "I" (Incomplete) by the faculty member. Students receiving a grade of "I" in a course will have up to 5 weeks in which to finish the course assignments and submit course materials to the instructor. The faculty member determines the new course completion deadline date. Quality points of 0.00 are calculated into the GPA as long as a grade of "I" is pending course completion. The I grade and 0.00 quality points will be removed and replaced by the final grade quality points. If the student receiving a grade of "I" (Incomplete) has failed to complete all course requirements within the new incomplete deadline as determined by faculty member the grade of "I" will become an "F," and the student will be required to repeat the course at his or her own expense.



## **Grade Reports and Transcripts**

At the end of each course, the faculty member submits and posts grades for each student. Grades are available to students who have paid all tuition and fees owed. No grades will be given to a student over the phone. Students can view their course information including grades, GPA, program information and schedule courses online at "[http://student.uoph.edu/student\\_data/login.asp](http://student.uoph.edu/student_data/login.asp)". The Registrar's Office cannot provide grade reports for students under any circumstances. Students who require grade verification must request an official transcript, may print an official grade from the website, or request a grade verification letter through the web site.

The student's official transcript is prepared by the Registrar's Office. The transcript will show the courses, grades, credits, and dates of instruction for each course. Credits awarded from the Prior Learning Assessment Center will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Directed study courses completed through the Online Directed Study are subject to additional policies. Contact the Online Directed Study for further information.

The faculty deadline for changing an Incomplete grade is seven days from receipt of the student's completed assignments. Students must allow approximately two weeks for the grade change to be processed.

Note: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who have paid all tuition and fees owed to the University.

Transcript Request Forms are available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4615 E. Elwood Street, Phoenix, Arizona 85040. The Family Education Rights and Privacy Act of 1974 requires that all transcript requests be submitted in writing and be signed by the student.

Telephone requests for transcripts may be processed in extenuating circumstances when paying by credit card and after student identification has been established.

Utilizing student identification numbers and PIN numbers, students may request official transcripts from the University World Wide Web site (<http://www.phoenix.edu>) by selecting the Student Services button and following the directions for requesting a transcript. Students may also order a transcript to be mailed to their home or obtain transcript information through our 1800 4 GRADES Voice Response system.

There is a \$5.00 fee for each transcript requested. The fee must accompany the request.

The University cannot release transcripts received from other institutions. Copies of these transcripts must be obtained from the original institution. All official transcripts submitted to the University of Phoenix become the property of the University and will not be returned to the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, or electronic imaging system. Permanent records kept in paper form are stored in fireproof file cabinets.

## **Program Changes**

Students wishing to change their course of study may do so through consultation with their Academic Counselor. The student must sign a new enrollment agreement and meet the admission requirements of the new program.

## **Application for Graduation**

Students must submit a graduation application in order for their degree to be processed. Graduation applications are sent to students by the Registrar's Office with degree audit progress reports when students have neared the completion of their degree program requirements. Graduation applications will be sent to students in the Associate level programs when they have earned 50 applicable credits; to undergraduate business and management students when they have earned 100 applicable credits toward degree requirements; to undergraduate nursing students who have earned 106 applicable credits; to all graduate students who have completed all but 3 required courses.

## **Degree Posting**

Degrees are posted to students' transcripts on a monthly basis. A student's degree will be posted on his or her transcript on the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit has been posted to the academic record, and the post-COCA test has been completed. The student's individual degree completion date is recorded on the transcript, indicating that all academic requirements for the degree were fulfilled on that date.

Diplomas are ordered bearing the date the degree was posted for all students who have completed degree requirements and who have paid all tuition and fees. Diplomas are distributed to graduates approximately two weeks after the diploma order date.

Students who are ineligible for graduation are notified by the Registrar's Office of their degree deficiencies. Students who are unable to complete the requirements for graduation by the appropriate posting dates may be considered eligible for the next posting date.

## **Graduation With Honors**

Undergraduate students who complete their degree program with a Grade Point Average of 3.85 or higher will graduate with Honors distinction. The Honors designation will appear on the University Diploma and permanent transcript.

## **Participation in Graduation Ceremony**

Graduation ceremonies are held at each University campus. Students who have completed all but 9 credits required for their degree will be permitted to participate in the graduation ceremony.

Students must also be in good academic and financial standing to be eligible for commencement participation.

## **Graduation Deadlines**

Students in an Associates of Arts degree program must satisfy all degree requirements within five (5) years from the start of the program. Students in undergraduate degree programs must satisfy all degree requirements within seven (7) years from the start of the program. Students in graduate degree programs must satisfy all degree requirements within five (5) years from the start of the program.

Students may petition the Campus Director of Academic Affairs for a one (1) year extension. All additional requests for extensions must be submitted to the Student Appeals Committee. Students who fail to complete all degree requirements with their graduation deadlines will be required to complete additional degree requirements. Upon approval of the extension, students must pay an administrative fee.

## **Records Retention and Disposition**

The maintenance, retention and disposition of documents relating to student educational records are governed by institutional policy.

A listing of documents and disposition schedules filed in the Registrar's Office includes:

1. The permanent academic records of students are retained indefinitely.
2. Applications for admission and/or re-admission, transcripts issued by other institutions, military service documents, undergraduate admission evaluations, national testing results, program changes and pertinent correspondence are retained for one year after the student's last date of attendance.

University policy prohibits reproduction of transcripts and similar documents issued by other educational institutions.

## **Disclaimer on Job Placement**

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.

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## INSTITUTIONAL RESEARCH & EFFECTIVENESS

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### **Mission Statement**

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The Department of Institutional Research & Effectiveness (IR&E) provides substantive analysis and reporting in support of mission critical decision making throughout the University. Additionally, intelligence provided by IR&E is an essential component of University academic governance.

IR&E executes reports to key external agencies such as federal and state governments, accrediting agencies, professional associations, other higher education institutions, and publishers.

IR&E manages critical administrative, analysis and reporting processes for two key University assessment systems: the Adult Learning Outcomes Assessment (ALOA) and the Academic Quality Management System (AQMS).

### **Adult Learning Outcomes Assessment (ALOA)**

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The University's ALOA system is a comprehensive cognitive and affective assessment system for working adult students.

The ALOA has two principal purposes:

1. To provide adult students with useful information about their current education skills and abilities (i.e., cognitive, affective, communication, and critical thinking) at entrance to their academic program and at graduation.
2. To provide the University with useful information about the currency and effectiveness of all academic programs so that enhancements can be made on a continuous basis.

Outcomes assessments serve to evaluate the effectiveness of the programs and the extent to which the University is accomplishing its fundamental mission and purposes as follows: 1.) In terms of achieving the desired learning outcomes in students. 2). In terms of having a measurable and positive impact on the personal and professional lives of the students.

Each of the components of the ALOA system has been designed to complement the whole to provide a comprehensive view of the effectiveness of the University's academic programs.

### **ALOA Composition**

#### ***Comprehensive Outcomes of Cognitive Assessment (COCA)***

An outcomes assessment is required of all students at graduation from an academic program. Students receive results from the post-test with useful information that reflects the impact their educational experience has had on their knowledge and skills. The results provide academic decision makers with information useful for program evaluation and curriculum design.

#### ***Professional and Educational Values Assessments (PEVA)***

Students receive a pre- and post-professional and educational values assessment. This assessment is focused on the values students place on newly acquired professional knowledge and skills. Commitment to teamwork and cooperation, self-confidence, a sense of competence, educational goals, professional values, and career success factors are assessed. The comprehensive value assessment contains empirically validated, scaled, and ranked questions.

#### ***Communication Skills Inventory***

Development of communication skills is a major curricular element in the University's education programs. Upon entrance into a program, students self-assess their communication skills (i.e., written, oral and group). At graduation, the student again self-assesses and a faculty member assesses the student's communication skills. Comparison of student and faculty evaluations of the student's communication skills and abilities improvement is provided.

#### ***Critical Thinking Assessment***

The ability to think critically is another vital workplace skill. An internal assessment of critical thinking skills occurs within a course at the beginning of the student's program and within a capstone course at graduation. The purpose is to measure the student's ability to problem solve using critical skills of inquiry, analysis, and communication.

#### ***External Validation***

Cognitive and critical thinking assessments are externally validated through random sampling using nationally normed tests (i.e., ETS major field tests, GMAT, etc.)

## **Academic Quality Management System (AQMS)**

Academic Quality Management System (AQMS) provides University of Phoenix feedback for continuous improvement of educational processes. The AQMS consists of a group of instruments and measures designed to monitor the day-to-day educational systems involving student, faculty, curricular, and administrative services. By performing interim program diagnoses, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from the AQMS is used formatively for assessing quality and compliance.

### **AQMS Composition**

#### **Student End-of-Course Survey**

Students in all courses complete an End-of-Course Survey which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

#### **Faculty End-of-Course Survey**

Faculty also complete an End-of-Course Survey which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subject they instruct, they serve as an invaluable resource for assessing curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

#### **Faculty Grading Practices**

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program.

Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

#### **End-of-Program Survey**

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

#### **Alumni Survey**

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors which influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employer's opinion of the program's benefits.

#### **Employer Survey**

Overall, 41 percent of entering students report expecting to receive tuition reimbursements from their employers. Employers are surveyed to determine the benefits provided to their employees by attending the University of Phoenix.

#### **Faculty Involvement Survey**

This survey assesses the nature and scope of instructor's access to and participation in academic governance throughout the University. Through this survey, faculty critically appraise the institutional structures designed to ensure their governance in matters of academic policy.

#### **Comments to the Chair**

All students, faculty and staff are provided a convenient mechanism for communicating to Dr. John G. Sperling, the founder and Chairman of the Board of the University. All comments are read and responded to by Dr. Sperling and forwarded to appropriate departments for action.

### ***Longitudinal Assessments***

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision makers. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which student's educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

### ***Additional Research Support***

Special studies can be conducted on academic policy, program and organizational effectiveness, and marketing issues needed to support institutional decision-making. Research support may take several forms, including: a) assistance in reviewing and evaluating externally conducted research, b) assistance with project planning and management for internally based research projects, c) assistance with interpretation of secondary databases, d) analysis and reporting on information contained in various institutional databases, and e) information for campus needs (i.e., marketing based on geographical analysis, etc.)

### ***Uses of ALOA and AQMS Information***

The University uses information gained from all components of the ALOA and AQMS to continuously improve university effectiveness. Intelligence provided by IR contributes directly to the value of a University of Phoenix education through effective analysis and reporting to key levels within the organization.

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## ALUMNI NETWORK

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The University of Phoenix Alumni network, a not-for-profit organization, provides services and benefits to University of Phoenix graduates, as well as current degree and certificate seeking students.

All graduates of the University of Phoenix are automatically members of the Alumni Network. There are no dues nor ritual of acceptance to the National Organization. Some chapters may require dues based on the vote of the membership. Consistent with the ethos of the University, all graduates are encouraged to maintain ties with the University through involvement with the Alumni Network.

The purposes and accomplishments of the Alumni Network reflect the University's commitment to the educational needs and career goals of its working adult students.

The Alumni Network has the following purposes:

- To foster the mission and purposes of the University of Phoenix.
- To develop a spirit of loyalty to the University among alumni.
- To promote communication and good fellowship among the alumni, students, faculty, and administration of the University of Phoenix.
- To provide the members of the organization mutual aid and support in the achievement of their professional goals.
- To perform a public relations role in the community.
- To provide scholarships and admission assistance to students of the University of Phoenix.
- To hold lectures, public meetings, classes and conferences focused directly or indirectly to advance the cause of education, whether general, professional, paraprofessional, or technical.
- To perform tasks and raise funds to further the above purposes.
- To establish membership chapters according to campus geographic locations and where there is an interest by sufficient alumni to support the functions of a chapter.

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## Scholarship Program

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The University of Phoenix Alumni Network maintains a scholarship program that may assist students in meeting their educational expenses while enrolled at the University of Phoenix.

### *Scholarship Referral Service*

The Scholarship Referral Service uses an automated student aid research system designed to assist students in college cost planning. Students provide demographic and educational information, and the program compiles a listing of scholarships for which students may be eligible. Data forms for the Scholarship Referral Service are available from the National Office or can be down loaded from the University of Phoenix Alumni Web site. The listing includes instructions for the students to contact the scholarship source for an application and additional information. There is a fee for this service. The Alumni Network does not guarantee that scholarships will be granted to students or alumni.

### *Alumni Network Scholarships*

The Alumni Network awards scholarships to University of Phoenix students. Alumni Network and University officials work together to establish and maintain a variety of scholarships supported by donations from alumni, private, and public sources. Chapter scholarship committees assist in the development and promotion of these scholarships. The committees also help to identify scholarship recipients.

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## Career Opportunity Referral Service

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The Alumni Network offers services to assist alumni in their career endeavors.

Career Network is an on-line job posting board that provides employers the opportunity to publish career opportunities to University of Phoenix alumni and students. This is not a job placement service but Alumni and students may elect to pursue a job opportunity listed.

Students and alumni may choose CareerHighway, a career planning service that links members with potential employers. CareerHighway members must have at least a Bachelor's degree and two years of related work experience. For more information contact the National Office.

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## Additional Information

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The Alumni Network is constantly evaluating new services and benefits for its alumni and the students of the University of Phoenix.

For further information about the University of Phoenix Alumni Network or the programs offered, contact the National Office at 1-800-795-ALUM or visit us on the Internet [www.alumninetworking.org](http://www.alumninetworking.org).

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## UNDERGRADUATE PROGRAMS

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### GENERAL INFORMATION

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#### Admission Procedures

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##### Application Process

Working adults applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application along with the application fee. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal. Once the application and fee have been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicants will be formally accepted for admission until their admission file is complete and formal written notice is provided by the Corporate Office of Admissions.

The University will advise students regarding the documents required in order to begin a program of study. Students in all programs may attend their first three courses under Registered status. All students, however, must submit all admission documentation and gain Admitted status prior to the start of their fourth course. Under extenuating circumstances and with the approval of the campus Vice President/Director, students may receive permission to attend up to five courses under Registered Status.

Students are encouraged to have all admission documentation submitted prior to the end of the first course. Students who are not admitted prior to enrollment in the fourth course must withdraw until such time as they are formally admitted by the Corporate Office of Admissions, unless approval has been granted for continued enrollment by the campus Vice President/Director.

Students who have served in the military service may submit their discharge papers (DD214) and all official training documents (DD295) for review for potential transfer credits. This is a requirement if students will be applying for VA educational assistance.

Applications of individuals who have not gained admission to or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and materials. A second application fee is not required.

##### Academic Advisement

All students are provided the opportunity to communicate with a Counselor prior to enrollment and throughout the duration of their program. This advisement will provide students with a preliminary evaluation of their academic status prior to admission and the requirements they must satisfy for both admission to and the completion of their degree program.

Guidance on degree completion options may also be discussed. Applicants unable to meet admission criteria may utilize the services of an Enrollment Counselor in formulating an educational plan that, upon successful completion, satisfies the degree program admission criteria.

##### *Transcript Requests of Other Institutions*

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee. University staff will process all requests for transcripts on behalf of the student. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing centers. The University's application fee covers the student's expense for requesting official transcripts from other institutions.

##### *Official Transcript Time Limits*

All official transcripts must show an issuing date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

### Foreign Transcripts

All academic records from countries other than the United States, Canada and Mexico must be evaluated by an evaluation service approved by the University of Phoenix. The evaluation services follow standards approved by the National Council on the Evaluation of Foreign Credentials. A special application form and fee is required for the evaluation. Applicants with non-U.S. or Canada education should contact a University of Phoenix campus for the appropriate application. If the academic records are in another language, a certified English translation is required. The University will accept translations from the issuing institution or an official translation service.

An applicant relying on education completed outside the United States, Canada or Mexico for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service and fulfilling all other admission requirements. Official documentation of the applicant's foreign education and the official evaluation report must be submitted with the admission file.

### *Non-Native Speakers of English*

An applicant whose native language is not English will not be eligible to attend classes under Registered status. Official documentation of the Test of English as a Foreign Language (TOEFL) or Test of English for International Communication (TOEIC), must be submitted with the admission file and admission granted before the applicant may begin the program.

### *Admission Appeal Process*

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Committee. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Committee. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Committee conducts its review. It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Committee. The Student Appeals Committee will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

### General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the general community. The general education curriculum, which is developed through the College of General Professional Studies, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The University's general education program embraces four goals:

1. To refine students' abilities to apply problem-solving skills in many settings and contexts.
2. To promote students' active awareness of their relationships to the natural, social, and cultural environments.
3. To develop students' appreciation for and commitment to lifelong learning.
4. To prepare students with competencies needed to fully benefit from and successfully complete their professional programs of study.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic-creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is being taken to satisfy graduation requirements, the courses being taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through the Prior Learning Assessment Center.



## **Prior Learning Assessment Center Services**

### **College–Level Learning Gained Through Experience**

At the University of Phoenix, the opportunity to petition for an assessment of college–level learning is one of several degree completion options available to undergraduate students. The recognition of prior learning is a concept based on accepted principles of adult learning and serves to validate the professional competence achieved by men and women outside the classroom.

The standards and criteria established by the University of Phoenix for assessing prior college–level learning were developed in conformance with guidelines set forth by the Council for Adult and Experiential Learning (CAEL). The CAEL guidelines and the recognition of college–level learning gained through experience are observed by more than 1,200 colleges and universities throughout the United States. The recognition of college–level learning gained through experience is approved by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the Council on Higher Education Administration.

Since its founding, the University’s assessment process has been a model for other colleges and universities that have added prior learning assessment to their programs.

### **Prior Learning Credit**

A maximum of 30 Prior Learning credits may be earned as a result of professional training (workshops, seminars, licenses, business and professional courses, and other institutionally–sponsored course work).

The University may award up to 30 undergraduate semester credits for verified college–level learning gained through experience, and submitted in the form of experiential course writing after successful completion of GEN 110. No student may earn more than 60 credits from any combination of experiential learning, national testing, credit by exam and professional course work and training.

California residents must comply with the California Education Code: Article 13; §72890 (h) (4) which states in part: Students in an undergraduate program may use no more than 30 semester credits from prior experiential learning. Only 15 credits can be applied in the first 60 credits. All professional training, military training, experiential learning credits and national testing (including CLEP/DANTES, ACT/PEP, NLN, AP) are subject to the California Education Code’s definition of prior experiential learning. (Other states may also have restrictive state regulations.)

### **The Experiential Learning Portfolio**

Students who choose to have their experiential learning evaluated for credit must enroll in GEN/110, Experiential Learning for 1 credit. Instruction is given to help students prepare experiential course writing to be evaluated for credit. Submission and posting fees for the assessment process are outlined elsewhere in this section.

Students must demonstrate proficiency in written communication skills prior to enrolling in GEN/110 by successfully passing the University English test assessment, CLEP exam, or completing COMM/ 215 with a “C-” or better. Students enrolled under the Introductory Course Sequence must complete the Introductory Course Sequence prior to enrollment in GEN/110. Students enrolled and admitted may take GEN/110 before, during, or after completion of the required course of study.

### **Professional Training and Course Work Option**

Students may choose to complete a *Professional Training Portfolio* containing only professional course work and training. Submission and posting fees for Professional Training evaluations are required.

### **Faculty Evaluations**

In order to facilitate the assessment process according to the University’s standards, a centralized Prior Learning Assessment Center, located in Phoenix, Arizona, directs, processes, evaluates, and controls the assessment of prior learning for credit. Evaluations may take three to four weeks to complete.

Faculty evaluators hold advanced degrees in their respective disciplines. They are chosen for their educational and professional competence, and are assigned to evaluate in the subject areas according to their expertise covered by each discrete college–level learning description. Evaluation methods are monitored for quality, consistency, and adherence to policy criteria through a system of multiple checks and balances including internal auditing of evaluations, comprehensive record keeping and tracking systems, and well–defined policies and procedures.

Academic oversight is provided by the Dean for General Studies and the Faculty Curriculum Chairs of the University’s Academic Governance Structure.

### ***Prior Learning Assessment Submission and Posting & Fees***

Charges arising out of services and the posting of credit awarded for prior learning are *not* included as part of the major curriculum fees and tuition.

The tuition for GEN 110 is based on the prevailing tuition rate for the major course work. Students will earn one (1) credit upon successful completion of GEN 110, Experiential Learning.

When materials are complete, they are sent to the Prior Learning Assessment Center in Phoenix and a \$90 submission fee is collected. The following evaluation and posting fees apply to credit awarded through Prior Learning Assessment:

- \$30.00 per credit for standardized evaluations, and items from the Apollo Quick List™.
- \$55.00 per credit for professional course work and training, and experiential learning essays.
- Costs per credit for articulated course work and training may vary.

A student will be billed only for those credits that apply toward the student's degree completion requirements at the time of submission. A student will be charged for all credits petitioned for and subsequently awarded, unless a student requests in writing that specific courses not be evaluated. Each student is responsible for any charges he/she incurs, regardless of the student's evaluation outcome.

Because the total fee is related to the number and type of credits awarded, the cost to each individual will vary. Students will be billed for all degree applicable credits awarded through the assessment process, and must pay for the credit earned after each evaluation. Fees are subject to change.

### ***Transcription of Prior Learning Assessment Center Credits***

Credits are placed on the student's transcript as credits are awarded by the Prior Learning Assessment Center. Since these credits are a permanent part of a student's academic record, fees are non-refundable.

### ***Privacy of Portfolio***

The University considers all Prior Experiential Learning course writing and Professional Training Portfolios to be confidential, and the only persons authorized to have access to them are members of the University's assessment and administrative staff, faculty evaluators, and members of accreditation evaluating teams. However, students may sign a release form which allows the University to use portions of the portfolio material in professional training workshops for counselors and faculty members, and as classroom examples.

Upon completion of the evaluations and determination of credit, the portfolio will be returned to the student. Students are advised not to include any material or information in the portfolio that might violate the legal or moral rights to privacy of any individual, organization, or corporation.

### ***Standardized Credit Recommendations***

The University accepts credit through the Prior Learning Assessment Center from the American Council on Education (ACE also evaluates corporate training programs, and Military Courses.)

California residents must comply with the California Education Code: Article 13; 72890 (h) (4) which states in part: Students in an undergraduate program may use no more than 30 semester credits from prior experiential learning. Only 15 credits can be applied in the first 60 credits. All professional training, military training, experiential learning credits and national testing (including CLEP/DANTES, ACT/PEP, NLN, AP) are subject to the California Education Code's definition of prior experiential learning.

Other states may also have restrictive state regulations. Please check with your Academic Counselor. The University of Phoenix is required to comply with these restrictions. No exceptions can be made.

Many certificated courses offered by non-collegiate institutions have been evaluated for college transfer credit by the American Council on Education and National Program on Noncollegiate Sponsored Instruction (National PONSIS). The University of Phoenix generally accepts standardized credit recommendations from these nationally recognized authorities when they are presented for evaluation. These evaluations are prepared by the Prior Learning Assessment Center, and are subject to the fees outlined above.

### ***Credits through the Evaluation Process***

Students may request that transcripts from unaccredited institutions, or standard pre-evaluated licenses or certificates be evaluated through the preparation of a professional training portfolio. Counselors can provide information about the process which is subject to the standard assessment fees, including the submission fee. All professional training must be submitted as a Professional Training Portfolio.

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

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## COLLEGE OF GENERAL STUDIES AND PROFESSIONAL STUDIES

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The College of General Studies and Professional Studies is within the Artemis School and is responsible for developing and fostering a program of general education, which supports the University's undergraduate professional degree programs. General education course work seeks to broaden students' outlook and to establish a strong foundation for lifelong learning. Program requirements are designed to assist students in developing communications and problem solving skills needed for professional growth, and to strengthen students' appreciation of the larger social, political, scientific, and aesthetic culture.

The college works closely with other academic departments and faculty throughout the university to design curricular offerings which reflect the unique character of University of Phoenix students and degree programs.

The college is organized into the areas of Communication Arts, Humanities, Social Sciences, Mathematics, and Science and Technology. General Studies faculty hold graduate degrees and have completed substantial graduate level study appropriate to the academic field in which they are teaching. In addition, many General Studies faculty members have extensive practical experience in business and the professions. All General Studies faculty are committed to the central role of general education in undergraduate degree programs.

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix recognizes the role of general education in ensuring students' success in the classroom, the workplace, and the communities in which they live. The general education curriculum prepares students with the foundation skills and philosophical orientation necessary to succeed in their professional programs. It also ensures that students have a broad exposure to the liberal arts, and that they explore diverse content areas to add depth to their academic and professional knowledge base. This preparation includes the development of the basic techniques of intellectual inquiry and self-reflection that guide continuous growth and development of the individual throughout life. The basic tenets of liberal arts – communication, computation, and critical thinking – are integrated throughout the professional curricula, e.g., through writing across the curriculum, the infusion of diversity issues, and a universal focus on critical thinking skills.

The professional programs culminate with a general education sponsored capstone course that facilitates the integration of learning and development from all aspects of the University of Phoenix education experience.

### General Education Requirements

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The completion of a Comprehensive General Education Program includes 54 credits distributed among the following components:

#### Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

#### 1. Communication Arts, 6 credits

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

#### 2. Mathematics, 6 credits

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

#### 3. Social Sciences, 6 credits

Course work in the social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

#### 4. Humanities, 6 credits

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**5. Science and Technology, 6 credits (at least 3 must be Physical/Biological)**

Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance material culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

**6. Additional Liberal Arts, 6 credits**

Students will pursue more depth in the liberal arts by selecting two additional courses in any of the liberal arts categories listed above. (**Note: Bachelor of Science in Nursing students must earn 12 credits in Natural Sciences in lieu of the Science and Technology and additional requirements.**)

**Interdisciplinary Component**

**Interdisciplinary, 15credits**

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase student's exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

**Integrating Component**

**Integrating, 3credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix's educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component. Example of the specific major courses that further the student's exposure to general education include:

BSN:

HCS 418

**Skills for Professional Transition 3credits**

HCS 480

**Therapeutic Health Care Communication 3credits**

QNT 436.3

**Statistics in Health Care 3credits**

BSB:

CIS 319

**Computers and Information Processing 3 credits**

RES 341\*

**Research and Evaluation I 3credits**

RES 342\*

**Research and Evaluation II 3 credits**

\*Accounting majors do not complete RES 341 & RES 342

### Proficiency Component

In line with mission of the University's General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Proficiency requirements can be met in the following three areas using the approved methods:

#### 1. Written Communication

- a. Earn "C-" or better in COMM 215\*
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 2. Mathematics Reasoning

- a. Earn "C-" or better in MTH 209\*
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 3. Critical Thinking

- a. Earn "C-" or better in PHL 251\*
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

\*A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.

## **Associate of Arts in General Studies**

*The following Associate of Arts in General Studies (AAGS) degree program is offered at these University of Phoenix campus locations: Milwaukee, New Mexico, Online, San Diego, and Southern California.*

The University of Phoenix offers an Associate of Arts degree in General Studies to meet the needs of adult students who want to complete a general AA degree before entering into the professional programs.

The Associate of Arts curriculum provides a solid foundation and overview within the academic disciplines of communication arts, social sciences, mathematics, life sciences, and the humanities. Instruction focuses on the development of skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The completion of an AA degree also represents an important milestone for many students as they pursue their educational goals.

This foundation provides students with the perspectives necessary for meaningful self-examination of personal and social values, as well as, enhanced ability to understand and cope with social, technological, professional, and cultural change. The AAGS program is a lower division degree program designed to provide a liberal arts education for the working adult learner in a non-traditional format.

Students entering the University with fewer than 24 transferable credits from regionally accredited institutions and national testing programs must complete the following four course sequence:

GEN 101

**Skills for Lifelong Learning I** 3 credits

SOC 101

**Contemporary Issues in American Business**  
3 credits

COMM 102

**Communication Skills for Career Growth**  
3 credits

GEN 102

**Skills for Lifelong Learning II** 3 credits

## **AAGS Required Course of Study**

Sixty credits are required for the Associate of Arts in General Studies degree. The distribution is as follows:

### **Communication Arts Requirement, 6 credits**

COMM 215\*

**Essentials of College Writing**, 3 credits

**\*Communication Arts Elective**, 3 credits

### **Humanities Requirement: 6 credits**

PHL 251\*

**\*Humanities Elective**, 3 credits

**\*Humanities Elective**, 3 credits

### **Social Science Requirement: 6 credits**

**Social Science Elective**, 3 credits

**Social Science Elective**, 3 credits

### **Mathematics Requirement: 6 credits**

MTH 209\*

**College Mathematics II**, 3 credits

### **Science/Technology Requirement: 6 credits**

**Sciences/Technology Elective**, 3 credits

**Science/Technology Elective** 3 credits

### **Additional General Education Electives, 6 credits**

Six additional General Education must be completed in any of the above areas.

### **Open Electives: 24 credits**

\*A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.

Proficiency may also be demonstrated with passing scores on the University math critical thinking and/or English assessment and/or CLEP exams. All students must earn the minimum credit subtotal in the mathematics humanities and communication arts areas regardless of the methods of proficiency demonstration chosen. Transfer credit may not be used to demonstrate current proficiency.

Students entering with fewer than 24 transferable credits must complete the 12 credit sequence for low credit students (see above).

The University reserves the right to modify the required course of study.

**AAGS Admission Requirements**

The requirements for admission to the AAGS degree program are as follows:

1. A completed and signed University of Phoenix undergraduate application and an application fee.
2. High school graduation or GED certificate.
3. Current employment or access to an appropriate organizational environment that will allow completion of program course work.
4. All students must be 23 years of age. Applicants who are less than 23 years of age must meet the following additional requirements to be considered for admission:
  - A minimum of 30 transferable credits from a regionally or approved nationally, accredited institution
  - A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work
  - Current employment with a minimum of 2 years post-high school work experience
  - A letter of employment and position verification from employer
5. Non-native speakers of English must score 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English or International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
  - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
  - Successful completion of 30 transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
  - All University students must complete the Adult Learning Outcomes Assessment prior to enrolling in their required course of study.
  - Official documents are required.

**AAGS Residency and Degree Requirements**

To earn an Associate of Arts in General Studies degree, students must satisfy the following requirements:

1. Completion of a total of 60 semester credits to include the required course of study.
2. Residency of a minimum of 15 semester credits. May not be filled with BSB core courses.
3. A minimum cumulative grade point average (GPA) of 2.0.
4. Payment of all tuition and fees.

***Matriculation into a Bachelor Program***

Students who complete the Associate of Arts in General Studies degree are eligible to apply and be considered for the University's bachelor's degree programs. Applicants must meet all admission requirements in order to be granted admission into a bachelor's program.

## **Associate of Arts Degree Through Credit Recognition**

The University of Phoenix acknowledges that many service members have already achieved an education equivalent to an associate degree through college course work, military training and experience, and national testing programs. The University of Phoenix Associate of Arts Degree through Credit Recognition allows service members to fulfill their degree requirements by recognizing approved college level learning to award an Associate of Arts degree no matter where service members are located throughout the world.

The Associate of Arts degree includes the option of a professional focus. The University does not certify students in their professional focus but acknowledges their qualifications by recognizing their American Council on Education (ACE) certified training received through the Armed Forces. Students need a minimum of 15 semester hours in a related field to qualify for one of the professional focuses listed below. The focus will be printed on the student's official University of Phoenix transcript.

- Aerospace Physiology Technology
- Allied Health Management
- Allied Health Sciences
- Aviation Technology
- Biomedical Technology
- Business Administration
- Cardiopulmonary Technology
- Computer Science Technology
- Criminal Justice
- Dental Laboratory Technology
- Electronics Technology
- Health Care Technology
- Histologic Technology
- Marine Engineering
- Marine Environmental Science
- Medical Laboratory Technology
- Nuclear Medicine Technology
- Nuclear Technology
- Occupational/Environment Health
- Operating Room Technology
- Pharmacy Technology
- Physical Therapy
- Radiologic Technology
- Respiratory Therapy
- Technical Management
- Technical Studies
- Technology Instruction
- Urological Laboratory Technology

## **AA Through Credit Recognition Admission Requirements**

If you are active duty military, retired military, a veteran, a spouse of active duty military personnel, a full or part-time Reservist, a National Guard or Coast Guard member, or a Department of Defense employee, you are eligible for this program.

You must also:

1. Have obtained a high school diploma or GED certificate.
2. Complete and sign a University of Phoenix Associate of Arts through Credit Recognition application.
3. Pay tuition and fees.
4. Submit official test scores and official transcripts from all colleges and/or universities attended.
5. Submit one of the following military documents:
  - DD Form 295, Application for the Evaluation of Learning Experiences During Military Service (form must be certified by an authorized commissioned officer or his/her designee in order to be official)
  - DD Form 214, Armed Forces of the United States Report of Transfer or Discharge
  - Army/American Council on Education Registry Transcript system (AARTS) transcript
  - Coast Guard Institute transcript
  - Sailor/Marine/American Council on Education Registry (SMART) transcript



**Liberal Arts Requirements**

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

**Communication Arts, 6 credits (3 credits must be in English/Com)**

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

**Mathematics, 6 credits**

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

**Social Sciences, 6 credits**

Course work in the social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

**Science/Technology, 6 credits (3 credits must be in Phy/Bio Science)**

Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the applications of scientific knowledge in making and using tools to enhance material culture.

Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

**Humanities, 6 credits**

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**EML 299.1**

The EML 299.1 *Applied Written Communication* is a required course taken through directed study at the University of Phoenix and receives 3 Communication Arts credits. This course is designed for you analyze your learning experiences and to communicate them effectively. You must receive a grade of "C" or better.

**Additional Liberal Arts, 6 credits**

Students will pursue more depth in the liberal arts by selecting two additional courses in any of the liberal arts categories listed above. (**Note: Bachelor of Science in Nursing students must earn 12 credits in Natural Sciences in lieu of the Science and Technology and additional requirements.**)

**AA Through Credit Recognition Degree Requirements**

Students are required to have a minimum of 60 credits to complete the Associate of Arts Degree through Credit Recognition. Students are required to have a 2.0 minimum cumulative Grade Point Average (GPA) in all course work completed at the University of Phoenix. Acceptance of course work from regionally accredited colleges and universities will be based upon prevailing University of Phoenix transfer credit policies. All of your credits accepted in transfer to the University (grades of "C-" or better) will be posted on the University of Phoenix transcript. This includes transfer credits earned in excess of the minimum 60 credits required for graduation.

### Degree Completion Options

Students, who fall short of the 60 credits necessary to complete their degree, will have various degree completion options:

Credits may be earned from:

- University of Phoenix
- Classroom or Online setting
- Prior Learning Assessment Center, including:
- Licenses and foreign language evaluations
- Professional training and course work, including certificates
- Transcripts from nationally accredited institutions, extension division courses taken at regionally accredited institutions, and unaccredited institutions. Also, nationally accredited articulated institutions. (PONSIGuides)
- Licenses, certificates, and courses
- Articulated professional training (CASEE Guide) (Uses previously evaluated courses)
- Knowledge gained in corporate training, workshops, seminars, and other courses can be evaluated for credit.
- GEN 110 Prior Learning Assessment course
- Course work from regionally accredited or candidate for accreditation colleges and universities
- Passing scores and national testing programs such as CLEP, RCEP, and DSST
- American Council on Education recognized military training and experience in the Armed Services

### *The Associate of Arts through Credit Recognition Degree Completion Deadline*

The application is valid for two years. During this time students can update their records by submitting additional documentation. If a student has not completed the required credits during this time frame, the University will close the file. Further activity will require a new application and fees.

### *Issuance of Diplomas*

Students will receive a diploma and an official University of Phoenix transcript when they have satisfied all the degree requirements. Diplomas require approximately two weeks to process.

For more information call (800) 800-7006.

## **Bachelor of Science in Management**

*The following Bachelor of Science in Management (BSM) degree program is offered at these University of Phoenix campus locations: Colorado, Dallas/Ft. Worth, Detroit, Florida, Hawaii, Houston, Louisiana, Milwaukee, New Mexico, Northern California, Oklahoma City, Online, Phoenix, Philadelphia, Pittsburgh, Sacramento, San Diego, Southern Arizona, Southern California, Southern Colorado, Tulsa, Utah, Washington, and West Michigan.*

The University of Phoenix Bachelor of Science in Management (BS/M) program is designed to develop professional knowledge and skills of general managers in their organization or professional industry for improving organizational effectiveness. The curriculum is built upon a social science foundation of attaining performance excellence achieved through dynamic and evolving workplace managerial skills.

The program enhances the foundation through a learning-centered and participative educational set of courses. This is accomplished with behavioral objectives that concentrate on the development of general management roles to align resources, and to improve communication, productivity, and effectiveness. Managers become prepared to apply professional skills and knowledge to focus on the future, manage innovation, and make decisions based on facts in a customer focused atmosphere.

The Bachelor of Science in Management degree program has a 36-core credit required course of study. These courses fulfill only part of the 120 minimum credit requirements for degree completion. An associate's degree is required for admission into the Bachelor of Science in Management program. Students will be required to demonstrate proficiency in English, mathematics, and critical thinking, as well as to complete the Interdisciplinary Capstone course. To earn the Bachelor of Science in Management degree, a 72 lower and 48 upper division credit maximum and minimum split is authorized.

### **BSM Required Course of Study**

Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog. Course work in the major follows.

MGT 330♦

**Management: Theory, Practice, & Application** 3 credits

SOC 315

**Cultural Diversity** 3credits

PHL 323

**Ethics in Management** 3 credits

RES 320

**Fundamentals of Research** 3credits

MGT 350

**Critical Thinking: Strategies in Decision Making** 3credits

PSY 428

**Organizational Psychology** 3credits

COMM 470

**Communicating in the Virtual Workplace** 3credits

PSY 320

**Human Motivation** 3 credits

PSY 430

**Team Dynamics for Managers** 3credits

TEC 401

**Human Factors in Technology** 3credits

FIN 324♦

**Financial Analysis for Managers** 3credits

ELEC 401

**Upper Division Elective** 3 credits

ELEC 402

**Upper Division Elective** 3 credits

ELEC 403

**Upper Division Elective** 3 credits

ELEC 404

**Upper Division Elective** 3 credits

GEN 480♦

**Interdisciplinary Capstone Course** 3credits

The University reserves the right to modify curriculum associated with the major and the required course of study.

All BSM students must complete a minimum of 48 upper division credits to include the required course of study.

ELEC 401, 402, 403, 404, maybe satisfied with any upper division University of Phoenix, course Prior Learning Credit, transferable course work, or nationally testing credit.

### BSM Proficiency Requirements

In line with mission of the University's General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Proficiency requirements can be met in the following three areas using the approved methods:

#### 1. Written Communication

- a. Earn "C-" or better in COMM 215\*\*
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 2. Mathematical Reasoning

- a. Earn "C-" or better in MTH 209\*\*
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 3. Critical Thinking

- a. Earn "C-" or better in PHL 251\*\*
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

\*\*A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.

### BSM Admission Requirements

The requirements for admission to the BSM program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. An Associate degree from a regionally or nationally accredited institution.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age. Applicants who are less than 23 years of age must meet the following additional requirements to be considered for admission:
  - a. A minimum of 30 transferable credits from a regionally, or a approved nationally, accredited institution
  - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally accredited course work
  - c. Current employment. with a minimum of 2 years post-high school work experience
  - d. A letter of employment and position verification from employer
6. Non-native speakers of English must score 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English or International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
  - Successful completion of 30 transferable academic semester credits at a regionally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
  - Official documents are required.
7. A signed Enrollment Agreement.

**BSM Residency Requirements**

All students are expected to meet the University's minimum residency requirement of 27 semester credits of the required course of study.

Students may waive and/or exempt up to 9 credits from the required course of study, which consists of 36.

**Waivers and Exemptions**

The University defines a waiver as the substitution of a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C-" (2.0) or better at a regionally, or approved nationally, candidate for accreditation college or university.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcribed by the college or university where the credit was earned.

The University defines an exemption as the substitution of a required course with a comparable transcribed lower division course, subject to the same aforementioned conditions.

Students requesting course waivers must make formal written requests to the Office of Admissions, citing the courses they request to be waived, the courses to be transferred into the required course of study, and the universities where the courses were completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

**BSM Degree Requirements**

1. Completion of a minimum of 120 credits that include the following:
  - a. Completion of a minimum number of 48 upper division credits to include the required course of study.
  - b. In addition, students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the Liberal Arts, Interdisciplinary, and Integrating components.

**Liberal Arts Components**

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

**Communication Arts, 6credits**

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

**Mathematics, 6 credits**

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

**Social Sciences, 6credits**

Course work in the social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

**Humanities, 6credits**

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**Science/Technology, 6credits**

Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

**Additional Liberal Arts, 6 credits**

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

**Interdisciplinary Component**

**Interdisciplinary, 15 credits**

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

**Integrating Component**

**Integrating, 3 credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

2. Payment of all tuition and fees.

3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

**Degree Completion Options**

Students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

1. Complete additional upper or lower division elective courses offered by the University of Phoenix;

2. Complete course work in the prerequisite offerings from the University;

3. Complete approved CLEP, ACT/PEP, or DANTES examinations;

4. Participate in the Prior Learning Assessment process as described in this catalog; or

5. Complete approved courses at other regionally accredited colleges and universities.

Students who need additional academic credits to graduate should contact an Academic Counselor to ensure that there is no duplication of course work.

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## COLLEGE OF UNDERGRADUATE BUSINESS AND MANAGEMENT

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The College of Undergraduate Business and Management Programs is within the John Sperling School of Business and offers the Bachelor of Science in Business program, which includes a choice of several different majors — management, business administration, marketing, e-business, and accounting. In addition, at selected campuses the college offers professional development opportunities through non-degree (certificate) programs in Human Resource Management, Quality Management, Project Management, Purchasing, and Operations & Supply Chain Management.

Undergraduate Business and Management works closely with other academic colleges to provide and administer academic programming. In cooperation with the College of Information Systems and Technology, the College of Undergraduate Business & Management provides the programming for the e-business major. The college also works cooperatively with the College of General and Professional Studies to give breadth to the undergraduate experience through the integration of general education and professional course work.

### The Bachelor of Science in Business

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The Bachelor of Science in Business (BSB) program promotes skills required to make effective decisions and to formulate both short- and long-range business plans. It also emphasizes the personal and professional skills needed for effectively managing organizational needs. These skills include values clarification, needs assessment, group facilitation, and leadership. Students in the BSB program choose a major in administration, management, marketing, e-business, or accounting.

### Introductory Course Sequence

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Students with little or no prior college course work who wish to enroll in the Bachelor of Science in Business degree programs must complete the four-course “Introductory Course Sequence.” See the specific degree program for details.

### BSB Required Course of Study

The Bachelor of Science in Business program is organized into three to four academic components, depending on the major that is selected:

1. 18 credits are allocated to a series of courses called Business Foundation courses. These are business courses that are shared across business majors. Business Foundation courses are as follows:

MGT 331

**Organizational Behavior** 3credits

MGT 330

**Management: Theory, Practice, and Application** 3credits

MGT 350

**Critical Thinking: Strategies in Decision Making**  
3credits

CIS 319

**Information Systems** 3credits

RES 341

**Research and Evaluation I** 3credits

RES 342

**Research and Evaluation II** 3credits

\*Accounting majors have a 9 credit foundation comprised of: MGT 331, MGT 330, and MGT 350.

2. 30 credits are allocated to the Administration, the Management, and Marketing majors; 39 credits to the e-business major; and 48 credits to the accounting major.

3. 3 credits are allocated to the course GEN 480 Interdisciplinary Capstone Course; GEN 480 requires students to integrate their general education experience with their professional course work.

These requirements comprise the BSB required course of study. The required course of study is 51 upper-division credits for the administration, management and marketing majors; and 60 credits for the e-business and accounting majors.

Completion of the required course of study fulfills only part of the requirement for the BSB degree. Refer to BSB Degree Requirements for further details.

The BSB program involves a variety of learning formats, depending on the material and skills to be developed. These formats include lecture, seminars, team teaching, and self-directed learning.

### The BSB and Academic Progression

Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take any of the Business Foundation courses. Students must have 60 credits to enroll in the major.

As an alternative, enrollment into major course work also extends to students who have completed 45 credits, of which 21 credits were earned at the University.

### Proficiency Component

In line with mission of the University's General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

#### 1. Written Communication

- a. Earn "C-" or better in COMM 215\*\*
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 2. Mathematical Reasoning

- a. Earn "C-" or better in MTH 209\*\*
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 3. Critical Thinking

- a. Earn "C-" or better in PHL 251\*\*
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

\*\*A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.

### Introductory Course Sequence

Students entering the University with fewer than 24 transferable semester credits from regionally accredited, or approved nationally accredited, or candidate for accreditation colleges and universities must enroll in the following four-course sequence:

GEN 101

**Skills for Lifelong Learning I** 3credits

SOC 101

**Contemporary Issues in American Business** 3credits

COMM 102

**Communication Skills for Career Growth** 3credits

GEN 102

**Skills for Lifelong Learning II** 3 credits

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

### BSB Admission Requirements

The requirements for admission to the BSB program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age. Applicants who are less than 23 years of age must meet the following additional requirements to be considered for admission:
  - a. A minimum of 30 transferable credits from a regionally, or a approved nationally, accredited institution
  - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work
  - c. Current employment, with a minimum of 2 years post-high school work experience
  - d. A letter of employment and position verification from employer



6. Non-native speakers of English must score 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English or International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable academic semester credits at a regionally accredited college or university in the United States.
- Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
- U.S. high school diploma or GED.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

7. A signed Enrollment Agreement.

#### **BSB Residency Requirements**

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

Students who select the administration, management, or marketing major may waive and/or exempt up to 21 credits from the required course of study, which consists of 51 upper division credits. Students may not waive or exempt MGT 350 or GEN 480.

Students who select the e-business major may waive and/or exempt up to 30 credits from the required course of study, which consists of 60 upper division credits. Students may not waive or exempt MGT 350 or GEN 480.

Students who select the accounting major may waive and/or exempt up to 24 credits from the required course of study, which consists of 60 upper division credits. The following courses in the accounting major may not be exempted: ACC 421, ACC 422, ACC 423, ACC 440, ACC 483, ACC 460, ACC 491, ACC 492, BUS 421, BUS 422, MGT 350, and GEN 480.

Students who are interested in taking the Certified Public Accounting Examination are advised to contact their respective State Board of Accountancy for details about eligibility.

#### **Waivers and Exemptions**

The University defines a waiver as the substitution of a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C-" (2.0) or better at a regionally, or approved nationally, or accredited or candidate for accreditation college or university. Courses used to waive the Information System course in the e-business major must have been completed in the past 5 years.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcribed by the college or university where the credit was earned.

The University defines an exemption as the substitution of a required course with a comparable transcribed lower division course, subject to the same aforementioned conditions. In order to meet BSB upper division requirements, students who exempt a course must make up the credits with upper division, business-related course work.

Students may not exceed the waiver or exemption limits of their required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions, citing the courses they request to be waived, the courses to be transferred into the required course of study, and the universities where the courses were completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

#### **BSB Degree Requirements**

1. Completion of a minimum of 120 credits that include the following:

- a. Completion of the minimum number of upper division credits that make up the required course of study.
- b. In addition, students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the Liberal Arts, Interdisciplinary, and Integrating components.

### Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

#### **Communication Arts, 6 credits**

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

#### **Mathematics, 6 credits**

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

#### **Social Sciences, 6 credits**

Course work in the social science promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

#### **Humanities, 6 credits**

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

#### **Science/Technology, 6 credits**

Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

#### **Additional Liberal Arts, 6 credits**

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

### Interdisciplinary Component

#### **Interdisciplinary, 15 credits**

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

### Integrating Component

#### **Integrating, 3 credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

### Degree Completion Options

Students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

1. Complete additional upper or lower division elective courses offered by the University of Phoenix;
2. Complete course work in the prerequisite offerings from the University;
3. Complete approved CLEP, ACT/PEP, or DANTES examinations;
4. Participate in the Prior Learning Assessment process as described in this catalog; or
5. Complete approved courses at other regionally accredited colleges and universities.

Students who need additional academic credits to graduate should contact an Academic Counselor to ensure that there is no duplication of course work.

## **The Bachelor of Science in Business/Major in Administration**

*The following Bachelor of Science in Business/ Administration (BSB/A) program is offered at these University of Phoenix campus locations: Colorado, Dallas/Ft. Worth, Florida, Hawaii, Idaho, Louisiana, Maryland, Milwaukee, New Mexico, Northern California, Oklahoma City, Ohio, Online, Oregon, Philadelphia, Phoenix, Pittsburgh, Puerto Rico, Sacramento, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tulsa, Utah, Vancouver, Washington, and West Michigan.*

The Bachelor of Science in Business/ Administration program is designed for the working adult employed in a business or public organization. The major is designed to enable graduates to deal effectively with an increasingly complex business environment. The major stresses skill development in the areas of financial accounting, managerial finance, quantitative analysis, economics, marketing, and business-based research.

Approximately 24 months (based on continuous enrollment) are required to complete the business administration major and other requirements of the BSB required course of study. Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog. Course work in the major follows.

BUS 415

**Business Law** 3credits

MGT 437

**Project Management** 3 credits

ECO 360

**Economics for Business I** 3 credits

ECO 361◇

**Economics for Business II** 3credits

ACC 362

**Financial Accounting I** 3credits

ACC 363◇

**Financial Accounting II** 3credits

FIN 475◇

**Managerial Finance I** 3credits

FIN 476◇

**Managerial Finance II** 3credits

MKT 421◇

**Marketing** 3credits

EBUS 400◇

**e-Business** 3credits

GEN 480◇

**Interdisciplinary Capstone Course** 3credits

GEN 480, the Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

The University reserves the right to modify curriculum associated with the major and the required course of study. All must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

## **The Bachelor of Science in Business/Major in Management**

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*The following Bachelor of Science in Business/ Management (BSB/M) program is offered at these University of Phoenix campus locations: Boston, Colorado, Dallas/Ft. Worth, Florida, Hawaii, Houston, Idaho, Louisiana, Maryland, Milwaukee, Nevada, New Mexico, Northern California, Ohio, Oklahoma City, Online, Oregon, Pittsburgh, Philadelphia, Phoenix, Puerto Rico, Sacramento, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tulsa, Utah, Washington, and West Michigan.*

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The Bachelor of Science in Business/Management is designed for the working adult who wants to acquire or build knowledge and skills essential for management in private and public organizations. The management major emphasizes performance systems, employment law, marketing, public relations, financial analysis, global business strategies, and quality management.

Approximately 24 months (based on continuous enrollment) are required to complete the management major and other requirements of the BSB required course of study. Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog. Course work in the major follows.

ECO 360

**Economics for Business I** 3credits

MGT 431

**Human Resources Management** 3credits

MGT 434

**Employment Law** 3credits

FIN 324

**Financial Analysis for Managers I** 3 credits

FIN 325◇

**Financial Analysis for Managers II**

MKT 421◇

**Marketing** 3 credits

MKT 438◇

**Public Relations** 3credits

MGT 448

**Global Business Strategies** 3credits

MGT 449◇

**Quality Management and Productivity** 3 credits

EBUS 400◇

**e-Business** 3 credits

GEN 480◇

**Interdisciplinary Capstone Course** 3 credits

GEN 480, the Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

The University reserves the right to modify curriculum associated with the major and the required course of study. All course work must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

## **The Bachelor of Science in Business/Major in Accounting**

*The following Bachelor of Science in Business/ Accounting (BSB/ACC) program is offered at these University of Phoenix campus locations: Colorado, Florida, Louisiana, Maryland, New Mexico, Northern California, Online, Phoenix, Puerto Rico, Sacramento, San Diego, Southern Arizona, Southern California, Southern Colorado, Utah, and West Michigan.*

The accounting major promotes identification with and orientation to the accounting profession and is designed to provide the knowledge, skills and abilities necessary to a successful accounting career. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. Technology, in particular, is embedded in all accounting courses. Students also have broad exposure to varied business disciplines including management, organizational behavior, economics, statistics and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

The BSB/ACC coupled with the MBA/ACC is designed to meet the education eligibility requirements for all states and jurisdictions: however, students are encouraged to contact their State Boards of Accountancy for state-specific requirements.

Approximately 24 months (based on continuous enrollment) are required to complete the accounting major and other requirements of the BSB required course of study.

ECO 360

**Economics for Business I** 3 credits

ACC 362

**Financial Accounting I** 3credits

ACC 363◇

**Financial Accounting II** 3credits

FIN 320

**Corporate Finance** 3credits

ACC 330◇

**Accounting for Decision Making** 3 credits

ACC 340

**Accounting Information Systems I** 3 credits

BUS 421

**Contemporary Business Law I** 3 credits

BUS 422◇

**Contemporary Business** 3credits

ACC 421◇

**Intermediate Financial Accounting I** 3credits

ACC 422◇

**Intermediate Financial Accounting II** 3credits

ACC 423◇

**Intermediate Financial Accounting III** 3credits

ACC 440◇

**Advanced Financial Accounting** 3 credits

ACC 483◇

**Income Tax-Individual** 3 credits

ACC 460◇

**Government and Non-Profit Accounting** 3credits

ACC 491◇

**Contemporary Auditing I** 3 credits

ACC 492◇

**Contemporary Auditing II** 3credits

GEN 480◇

**Interdisciplinary Capstone Course** 3credits

GEN 480, the Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

The University reserves the right to modify curriculum associated with the major and the required course of study. All must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

## **The Bachelor of Science in Business/Major in Marketing**

*The following Bachelor of Science in Business/ Marketing (BSB/MKT) program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, New Mexico, Northern California, Ohio, Online, Phoenix, Puerto Rico, San Diego, Southern Arizona, Southern California, Southern Colorado, Utah, and West Michigan.*

Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise. The marketing major addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market and how to price products and services, and how to respond to growing demands to markets in different countries and cultures.

The marketing major includes a foundational marketing course upon which is based further study in the areas of buyer behavior, sales management, integrated marketing communications, marketing research, and international marketing.

Approximately 24 months (based on continuous enrollment) are required to complete the marketing major and other requirements of the BSB required course of study. Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog. Course work in the major follows.

BUS 415

**Business Law** 3 credits

ECO 360

**Economics for Business I** 3 credits

FIN 324

**Financial Analysis for Managers I** 3 credits

MKT 421 ◇

**Marketing** 3 credits

MKT 438

**Public Relations** 3 credits

MKT 463 ◇

**Buyer Behavior** 3 credits

MKT 469 ◇

**Sales Management** 3 credits

MKT 467 ◇

**Integrated Marketing Communications** 3 credits

MKT 450 ◇

**International Marketing** 3 credits

EBUS 400

**e-Business** 3 credits

GEN 480 ◇

**Interdisciplinary Capstone Course** 3 credits

GEN 480, the Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

The University reserves the right to modify curriculum associated with the major and the required course of study. All course work must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

## **The Bachelor of Science in /Major in e-Business**

*The following Bachelor of Science in Business/e-Business (BSB/EB) program is offered at these University of Phoenix campus locations: Boston, Colorado, Dallas/Ft. Worth, Florida, Hawaii, Louisiana, Maryland, Missouri, New Mexico, Northern California, Oklahoma City, Ohio, Online, Oregon, Philadelphia, Phoenix, Pittsburgh, Puerto Rico, Sacramento, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tulsa, Utah, Vancouver, Washington, and West Michigan.*

The Bachelor of Science in e-Business (BSB/EB) Program blends business and information technology to address the emerging field of e-Commerce and e-Business. The program courses provide fundamental knowledge and application in both business and information technology. The curriculum is designed to produce graduates ready to function in e-Business positions with the competencies, skills, and attitudes necessary for success in the workplace. It forms the basis for continued career growth, life-long learning as a professional or for the student who desires to continue his or her education in a graduate program.

Business courses include course work in management, organizational behavior, critical thinking, research and evaluation, financial analysis, and marketing. Information technology courses include course work in business system development, project planning, operating systems, programming, databases, networks and telecommunications, the Internet and Web, and e-business.

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog.

BSA 375◇

**Fundamentals of Business Systems Development**  
3credits

CMGT 410◇

**Project Planning and Implementation** 3credits

POS 355◇

**Introduction to Operating Systems** 3credits

POS 360◇

**Programming Concepts** 3 credits

DBM 380◇

**Database Concepts** 3credits

NTC 360◇

**Network and Telecommunications Concepts** 3credits

ECO 360◇

**Economics for Business I** 3 credits

FIN 324

**Financial Analysis for Managers I** 3credits

FIN 325◇

**Financial Analysis for Managers II** 3credits

MKT 421◇

**Marketing** 3credits

WEB 350◇

**The Internet: Concepts and Applications** 3credits

WEB 400◇

**Web Programming** 3credits

EBUS 400◇

**e-Business** 3credits

GEN 480◇

**Interdisciplinary Capstone Course** 3credits

GEN 480, the Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

The University reserves the right to modify curriculum associated with the major and the required course of study.

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## COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

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The College of Information Systems and Technology Programs is within the John Sperling School of Business and offers the Master of Science in Computer Information Systems (MSCIS) and the Bachelor of Science in Information Technology (BSIT).

The College of Information Systems and Technology also works cooperatively with the College of Graduate Business and Management to provide technology course work in the Masters of Business Administration with specializations in Technology Management and e-Business and with the College of Undergraduate Business and Management to provide the technology course work comprising the e-Business major in the Bachelor of Science in Business program.

### **Bachelor of Science in Information Technology**

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*The following Bachelor of Science in Information Technology (BSIT) program is offered at these University of Phoenix campus locations: Hawaii, Idaho, Ohio, Oklahoma City, Milwaukee, Phoenix, Southern California, Southern Colorado, and Tulsa.*

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The Bachelor of Science in Information Technology (BSIT) program is focused on the acquisition of theory and technical competencies associated with the information technology profession. The courses provide fundamental knowledge and application in both the information systems function and in system development.

The curriculum is designed to produce graduates ready to function in information technology positions with the competencies, skills, and attitudes necessary for success in the workplace. The BSIT is the basis for career growth or the basis for a graduate program. The program/course objectives and competencies have been benchmarked against several external guidelines. The program has five main threads:

- Business Systems Development
- Programming and Operating Systems
- Databases
- Networks and Telecommunications
- The Web

Courses requiring prerequisites are identified by a symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog.

### **BSIT Core Course of Study:**

CSS 335

**Computers and Information Processing** 3credits

MGT 350

**Critical Thinking: Strategies in Decision Making** 3credits

CMGT 410

**Project Planning and Implementation** 3credits

BSA 375◇

**Fundamentals of Business Systems Development** 3credits

BSA 400◇

**Business Systems Development II** 3credits

POS 355◇

**Introduction to Operating Systems** 3credits

POS 370◇

**Programming Concepts** 3 credits

POS 400◇

**Introduction to Object-Oriented Programming** 3credits

POS 405◇

**Advanced Visual Basic** 3credits

DBM 380◇

**Database Concepts** 3credits

DBM 405◇

**Database Management Systems** 3credits

POS 410◇

**SQL for Business** 3 credits

NTC 360◇

**Network and Telecommunications Concepts** 3credits

NTC 410◇

**Networks and Telecommunications II** 3credits

POS 420◇

**Introduction to UNIX** 3credits

POS 426◇

**Windows 2000** 3 credits

WEB 410◇

**Web Programming I** 3 credits

WEB 420◇

**Web Programming II** 3 credits

WEB 350◇

**The Internet: Concepts and Applications** 3credits

GEN 480

**Interdisciplinary Capstone Course** 3credits

GEN 480, the Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.



### The BSIT and Academic Progression

Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses. Students must have 60 credits to enroll in the core.

As an alternative, enrollment into core also extends to students who have completed 45 credits of which 21 credits were earned at the University.

### Proficiency Component

In line with mission of the University's General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

#### 1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 2. Mathematics Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

\*\*A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.

### Introductory Course Sequence

Students entering the University with fewer than 24 transferable semester credits from regionally, or nationally, accredited or candidate for accreditation colleges and universities must enroll in the following four-course sequence:

GEN 101

**Skills for Lifelong Learning I** 3 credits

SOC 101

**Contemporary Issues in American Business** 3 credits

COMM 102

**Communication Skills for Career Growth** 3 credits

GEN 102

**Skills for Lifelong Learning II** 3 credits

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

### BSIT Admission Requirements

The requirements for admission to the BSIT program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age. Applicants who are less than 23 years of age must meet the following additional requirements to be considered for admission:
  - a. A minimum of 30 transferable credits from a regionally, or a approved nationally, accredited institution
  - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work
  - c. Current employment with a minimum of 2 years post-high school work experience
  - d. A letter of employment and position verification from employer.

6. Non-native speakers of English must score a 550 or higher on the Test of English as a Foreign Language (TOEFL), or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable academic semester credits at a regionally accredited college or university in the United States.
- Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
- U.S. high school diploma or GED.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

7. A signed Enrollment Agreement.

#### **BSIT Residency Requirements**

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

Students may waive and/or exempt up to 30 credits from the required course of study, which consists of 60 upper division credits. Students may not waive GEN 480.

#### **Waivers and Exemptions**

The University defines a waiver as the substitution of a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past three years with a grade of "C" (2.0) or better at a regionally accredited or nationally candidate for accreditation college or university.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcribed by the college or university where the credit was earned.
4. The University defines an exemption as the substitution of a required course with a comparable transcribed lower division course, subject to the same aforementioned conditions. In order to meet BSIT upper division requirements, students who exempt a course must make up the credits by selecting an upper division course offered by the University.

Students may not exceed the waiver or exemption limits of their required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions citing the courses they request to be waived, the courses to be transferred into the required course of study, and the universities where the courses were completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it has previously been submitted to the University as part of the application process.

#### **BSIT Degree Requirements**

1. Completion of a minimum of 120 credits that include the following:

- a. Completion of the minimum number of upper division credits that make up the required course of study.
- b. Completion of the following Comprehensive General Education Program which includes 54 credits distributed among the following components:

#### **Liberal Arts Components**

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

#### **Communication Arts, 6 credits**

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

#### **Mathematics, 6 credits**

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

#### **Social Sciences, 6 credits**

Course work in the social science promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

### **Humanities, 6 credits**

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

### **Science/Technology, 6 credits**

Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environment science typically satisfy requirements in this area.

Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

### **Additional Liberal Arts, 6 credits**

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above. (Note: For students in the Bachelor of Science in Nursing program, these credits must be in Natural Sciences.)

### **Interdisciplinary Component**

#### **Interdisciplinary, 15 credits**

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

#### **Integrating, 3 credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

2. Payment of all tuition and fees.

3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

#### **Degree Completion Options**

Students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

1. Complete additional upper or lower division elective courses offered by the University of Phoenix;

2. Complete course work in the prerequisite offerings from the University;

3. Complete approved CLEP, Excelsior, or DANTES Examinations in all instances;

4. Participate in the Prior Learning Assessment process as described in this catalog; or

5. Complete approved courses at other regionally accredited colleges and universities.

Students who need additional academic credits to graduate should contact an Academic Counselor to ensure that there is no duplication of course work.

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## COLLEGE OF NURSING AND HEALTH SCIENCES

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The College of Nursing and Health Sciences is within the Artemis School and offers both undergraduate and graduate (see the graduate section of this catalog) degrees to prepare students to expand their career options in the dynamic and rapidly changing health care environment.

- Bachelor of Science in Nursing
- Bachelor of Science in Health Care Services
- Master of Science in Nursing
- Master of Science in Nursing/Family Nurse Practitioner
- Master of Science in Nursing/Women's Health Care Nurse Practitioner
- Post Master Certificate - Family Nursing Practitioner
- Post Master Certificate - Women's Health Care Nurse Practitioner

The College of Nursing and Health Sciences works closely with other academic departments to assure that the students receive appropriate and well-rounded education. The College also works cooperatively with the College of General Studies to give breadth to the undergraduate experience through the integration of general education and professional course work. The programs are also designed to assure that computer competencies are incorporated into the curriculum.

### Nursing

The Nursing programs are designed to respond to the educational needs of registered nurses. The College offers employed nurses opportunities to participate in accredited degree programs developed to broaden their professional horizons. All nursing degree programs are accredited by the National League for Nursing Accrediting Commission: 61 Broadway, New York, NY 10006 (212- 363-5555).

These programs are designed specifically for nurses who desire a repertoire of skills and knowledge necessary to respond effectively to today's dynamic health care environment. The programs also equip nurses with essential skills necessary to assume a leadership role in resolving the challenges faced by health care organizations and personnel. Each program has a blend of theory and practice which fosters a learning environment that allows nurses to build their knowledge base and to effectively and creatively apply what they have learned.

The University of Phoenix offers BSN students the ability to transition into the Master of Science in Nursing degree program. Students complete three graduate courses as part of their undergraduate work, thus creating the pathway for a smooth transition into the graduate program.

### Health Sciences

The Bachelor of Science in Health Care Services (BSHCS) is an applied degree intended to equip students with knowledge and basic skills for employment in the health care environment. The BSHCS curriculum is grounded in a theoretical framework derived from the social, behavioral, managerial, and informational sciences. The BSHCS graduate will have an understanding of the variables in health care utilization; an ability to complete risk assessments of the populations managed; and an appreciation for the human factor necessary in providing health care. The program uniquely blends the environment of health care with the business principles required in the growing industry of health care.

Graduate school opportunities for the BSHCS graduate include programs such as business administration, health planning, hospital administration, human resources administration, public administration and public health. See the Graduate Business section of this catalog for the Master of Business Administration, Health Care Management program.

### International Nursing Honor Society

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#### *Sigma Theta Tau International (STTI)*

The University of Phoenix Omicron Delta Chapter of Sigma Theta Tau International was chartered in 1998. This international nursing honor society is a member of the Association of College Honor Societies. The purposes of the society are to foster high professional standards, to encourage creative work, promote the maximum development of the individual, and to strengthen commitment to the ideals and purposes of the profession of nursing.

To learn more about Omicron Delta visit the web site at <http://nursing.uophx.edu/omicrondelta/omicron-delta.htm> To learn more about STTI visit their web site at <http://nursingsociety.org>.

Membership by invitation only, is extended annually to students and other members of the nursing community who have demonstrated high qualities of leadership and capacity for professional growth. Students are invited based on grade point average, scholastic achievement, academic integrity and standing within the university.

## **Bachelor of Science in Nursing**

*The following Bachelor of Science in Nursing (BSN) Program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Louisiana, New Mexico, Northern California, Online, Phoenix, Sacramento, San Diego, Southern Arizona, Southern California, Southern Colorado, Utah, and West Michigan.*

One hallmark of the BSN program is that there is no testing of prior nursing knowledge if the RN is in good standing within the state of practice. The BSN program is designed to develop the professional knowledge and skills of working registered nurses.

The curriculum is built upon a foundation of biological, physical, and social sciences which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse.

The program enhances the foundation in the biological, physical, and social sciences through an instructional program with behavioral objectives that concentrate on the development of the nurse's role as caregiver, teacher, and manager of care. Utilizing a self-care framework, working registered nurses are prepared as generalists who are able to apply professional skills and knowledge to nursing, clients, and health care systems.

The BSN program has a 36 credit nursing core and a 3 credit integration requirement. Completion of this required course of study fulfills only part of the 120-semester credit minimum requirement for the degree.

### **BSN Required Course of Study**

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

*Nursing Core Course:*

NUR 390

**Introduction to Professional Nursing 3 credits**

NUR 402 ◇

**Theoretical Foundations of Professional Nursing  
3 credits**

NUR 420

**Health and Disease Management 3 credits**

NUR 425

**Health Assessment 3 credits**

NUR 464 ◇

**Concepts of Family Nursing Theory 3 credits**

NUR 467 ◇

**Clinical Integration: Nursing Management of Families  
3 credits**

NUR 429

**Issues and Strategies in Nursing Research Utilization  
3 credits**

HCS 438

**Statistical Applications 3 credits**

NUR 471 ◇

**Dimensions of Community Nursing Practice  
3 credits**

NUR 473 ◇

**Clinical Integration: Partnerships in Community  
Practice 3 credits**

NUR 478

**Contemporary Issues and Health Policy 3 credits**

NUR 486 ◇

**Nursing Leadership and Management in Health Care  
3 credits**

GEN 480 ◇

**Professional Ethics and Social Responsibility \***  
3 credits (also integrating general education course requirements.)

\* Completion of NUR 486 prior to this course.

The University reserves the right to modify the required course of study. All grades of "F" or grades not meeting minimum specific course grade requirements must be repeated.

### **BSN Prerequisites**

NUR 390 must be completed prior to NUR 402.

Students must also demonstrate proficiency in mathematics and English and Critical Thinking prior to enrolling in specific courses. Proficiency in English foundation skills and critical thinking must be satisfied prior to enrolling in NUR 402. Proficiency in mathematics foundation skills must be satisfied prior to enrolling in HCS 438.

### Proficiency Component

In line with mission of the University's General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

#### 1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 2. Mathematics Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

**\*\*A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.**

### BSN Clinical Course Academic Standards

Students in the BSN program are required to achieve a minimum grade of "C-" in the clinical courses, (NUR 402, NUR 464, NUR 467, NUR 471, NUR 473, and NUR 486). Students who fail to receive a minimum grade of "C" in any one of these courses will be scholastically disqualified from the University. Re-admission will be granted if the student complies with the requirements for re-admission as determined and repeats the clinical course and earns a "C" or better. Students may repeat the same clinical course only once and must have the permission of the faculty member, and Campus College Chair.

#### *BSN Course Waiver Policy*

Students have the option of waiving fifteen credits from the required course of study by transferring credits for previously completed upper division course work into the program. To meet waiver criteria, the course to be transferred must:

1. Be completed within the past ten years with a grade of "C" (2.0) or better at a regionally or nationally accredited university or college or one which is a candidate for accreditation.
2. Be comparable in content and credits to the University of Phoenix course being waived.
3. Be officially transcribed from the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the application process.

### BSN Admission Requirements

The requirements for admission to the undergraduate nursing program are as follows:

1. A completed and signed University of Phoenix undergraduate application form and an application fee.
2. Official transcripts from all colleges or universities attended and official test scores.
3. A valid, unrestricted, unencumbered RN license from the United States, kept current throughout the duration of the required course of study.
4. Associate degree or diploma in Nursing with an unrestricted RN license will provide student with 30 lower division nursing credits.
5. California: RN's without a degree-posted transcript must complete NUR 200 Introduction to Critical Thinking: Decision Making in Nursing prior to admission. The 30 LD nursing credits will be held in escrow until this course is completed.
6. Students currently employed as a registered nurse must have a minimum of one (1) year health care or RN work experience. Unemployed students must have a minimum of one (1) year RN work experience and accessibility to a health care work environment to complete course projects. In addition the BSN program contains a clinical component. Applicants are expected to meet minimal RN mental and physical qualifications to complete the clinical course requirements.
7. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.
8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
  - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
  - Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
  - U.S. high school diploma or GED.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
  - Official documents are required.
9. Enrollment agreement.

### BSN Degree Requirements

1. Completion of a minimum of 120 credits that include the following:
  - a. A maximum of 72 lower division transcribed credits, to include a maximum of 30 Nursing credits.
  - b. In addition, students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the following components:

#### Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

#### Communication Arts, 6 credits

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

#### Mathematics, 6 credits

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

#### Social Sciences, 6 credits

Course work in the social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

#### Humanities, 6 credits

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**Natural and Physical Sciences, 12credits**

Course work in the Natural/Physical Science area promotes the study of the structure and behavior of the natural world. The student is introduced to the scientific method of inquiry and how science serves society's needs.

**Interdisciplinary Component****Interdisciplinary, 15credits**

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to fields of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

BSN:

HCS 438

**Statistical Application****Integrating, 3credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix's includes courses that integrate general education principles. The University of Phoenix educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component and, where appropriate, have been assigned GE credit.

2. Payment of all tuition and fees.

3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

**BSN Degree Completion Options**

Students who have successfully completed the required course of study and who are found to need additional academic work in order to fulfill the minimum 120 semester credits required for graduation may take advantage of the following options:

1. Complete MSN Pathway courses.

2. Complete additional upper division/lower interdisciplinary courses offered by the University of Phoenix.

3. Complete approved courses at other regionally accredited colleges and universities, or those which are candidate for accreditation.

4. Complete approved CLEP, or Dantes, Excelsior examinations.

5. Participate in Prior Learning Assessment process as described in this catalog.

Students who need additional academic credits to graduate should contact the campus Academic Counselor to ensure that there is no duplication of course work.

**BSN/Master of Science in Nursing Program Pathway**

Students planning to continue on to the Master of Science in Nursing program may complete up to nine graduate credits as part of their upper division interdisciplinary credit requirements. These courses may only be taken after completing the required course of study. Students taking advantage of this pathway can only use the following MSN courses:

HCS 581.3

**Change, Negotiation, and Conflict Resolution in Health Care 3credits**

HCS 582

**Health Care Finance 3 credits**

HCS 583

**Data-Based Decision-Making 3 credits**

Verification of BSN degree completion and application to the MSN program is **required before additional MSN course work can be completed.**

**Arizona School Nurse Program**

In accordance with the guidelines of the Arizona Board of Education and Arizona State Board of Nursing, the School of Health Care provides courses to complete the Arizona School Nurse certificate; three Arizona School Nurse Certificate courses and two elective courses are available. Contact the campus department of Continuing Education for course availability and program information.

**State of California Public Health Nursing Certificate**

The State of California has reviewed the University of Phoenix BSN course requirements and has determined that students entering the program after March 1, 1989 meet the state's standards for Public Health Nursing certification. Those University of Phoenix students who have successfully completed their degree program are eligible to apply for the California PHN Certificate.

Note: Students who completed the BSN degree program prior to March 1, 1989 will be evaluated on an individual basis for PHN requirements.



## **Bachelor of Science in Health Care Services**

*The following Bachelor of Science in Health Care Services (BSHCS) Program is offered at these University of Phoenix campus locations: Florida, Louisiana, Nevada, Oklahoma City, Phoenix, San Diego, Southern Arizona, Southern Colorado, Tulsa, and West Michigan.*

The BSHCS major is designed to integrate a foundation of general education and applied sciences with the expertise that prepares the graduate for management positions in health care. The BSHCS curriculum addresses the basic body of knowledge, understanding, and skills which are identified to be relevant to health care administration:

- Structuring and positioning health organizations to achieve optimal performance.
- Financial management of health organizations under alternative financing mechanisms.
- Leadership, interpersonal and communications skills in managing human resources and health professionals in diverse organizational environments.
- Managing information resources; and collecting, analyzing, and using business and health information in decision making.
- Statistical, quantitative, and economic analysis in decision making.
- Legal and ethical analysis applied to business and clinical decision making.
- Organizational and governmental health policy formulation, implementation, and effect.
- Assessment and understanding of the health status of populations, determinants of health and illness, and managing health risks and behaviors in diverse populations.
- The development, organization, financing, performance, and change of health systems in diverse communities, drawing broadly on the social and behavioral sciences.
- Business and health outcomes measurement, process/outcome relationships, and methods for process improvement in health organizations.

### **BSHCS Required Course of Study**

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

HCS 418

**Skills for Professional Transition** 3credits

GEN 300

**Skills for Professional Development** 3 credits

OR

MGT 330

**Management: Theory, Practice and Application**  
3 credits

To enroll in the following courses the student must have earned 24 credits and completed the mathematics and English and critical thinking proficiencies.

MGT 331

**Organizational Behavior** 3credits

QNT 321◇

**Statistics in Business I** 3 credits

MKT 438◇

**Public Relations** 3credits

To enroll in the following HCS courses the students must have a minimum of 60 credits. As an alternative, enrollment into this coursework also extends to students who have completed 45 credits of which 21 credits were earned at the University.

HCS 402

**Introduction to Health Care in the United States** 3credits

HCS 405◇

**Health Care Financial Accounting** 3credits

HCS 410

**Managing and Implementing Information Technology in Health Care** 3credits

HCS 415

**The Health Care of Populations** 3 credits

HCS 424◇

**Managed Care Models and Issues** 3credits

HCS 427

**Human Resources Principles and Practices in Health Care** 3credits

HCS 430

**Legal Issues in Health Care: Regulation and Compliance**  
3 credits

HCS 435

**Ethics: Health Care and Social Responsibility**  
3 credits

## HCS 440◇

**Economics: The Financing of Health Care**

3credits

## HCS 445

**The Aging Population: Geriatrics and Long Term Care**

3credits

## HCS 451◇

**Health Care Quality Management and Outcomes**

Analysis 3 credits

## HCS 455◇

**Health Care Policy: The Past and The Future**

3credits

## HCS 463◇

**Application of Health Care Management Principles**

3credits

## GEN 480◇

**Professional Ethics and Social Responsibility**

3credits

The University reserves the right to modify curriculum associated with the major and the required course of study. All course work must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

**BSHCS Academic Progression**

In line with mission of the University's General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

**1. Written Communication**

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

**2. Mathematics Reasoning**

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

**3. Critical Thinking**

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

\*\*A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.

**Introductory Course Sequence**

Students entering the University with fewer than 24 transferable semester credits from regionally or nationally accredited or candidate for accreditation colleges and universities must enroll in the following four-course sequence:

## GEN 101

**Skills for Lifelong Learning I** 3credits

## SOC 101

**Contemporary Issues in American Business** 3 credits

## COMM 102

**Communication Skills for Career Growth** 3 credits

## GEN 102

**Skills for Lifelong Learning II** 3credits

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

### **BSHCS Admission Requirements**

The requirements for admission to the BSHCS program are as follows:

1. The completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and transcripts from all colleges or universities attended.
4. Current employment, or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age. Applicants who are less than 23 years of age must meet the following additional requirements to be considered for admission:
  - a. A minimum of 30 transferable credits from a regionally, or approved nationally, accredited institution
  - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally accredited course work
  - c. Current employment with a minimum of 2 years post-high school work experience
  - d. A letter of employment and position verification from employer
6. Non-native speakers of English must score a 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
  - Successful completion of 30 transferable academic semester credits at a regionally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
  - Official documents are required.
7. Enrollment agreement.

### **BSHCS Residency Requirements**

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

### **BSHCS Waivers and Exemptions**

Students may waive a maximum of 21 credits from the required course of study, which consists of 54 upper division credits. Students may not waive or exempt HCS 463, Application of Health Care Management Principles or GEN 480 which is a University of Phoenix capstone course.

The University defines a waiver as the substitution or a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C-" (2.0) or better at a regionally or nationally accredited or candidate for accreditation college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived.
3. Be officially transcribed from the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University of Phoenix as part of the application process.

**BSHCS Degree Requirements**

Completion of a minimum of 120 credits that include the following in addition to the major course of study:

1. Completion of the 51 upper division credits that make up the major course of study.
2. Liberal Arts Component which is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience it is distributed as follows:

**Communication Arts, 6credits**

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

**Mathematics, 6 credits**

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

**Social Science, 6credits**

Course work in the social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history and certain communications courses focusing on mass media and society typically satisfy these requirements

**Humanities, 6credits**

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**Science/Technology, 6credits**

Course work in the sciences provide students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy, physiology, geology, and environmental science typically satisfy requirements in this area. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance material culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics course that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Course which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

**Additional Liberal Arts, 6 credits,** Students will pursue more depth in the liberal arts by selecting two additional courses in any of the liberal arts categories listed above.

**Interdisciplinary Component**

**Interdisciplinary Requirement, 15 credits,** To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to fields of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

**Integrating Requirement, 3 credits,** GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix includes courses that integrate general education principles. The University of Phoenix's education philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the course required for the professional programs have a strong general education component and, where appropriate, have been assigned GE credit. The specific major courses that further the student's exposure to general education are as follows:

BSHCS:

MGT 331

**Organizational Behavior**

QNT 321

**Statistics in Business I**

MKT 438

**Public Relations**

3. A minimum cumulative grade point average (GPA) of 2.0.
4. Payment of all tuition and fees.
5. Students attending the Nevada campus are required by Nevada Regulatory Statute to complete course work in the essentials of the Constitution of the United States and the Constitution of the State of Nevada.

### BSHCS Degree Completion Options

Students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

1. Complete additional upper or lower division elective courses offered by the University of Phoenix.
2. Complete course work in the prerequisite offerings from the University of Phoenix.
3. Complete approved CLEP, Excelsior, or DANTES examinations.
4. Participate in the prior Learning Assessment process as described in this catalog.
5. Complete approved courses at other regionally accredited colleges and universities.

Students should contact an Academic Counselor to ensure that there is no duplication of course work.

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## COLLEGE OF COUNSELING AND HUMAN SERVICES

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The College of Counseling and Human Services offers the Bachelor of Science in Human Services for those wanting a degree in human service work and preparation for advanced degrees in counseling, psychology, social work, and marriage and family therapy. The College also offers graduate degree programs and non-degree programs in mediation, gerontological counseling, mental health, marriage and family therapy, and addictions.

The College of Counseling and Human Services works closely with other academic schools to provide and administer academic programming. In cooperation with the College of Graduate Business, the College provides the certificate in Mediation. The College works cooperatively with the College of General Studies to give breadth to the undergraduate experience through integration of general education and professional course work. The College also works with the College of Education to provide quality courses for school counseling.

### **The Bachelor of Science in Human Services**

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*The following Bachelor of Science in Human Services (BSHS) Program is offered at these University of Phoenix campus locations: Colorado, Nevada, Oregon, and Phoenix.*

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The Bachelor of Science in Human Services (BSHS) provides students the opportunity to learn the skills, knowledge, and attitudes of a professional human service worker. Through course work, students learn about human development, problems in human functioning, programs for helping people with their problems, advocacy and influencing public policy, and crisis intervention. In field experience, students learn how to apply what they have learned to manage cases, organize helping services and programs, assess need, and provide help.

#### **BSHS Required Course of Study**

BSHS 300

**Introduction to Human Services** 3credits

BSHS 310

**Models of Effective Helping** 3 credits

BSHS 320

**Introduction to Interpersonal Communication** 3 credits

BSHS 330◇

**Technology in Human Services** 3credits

BSHS 340◇

**Lifelong Learning and Professional Development**  
3credits

BSHS 350

**Field Experience/Part I** 3 credits

BSHS 360

**Research and Statistics for the Social Sciences**  
3credits

BSHS 370

**Child Development** 3 credits

BSHS 380

**Adult and Family Development** 3credits

BSHS 390

**Working with Groups** 3credits

BSHS 400

**Professional, Ethical, and Legal Issues in Human Services** 3credits

BSHS 410

**Field Experience/Part II** 3 credits

BSHS 420

**Case Management** 3credits

BSHS 430

**Dependency and Addictions** 3credits

BSHS 440

**Advocacy and Mediation** 3credits

BSHS 450

**Program Design and Proposal Writing** 3credits

BSHS 460

**Building Community in Organizations** 3 credits

BSHS 470

**Mental Health and Crisis Intervention Practices**  
3credits

BSHS 480

**Advanced Interpersonal Communication** 3credits

BSHS 490

**Field Experience/Part III** 3credits

The University reserves the right to modify the required course of study.

## **The Bachelor of Science in Human Services/ Management**

The Bachelor of Science in Human Services (BSHS/M) provides students the opportunity to learn the skills, knowledge, and attitudes of a professional human service worker. Through course work, students learn about human development, problems in human functioning, programs for helping people with their problems, advocacy and influencing public policy, and crisis intervention. In field experience, students learn how to apply what they have learned to manage cases, organize helping services and programs, assess need, and provide help.

### **BSHS/M Required Course of Study**

BSHS 300

**Introduction to Human Services** 3credits

MGT 300

**Management: Theory, Practice, Application** 3credits

BSHS 320◇

**Introduction to Interpersonal Communication** 3credits

BSHS 330

**Technology in Human Services** 3credits

BSHS 370

**Child Development** 3credits

MGT 436

**Critical Thinking and Decision-Making** 3 credits

BSHS 380

**Adult and Family Development** 3 credits

FIN 324

**Financial Analysis for Managers I** 3credits

MGT 331

**Organizational Behavior** 3 credits

BSHS 470

**Mental Health and Crisis Intervention Practices** 3credits

BSHS 350.1

**Field Experience I** 3credits

MKT 421

**Marketing** 3 credits

BSHS 450

**Program Design and Proposal Writing** 3 credits

BSHS 400

**Professional, Ethical, and Legal Issues in Human Services** 3credits

BSHS 430

**Chemical Dependency** 3 credits

BSHS 420

**Case Management** 3credits

BSHS 440

**Advocacy and Mediation** 3 credits

MGT 449.1

**Quality Management and Productivity** 3 credits

BSHS 410

**Field Experience Part II** 3 credits

GEN 480

**Interdisciplinary Capstone Course** 3 credits

The University reserves the right to modify the required course of study.

### The BSHS and Academic Progression

Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses. Students must have 60 credits to enroll in the core.

As an alternative, enrollment into major course work also extends to students who have completed 45 credits of which 21 credits were earned at the University.

### Proficiency Component

In line with the mission of the University's General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

#### 1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 2. Mathematics Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

#### 3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

\*\*A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.

### Introductory Course Sequence

Students entering the University with fewer than 24 transferable semester credits from regionally accredited or candidate for accreditation colleges and universities must enroll in the following four-course sequence:

GEN 101

**Skills for Lifelong Learning I** 3 credits

SOC 101

**Contemporary Issues in American Business** 3 credits

COMM 102

**Communication Skills for Career Growth** 3 credits

GEN 102

**Skills for Lifelong Learning II** 3 credits

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

### BSHS Admission Requirements

The requirements for admission to the BSHS program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age.

Applicants who are less than 23 years of age must meet the following additional requirements to be considered for admission:

1. A minimum of 30 transferable credits from a regionally or approved nationally, accredited institution.
2. A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work.
3. Current employment, with a minimum of 2 years post-high school work experience.
4. A letter of employment and position verification from employer.



6. Non-native speakers of English must score a 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable academic semester credits at a regionally accredited college or university in the United States.
- Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
- U.S. high school diploma or GED.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

#### **BSHS Residency Requirements**

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

Students may waive 30 credits from the required course of study, which consists of 60 upper division credits. Students may not waive or exempt the Field Experience Courses or GEN 480. (a required General Education capstone course).

#### **Waivers and Exemptions**

The University defines a waiver as the substitution of a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C" (2.0) or better at a regionally or nationally accredited or candidate for accreditation college or university.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcribed by the college or university where the credit was earned.
4. The University defines an exemption as the substitution of a required course with a comparable transcribed lower division course, subject to the same aforementioned conditions. In order to meet upper division requirements students who exempt a course must make up the credits with upper division course work.

**Students may not exceed the waiver or exemption limits of their required course of study.**

Students requesting course waivers must make formal written requests to the Office of Admissions citing the courses they request to be waived, the courses to be transferred into the required course of study, and the universities where the courses were completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it has previously been submitted to the University as part of the application process.

#### **BSHS Degree Requirements**

1. Completion of a minimum of 120 credits that include the following:

- a. A minimum number of upper division credits that make up the required course of study.
- b. In addition, students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the following components:

#### **Liberal Arts Components**

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

#### **Communication Arts, 6 credits**

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

#### **Mathematics, 6 credits**

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

#### **Social Sciences, 6 credits**

Course work in the social sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

**Humanities, 6credits**

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**Science/Technology, 6credits**

Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environment science typically satisfy requirements in this area. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

**Additional Liberal Arts, 6credits**

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

**Interdisciplinary Component****Interdisciplinary, 15credits**

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

**Integrating, 3credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix's includes courses that integrate general education principles. The University of Phoenix's educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component and, where appropriate, have been assigned GE credit. The specific major courses that further the students' exposure to general education are as follow:

2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).
4. Signed graduation application.

## **The Bachelor of Science in Criminal Justice Administration**

*The following Bachelor of Science in Criminal Justice Administration (BSCJA) Program is offered at these University of Phoenix campus locations: The Campus Locations have not been determined at the time of printing.*

The Bachelor of Science in Criminal Justice Administration provides students interested in policing, criminal law, or corrections with an interdisciplinary study of crime and justice in American society. The program's inclusion of interpersonal skills and managerial and administrative subject matter prepares students for positions of responsibility and leadership within the criminal justice community and related professions.

Students enrolled in the Criminal Justice Administration program will examine the criminal justice process and its key components while at the same time learn the skills needed for effective interpersonal communication, administrative decision-making and personnel management. Contemporary issues such as human relations and social conflict, professionalism and ethics, and the injection of technology into crime and its detection are also addressed.

The Criminal Justice Administration curriculum will appeal to students professionals who are currently employed and seeking advancement within the criminal justice community, or to working adults pursuing a new career in a criminal justice-related field. Graduates of the program may find employment opportunities within public and private policing agencies, corrections, the court system, social services, and in corporate security.

Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog.

CJA 300

**Organized and White Collar Crime** 3credits

CJA 310

**Contemporary Issues in Criminal Justice** 3credits

CJA 320

**Introduction to Criminal Justice** 3 credits

CJA 330

**Criminology** 3 credits

CJA 340

**Criminal Law** 3 credits

CJA 350

**Criminal Procedure** 3 credits

CJA 360

**Interpersonal Communication** 3credits

CJA 370

**Introduction to Policing** 3credits

CJA 380

**Criminal Court Systems** 3credits

CJA 390

**Introduction to Corrections** 3 credits

CJA 400

**Juvenile Justice** 3credits

CJA 410

**Ethics in Criminal Justice** 3 credits

CJA 420

**Cultural Diversity in Criminal Justice** 3credits

CJA 430

**Research Methods in Criminal Justice** 3credits

CJA 440

**Organizational Behavior and Management** 3credits

CJA 450

**Criminal Justice Administration** 3 credits

CJA 460

**Criminal Justice Policy Analysis** 3credits

CJA 470

**Managing Criminal Justice Personnel** 3credits

CJA 480

**Futures of Criminal Justice** 3 credits

GEN 480

**Critical Thinking and Decision Making** 3 credits

The University reserves the right to modify the required course of study.

**The BSCJA and Academic Progression**

Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take any of the Business Foundation courses. Students must have 60 credits to enroll in the major.

As an alternative, enrollment into major course work also extends to students who have completed 45 credits, of which 21 credits were earned at the University.

**Proficiency Component**

In line with mission of the University's General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Proficiency requirements can be met in the following three areas using the approved methods:

**1. Written Communication**

- a. Earn "C-" or better in COMM 215\*\*
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

**2. Mathematical Reasoning**

- a. Earn "C-" or better in MTH 209\*\*
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

**3. Critical Thinking**

- a. Earn "C-" or better in PHL 251\*\*
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

\*\*A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.

**Introductory Course Sequence**

Students entering the University with fewer than 24 transferable semester credits from regionally accredited, or approved nationally accredited, or candidate for accreditation colleges and universities must enroll in the following four-course sequence:

**GEN 101****Skills for Lifelong Learning I 3 credits****SOC 101****Contemporary Issues in American Business 3 credits****COMM 102****Communication Skills for Career Growth 3 credits****GEN 102****Skills for Lifelong Learning II 3 credits**

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

**BSCJA Admission Requirements**

The requirements for admission to the BS/CJA program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age. Applicants who are less than 23 years of age must meet the following additional requirements to be considered for admission:
  - a. A minimum of 30 transferable credits from a regionally, or a approved nationally, accredited institution
  - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work
  - c. Current employment, with a minimum of 2 years post-high school work experience
  - d. A letter of employment and position verification from employer

6. Non-native speakers of English must score 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English or International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable academic semester credits at a regionally accredited college or university in the United States.
- Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
- U.S. high school diploma or GED.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

7. A signed Enrollment Agreement.

#### **BSCJA Residency Requirements**

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

Students may waive 30 credits from the required course of study, which consists of 60 upper division credits. Students may not waive or exempt the GEN 480 required General Education capstone course.

#### **Waivers and Exemptions**

The University defines a waiver as the substitution of a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C" (2.0) or better at a regionally, or approved nationally, or accredited or candidate for accreditation college or university. Courses used to waive the Information System course in the e-business major must have been completed in the past 5 years.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcribed by the college or university where the credit was earned.

The University defines an exemption as the substitution of a required course with a comparable transcribed lower division course, subject to the same aforementioned conditions. In order to meet upper division requirements, students who exempt a course must make up the credits with upper division, course work.

Students may not exceed the waiver or exemption limits of their required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions, citing the courses they request to be waived, the courses to be transferred into the required course of study, and the universities where the courses were completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

#### **BSCJA Degree Requirements**

1. Completion of a minimum of 120 credits that include the following:

- a. Completion of the minimum number of upper division credits that make up the required course of study.
- b. In addition, students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the Liberal Arts, Interdisciplinary, and Integrating components.

#### **Liberal Arts Components**

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

##### **Communication Arts, 6 credits**

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

##### **Mathematics, 6 credits**

Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

##### **Social Sciences, 6 credits**

Course work in the social science promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

**Humanities, 6credits**

Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

**Science/Technology, 6credits**

Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

**Additional Liberal Arts, 6credits**

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

**Interdisciplinary Component****Interdisciplinary, 15 credits**

To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base.

**Integrating Component****Integrating, 3 credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix's includes courses that integrate general education principles. The University of Phoenix's educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component and, where appropriate, have been.

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## GRADUATE PROGRAMS

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### GENERAL INFORMATION

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#### Admission Procedures

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##### Application Process

Working adults seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application along with an application fee. Applicants are then responsible for ensuring the completion of their admission files. No applicant will be accepted for formal admission until the admission file is complete. An application which is later verified to contain incomplete, false, or misleading information may be grounds for dismissal.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first three courses under Registered status. Students, however, must submit all admission documentation and gain Admitted status prior to the start of their fourth course. In extenuating circumstances, students may receive permission from the campus Vice President/Director for enrollment in up to five courses prior to Admitted status being granted. Students failing to submit all documentation prior to the end of the required time frame will be withdrawn until formally admitted by the Corporate Office of Admissions. The University cannot guarantee that a student who begins course work under Registered status will be admitted to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee is not required.

##### Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee. University staff will process all requests for transcripts on behalf of the student. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing centers. The University's application fee covers the student's expense for requesting official transcripts.

##### Foreign Transcripts

All academic records from countries other than the United States, Canada, and Mexico must be evaluated by an evaluation service approved by the University of Phoenix. The evaluation services follow standards approved by the National Council on the Evaluation of Foreign Credentials. A special application form and fee is required for the evaluation. Applicants with non-U.S. education should contact a University of Phoenix campus for the appropriate application. If the academic records are in another language, a certified English translation is required. The University will accept translations from the issuing institution or an official translation service.

An applicant relying on education completed outside the United States or Canada for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from the approved credentials evaluation services and fulfilling all other admission requirements. Official documentation of the applicant's foreign education and the official evaluation report must be submitted with the admission file.

##### Non-Native Speakers of English

An applicant whose native language is not English will not be eligible to attend classes under Registered status. Official documentation demonstrating successful completion of the Test of English as a Foreign Language (TOEFL), or the Test of English for International Communication (TOEIC), must be submitted with the admission file before the applicant may begin the program.

##### Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Committee. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Committee. The written appeal may consist of a letter of explanation for academic deficiencies and lack of experience, and any other factors which might be of benefit when the Student Appeals Committee conducts its review. The Student Appeals Committee will carefully review all materials submitted and notify the applicant of its decision within ten working days.

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## COLLEGE OF GRADUATE BUSINESS AND MANAGEMENT

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The College of Graduate Business and Management is within the John Sperling School of Business and offers the Master of Business Administration and the Master of Arts in Organizational Management. MBA students may choose to pursue the regular MBA or a specialization in one or more of the following areas: accounting, e-business, global business, health care management, and technology management.

### **Master of Arts in Organizational Management**

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*The following Master of Arts in Organizational Management (MAOM) program is offered at these University of Phoenix campus locations: Colorado, Dallas/Ft. Worth, Florida, Hawaii, Houston, Idaho, Louisiana, Maryland, Milwaukee, Missouri, Nevada, New Mexico, Northern California, Oklahoma City, Online, Oregon, Philadelphia, Phoenix, Sacramento, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tulsa, Utah, Washington, and West Michigan.*

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The Master of Arts in Organizational Management (MAOM) is designed to develop or enhance the management skills necessary to function effectively within private businesses, non-profit organizations, and public agencies. The program concentrates on managing human and fiscal resources within the structure, culture, and mission of any organization. The curriculum addresses executive management issues, human resources management, conflict management, strategic planning, managing technology, managing change, the learning organization, financial management, and marketing management.

#### **Program Structure**

The program is structured with five primary goals in mind:

1. To provide students with a broad based understanding of the management and leadership skills necessary for successful achievement of organizational goals.
2. To prepare students to recognize and respond to the implications of change on organizational stakeholders, e.g., employees, consumers/clients, vendors, and society.
3. To educate students about the impact of technology on every aspect of an organization, and how technology creates its own change.
4. To prepare students to function as consultants and internal change agents to lead and inspire organizational leadership toward a more productive future.
5. To prepare students to manage human and material resources effectively, efficiently, and ethically, within a global environment.

The MAOM emphasizes fundamental curriculum, critical thinking, and decision-making that have been positioned to respond to the changing business environment. Students will be required to give due consideration to the broader implications of decisions, such as their potential effect on human resources, marketing, and finance. Students will also be exposed to leading edge concepts about conflict management system design, corporate culture, change management, and learning organizations.

This degree program has a 39 credit requirement. All courses in the required course of study must be satisfactorily completed or must be repeated. All course work must be satisfactorily completed prior to taking the MAOM Capstone Course.

#### **MAOM Required Course of Study**

Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

MGT 507

**Management 2000** 3credits

ECO 515

**Economics of the Marketplace** 3 credits

MKT 520

**Marketing –The Quest for the Consumer** 3credits

FIN 510

**Money: The Bottom Line** 3credits

ORG 510

**The Cultures of Organizations** 3credits

MGT 545♦

**Technology and Organizations** 3 credits

MGT 563

**Managing Change** 3credits

ORG 525♦

**The Learning Organization** 3credits

HR 535

**Advanced Human Resources Management** 3 credits

BUS 550♦

**Conflict Management Systems** 3credits

HR 565♦

**Human Resources Issues** 3credits

MGT 590♦

**Planning the Organization's Future** 3 credits

BUS 593♦

**MAOM Capstone Course** 3 credits

The University reserves the right to modify the required course of study as necessary.



### MAOM Course Waiver Policy

Students may waive a maximum of 9 credits from their required course of study on the basis of transferable course work. Students attending campuses located in the state of California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the application process.

COMM 515, Managerial Communication may not be waived.

BUS 593, MAOM Capstone Course, may not be waived.

### MAOM Admission Requirements

The requirements for admission to the MAOM program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown by the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience related to the degree program.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
- Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
- U.S. high school diploma or GED.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required to meet the requirements.

### MAOM Degree Requirements

Students in the Master of Arts in Organizational Management program must fulfill the following requirements to graduate:

1. Completion of the 39 semester credit required course of study with a minimum grade point average of "B" (3.0).
2. Payment of all tuition and fees.

Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

## Master of Business Administration

The following Master of Business Administration (MBA) program is offered at these University of Phoenix campus locations: Colorado, Dallas/Ft. Worth, Florida, Hawaii, Houston, Idaho, Louisiana, Maryland, Milwaukee, Missouri, Nevada, New Mexico, Northern California, Ohio, Oklahoma City, Online, Oregon, Pittsburgh, Philadelphia, Phoenix, Puerto Rico, Sacramento, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tulsa, Utah, Washington, and West Michigan.

The Master in Business Administration (MBA) develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these “spokes” generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for this decision-making role, the MBA has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA without specialization will complete five additional prescribed courses to hone their problem solving skills.

Each University of Phoenix MBA student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based materials and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based materials will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based materials may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

### MBA Required Course of Study

Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to a course are identified in the “Course Descriptions” section of this catalog.

COM 515

**Managerial Communication** 1credit

ORG 502♦

**Human Relations and Organizational Behavior** 3 credits

LAW 529♦

**Legal Environment of Business** 3credits

MKT 551♦

**Marketing Management** 3 credits

QNT 530♦

**Statistics and Research Methods for Managerial Decisions** 3credits

MGT 554♦

**Operations Management** 3credits

ECO 533♦

**Economics for Managerial Decision Making** 3credits

ACC 529♦

**Accounting for Managerial Decision Making** 3credits

FIN 544♦

**Finance for Managerial Decision Making** 3credits

CIS 564.4♦

**Information Management in Business** 3credits

EBUS 500.1♦

**e-Business Principles and Practices** 3credits

QNT 531♦

**Advanced Problems in Statistics and Research Methods** 3credits

FIN 545♦

**Advanced Problems in Finance** 3credits

MGT 573◇

**Project Management in the Business Environment**

3credits

MGT 578◇

**Strategy Formulation and Implementation** 3credits

MGT 599◇

**Cases in Decision Making** 3 credits

The University reserves the right to modify the required course of study.

**MBA Course Waiver Policy**

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and MGT 599, Cases in Decision Making, may not be waived.

**MBA Admission Requirements**

The requirements for admission to the MBA program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.

3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.

4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.

5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 for the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
- Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
- U.S. high school diploma or GED.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

**MBA Degree Requirements**

The following requirements must be satisfied to earn the MBA degree:

1. Completion of the 46-semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

## Master of Business Administration/ Accounting

*The following Master of Business Administration/ Accounting (MBA/ACC) program is offered at these University of Phoenix campus locations: New Mexico, Online, Puerto Rico, Sacramento, and Tucson.*

The MBA/ACC is designed to develop or enhance the financial management skills necessary to function effectively within private businesses, non-profit organizations, and public agencies. The program concentrates on managing fiscal resources within the structure, culture, and mission of any organization. The accounting specialization addresses advanced costing techniques, accounting theory, accounting information systems, and issues in corporate taxation, among other subjects. This program, when combined with a BSB/ACC, should provide sufficient credits to sit for the CPA exam. Students should always contact the Board of Accountancy in the state in which they plan to sit for the CPA examination to determine the state-specific requirements. A CPA exam review course is strongly recommended before sitting for the exam.

The MBA/ACC develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for the decision-making role, the MBA/ACC has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA/ACC consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/ACC. The core begins with one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/ACC. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA/ACC specialization will complete five additional prescribed courses to hone their accounting skills.

Each University of Phoenix MBA/ACC student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/ACC program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/ACC program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

### MBA/ACC Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

**Managerial Communication** 1credit

ORG 502 ◇

**Human Relations and Organizational Behavior**  
3credits

LAW 529 ◇

**Legal Environment of Business** 3 credits

MKT 551 ◇

**Marketing Management** 3credits

QNT 530 ◇

**Statistics and Research Methods for Managerial Decisions** 3 credits

MGT 554 ◇

**Operations Management** 3credits

ECO 533 ◇

**Economics for Managerial Decision Making** 3credits

ACC 529 ◇

**Accounting for Managerial Decision Making** 3credits

FIN 544 ◇

**Finance for Managerial Decision Making** 3credits

CIS 564.4 ◇

**Information Management in Business** 3credits

EBUS 500.1 ◇

**e-Business Principles and Practices** 3credits

ACC 563 ◇

**Advanced Accounting Information Systems**  
3credits

ACC 573 ◇

**Advanced Cost Accounting** 3 credits

ACC 583 ◇

**Advanced Corporate Income Tax** 3credits

ACC 593 ◇

**Accounting Theory** 3credits

ACC 595 ◇

**Capstone Course** 3credits

The University reserves the right to modify the required course of study.

### MBA/ACC Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and ACC 595, Capstone Course, may not be waived.

#### MBA/ACC Admission Requirements.

The requirements for admission to the MBA/ACC program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.
6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
7. A signed Enrollment Agreement.
8. For non-native speakers of English, a score of 550 (213 on the computer based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
  - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States
  - Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language
  - U.S. high school diploma or GED
  - Equivalent of a U.S. high school diploma from a country in which English is the official language
  - Official documents are required to meet these requirements

#### MBA/ACC Degree Requirements

The following requirements must be satisfied to earn the MBA/ACC degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.

Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

## **Master of Business Administration/ e-Business**

*The following Master of Business Administration/ e-Business (MBA/EB) program is offered at these University of Phoenix campus locations: Ohio, Online, and Phoenix.*

The MBA/EB was created in response to the rise of electronic business and the ways it is changing how traditional firms operate and structure their organizations. The dynamics of e-business have also required companies to compete in innovative ways, as well as opened the doors of opportunity for creating global businesses. To accommodate the emerging e-Business marketplace, the University of Phoenix offers a comprehensive MBA/e-Business program to equip managers with the necessary skills to conduct business in an e-business environment. The MBA/EB specialization is based upon courses in e-business operations, e-business marketing, e-law and risk management, e-strategy, and creating the e-business.

The MBA/EB develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for the decision-making role, the MBA/EB has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA/EB consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/EB. The core begins with one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/EB. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA/EB will complete five additional prescribed courses to hone their skills in managing an e-business.

Each University of Phoenix MBA/EB student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/EB program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/EB program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

**MBA/EB Required Course of Study**

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

**Managerial Communication** 1 credit

ORG 502◇

**Human Relations and Organizational Behavior**  
3 credits

LAW 529◇

**Legal Environment of Business** 3 credits

MKT 551◇

**Marketing Management** 3 credits

QNT 530◇

**Statistics and Research Methods for Managerial Decisions** 3 credits

MGT 554◇

**Operations Management** 3 credits

ECO 533◇

**Economics for Managerial Decision Making** 3 credits

ACC 529◇

**Accounting for Managerial Decision Making** 3 credits

FIN 544◇

**Finance for Managerial Decision Making** 3 credits

CIS 564.4◇

**Information Management in Business** 3 credits

EBUS 500.1◇

**e-Business Principles and Practices** 3 credits

EBUS 510

**e-Business Operations** 3 credits

EBUS 520

**e-Marketing Theory and Application** 3 credits

EBUS 530

**e-Law and Risk Management** 3 credits

EBUS 540

**e-Strategy Formulation and Implementation** 3 credits

EBUS 550

**Creating the e-Business** 3 credits

The University reserves the right to modify the required course of study.

**MBA/EB Course Waiver Policy**

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and EBUS 550, Creating the e-Business, may not be waived.

**MBA/EB Admission Requirements.**

The requirements for admission to the MBA/EB program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.



6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 (213 on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States
- Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language
- U.S. high school diploma or GED
- Equivalent of a U.S. high school diploma from a country in which English is the official language
- Official documents are required to meet these requirements

### MBA/EB Degree Requirements

The following requirements must be satisfied to earn the MBA/EB degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

## Master of Business Administration/Global Management

*The following Master of Business Administration/ Global Management (MBA/GM) program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Maryland, New Mexico, Northern California, Online, Philadelphia, Pittsburgh, Phoenix, Puerto Rico, San Diego, Southern Arizona, Southern Colorado, Utah, and West Michigan.*

Globalization has increased the need for individuals with specialized knowledge and skills necessary to manage multicultural and multinational workforces effectively in a rapidly changing environment. The MBA/GM program has been developed to provide those individuals the opportunity to study in a program specifically designed for their needs as current or future managers in the global business environment.

The MBA/GM develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these “spokes” generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for this decision-making role, the MBA/GM has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow student to practice making decisions to solve a wide range of problems.

The MBA/GM consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/GM. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/GM. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA/GM will complete five additional prescribed courses to hone their problem solving skills in global management.

Each University of Phoenix MBA/GM student will create and maintain an electronic portfolio reflecting the student’s achievements throughout the MBA/GM program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student’s ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/GM program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics course in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

### MBA/GM Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

**Managerial Communication** 1credit

ORG 502 ◇

**Human Relations and Organizational Behavior** 3credits

LAW 529 ◇

**Legal Environment of Business** 3 credits

MKT 551 ◇

**Marketing Management** 3credits

QNT 530 ◇

**Statistics and Research Methods for Managerial Decisions** 3 credits

MGT 554 ◇

**Operations Management** 3credits

ECO 533 ◇

**Economics for Managerial Decision Making** 3credits

ACC 529 ◇

**Accounting for Managerial Decision Making** 3credits

FIN 544 ◇

**Finance for Managerial Decision Making** 3credits

CIS 564.4 ◇

**Information Management in Business** 3credits

EBUS 500.1 ◇

**e-Business Principles and Practices** 3credits

GMGT 510 ◇

**Global Business Organization and Culture** 3credits

GMGT 520 ◇

**External Environment of Global Business** 3credits

GMGT 530 ◇

**Internal Environment of Global Business** 3credits

GMGT 540 ◇

**Global Strategy Formulation and Implementation** 3credits

GMGT 550 ◇

**Global Management Capstone Course** 3credits

The University reserves the right to modify the required course of study.

### MBA/GM Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campuses located in the state of California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the University where the course was completed. An official catalog course description and syllabus must accompany the request, along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and GMGT 550, Global Management Capstone Course, may not be waived.

### MBA/GM Admission Requirements

The requirements for admission to the MBA/GM program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 (213 on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States
- Successful completion of 30 transferable, academic semester credits at a recognized college or university in a country in which English is the official language
- U.S. high school diploma or GED
- Equivalent of a U.S. high school diploma from a country in which English is the official language
- Official documents are required.

#### MBA/GM Degree Requirements

The following requirements must be satisfied to earn the MBA/GM degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

## **Master of Business Administration/Health Care Management**

*The following Master of Business Administration/ Health Care Management (MBA/HCM) program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Louisiana, New Mexico, Online, Phoenix, San Diego, Southern Arizona, Southern California, Utah, and West Michigan.*

The MBA/HCM is designed to provide students with the business management skills needed to manage successfully in today's health care delivery systems. The MBA/HCM program emphasizes the identification, analysis, and solution of complex management problems with a foundation of health care concepts and decision models that will support the variety of management roles that can be seen in today's health care environment. The MBA/HCM specialization is based upon courses in health care organizations, health care finance, quality and data base management, health care infrastructure, and health care strategic management.

The MBA/HCM develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for the decision-making role, the MBA/HCM has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA/HCM consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/HCM. The core begins with one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/HCM. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA/HCM will complete five additional prescribed courses to hone their skills in health care management.

Each University of Phoenix MBA/HCM student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/HCM program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/HCM program with an undergraduate degree that is *not* in business will be required to complete web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

**MBA/HCM Required Course of Study**

Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

**Managerial Communication** 1 credit

ORG 502♦

**Human Relations and Organizational Behavior** 3 credits

LAW 529♦

**Legal Environment of Business** 3 credits

MKT 551♦

**Marketing Management** 3 credits

QNT 530♦

**Statistics and Research Methods for Managerial Decisions** 3 credits

MGT 554♦

**Operations Management** 3 credits

ECO 533♦

**Economics for Managerial Decision Making** 3 credits

ACC 529♦

**Accounting for Managerial Decision Making** 3 credits

FIN 544♦

**Finance for Managerial Decision Making** 3 credits

CIS 564.4♦

**Information Management in Business** 3 credits

EBUS 500.1♦

**e-Business Principles and Practices** 3 credits

HCS 521♦

**Healthcare Infrastructure** 3 credits

HCS 530♦

**Health Care Organizations** 3 credits

HCS 579♦

**Health Care Finance** 3 credits

HCS 584♦

**Quality and Data Base Management** 3 credits

HCS 586♦

**Health Care Strategic Management** 3 credits

The University reserves the right to modify the required course of study.

**MBA/HCM Course Waiver Policy**

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campuses located in the state of California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and HCS 586, Health Care Strategic Management, may not be waived.

**MBA/HCM Admission Requirements**

The requirements for admission to the MBA/HCM program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience related to the degree program.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550(213 on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
- Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
- U.S. high school diploma or GED.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

### MBA/HCM Degree Requirements

The following requirements must be satisfied to earn the MBA/HCM degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

## Master of Business Administration/ Technology Management

*The following Master of Business Administration/ Technology Management (MBA/TM) program is offered at these University of Phoenix campus locations: Colorado, Florida, Louisiana, New Mexico, Northern California, Online, Oregon, Philadelphia, Pittsburgh, Phoenix, Puerto Rico, Southern California, Southern Arizona, Washington, and West Michigan.*

The importance of management in a technical environment is a core concept of the MBA/TM program. "Technical" is defined to be much broader than computer information systems and technology. It includes engineering, pharmaceutical, chemical, and other technical enterprises. The program and its faculty and staff are dedicated to the linkage of technical and business cultures as integrated functions of the technology-based organization. The MBA/TM specialization is based upon courses in strategy formulation and implementation, project management in the technological environment management of research and development and innovation processes technology transfer in the global economy, and application of technology management.

The MBA/TM develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for the decision-making role, the MBA has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA/TM consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/TM. The core begins with one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/TM. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA/TM from the University of Phoenix must complete. Those students in the MBA/TM will complete five additional prescribed courses to hone their skills in technology management.

Each University of Phoenix MBA/TM student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/TM program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/TM program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.



### MBA/TM Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

**Managerial Communication** 1credit

ORG 502 ◇

**Human Relations and Organizational Behavior** 3credits

LAW 529 ◇

**Legal Environment of Business** 3 credits

MKT 551 ◇

**Marketing Management** 3credits

QNT 530 ◇

**Statistics and Research Methods for Managerial Decisions** 3 credits

MGT 554 ◇

**Operations Management** 3credits

ECO 533 ◇

**Economics for Managerial Decision Making** 3credits

ACC 529 ◇

**Accounting for Managerial Decision Making** 3credits

FIN 544

**Finance for Managerial Decision Making** 3credits

CIS 564.4 ◇

**Information Management in Business** 3credits

EBUS 500.1 ◇

**e-Business Principles and Practices** 3credits

TMGT 578

**Strategy Formulation and Implementation** 3credits

TMGT 510 ◇

**Project Management in the Technological Environment** 3credits

TMGT 540 ◇

**Management of Research and Development and Innovation Processes** 3 credits

TMGT 550 ◇

**Technology Transfer in the Global Economy** 3credits

TMGT 590 ◇

**Applications of Technology Management** 3 credits

The University reserves the right to modify the required course of study.

### MBA/TM Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the application process.

COM 515, Managerial Communication, and TMGT 590, Applications of Technology Management, may not be waived.

### MBA/TM Admission Requirements

The requirements for admission to the MBA/TM program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or University, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.
6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
7. A signed Enrollment Agreement.
8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
  - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
  - Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
  - U.S. high school diploma or GED.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
  - Official documents are required.

### MBA/TM Degree Requirements

The following requirements must be satisfied to earn the MBA/TM degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of "B" (3.0).
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

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## SCHOOL OF DOCTORAL STUDIES

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### Doctor of Management in Organizational Leadership

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The Doctor of Management (DM) degree program in Organizational Leadership offered by the University of Phoenix provides those with a professional master's degree a means of exploring their personal readiness to become leaders in their professions or their current organizations. Learners gain a mastery of leadership literature, and demonstrate their competence in applying what they learn. They also:

- Explore the functions of management inherent in the act of organizational leadership and identify and illuminate the challenges managers will face in the 21<sup>st</sup> century.
- Analyze present organizational circumstances, and discover the meaning of their professional experience and the purpose of their leadership mission.
- Create new ideas about what organizations are and can become.
- Experience leadership and evaluate their personal readiness to succeed as a leader.

The DM program creates a perfect opportunity for mid-career professionals to refresh and recreate their commitment to the tasks required of organizational leaders. Learners will **think** deeply about the current state of organizations and their leadership; **create** imaginative new applications from what is learned and **contribute** new knowledge to the profession and society.

The DM program has a 60 credit requirement and involves two different delivery modalities. The majority of the program will be delivered online in a virtual classroom setting. The learner will not be working alone, but with a cohort of approximately 10 students. The learner will be required to spend approximately 25 hours a week on course work required in the program.

The learner should also expect to spend 2 weeks in residency during each year (Year One, Two and Three). The two-week residencies build foundations for other courses and are a highly interactive. They are very comprehensive and cover a variety of areas essential to the program.

At the half way point in Year One and Year Two the learners will meet again for a weekend seminar. This will be an opportunity to reacquaint the learners to one another and the program. As well as, to continue discussions regarding the Doctoral Project.

All learners must attend all of the residencies.

The learner will also keep a journal during the duration of the program. The journal will be graded during residency in Year Two and Year Three. Each time the journal is graded and the learner successfully passes the learner will earn 1 credit. (The journal is worth a total of 2credits.)

The learner is also required to complete a comprehensive paper after Year One and required to successfully pass a comprehensive exam after Year Two.

#### Doctoral Project

One of the major activities for the DM degree is the successful completion of a publishable book-length manuscript which adds new thinking to the literature of organizations and leadership. Because of the highly independent nature of the program, learners must be truly self-disciplined self-starters and highly motivated to earn this degree.

The book provides the learner the opportunity to demonstrate his or her mastery of the leadership literature and ability to demonstrate their competence by applying what they've learned.

### DM Admission Requirements

The requirements for admission to the DM program are as follows:

1. Completion of a master's degree from a regionally accredited institution of higher learning (official transcripts are required) with a G.P.A. of 3.0 or higher. For admission to regular status the degree must be in an area of administration (e.g. MBA, MPA, M.Ed., M.Eng.Mgmt., MPH Admin, etc.) Provisional admission may be granted an exceptional applicant with a master's degree from another field of study under the condition that the applicant complete an additional course program in management from our MBA program (or transfer equivalents from another regionally accredited institution of higher learning). This core comprises the following sequence of courses: 1. Financial Accounting, 2. Human Relations and Organizational Behavior, 3. Advanced Marketing Management, 4. Strategy Formulation and Implementation, 5. Statistics for Managerial Decision Making.
2. A minimum of seven years supervisory experience.
3. Three references.
4. Internet access and a computer.
5. A 10-page personal leadership statement in response to a leadership question posed in the application packet.
6. A score of at least 600 on the TOEFL exam for non-native speakers of English.
7. Membership in a research library.
8. Successful completion of the first residency.

### DM Degree Requirements

The following requirements must be satisfied to earn the DM degree:

1. Completion of the 60 semester credit required course of study with a minimum GPA of 3.0.
2. Successful completion of all residencies.
3. Successful completion of the comprehensive examination.
4. Successful completion of the comprehensive paper.
5. Satisfactory completion of the Learning Leader Journal.
6. Satisfactory completion and presentation of the Doctoral Project.

7. Payment of all tuition and fees.
8. Completion of the graduation packet.
9. Completion of all degree requirements within six years of the first residency.

### DM Required Course of Study

Following is an outline of the DM program.

LDR 700R

**Catalytic Leadership and Group Processes: A Skillshop**  
4 credits

DOC 700R

**Finding Your Passion: Thinking About and Designing Your Doctoral Project** 2 credits

DOC 791OR

**Learning Leader Journal I Orientation** 0 credit

DOC 701

**The Philosophy of Knowledge** 3 credits

DOC 702

**Inventing the World: How We Construct Meaning**  
3 credits

ORG 700

**Organization Theory: The Structural Conventions of the Industrial Paradigm** 3credits

DOC 793R

**Learner Led Seminar I** 2credits

LDR 701

**Leadership Theory: The Human Conventions of the Industrial Paradigm** 3credits

ORG 704

**Organizational Culture and Change** 3credits

DOC 791

**Learning Leader Journal I** 1 credit

*End of Year One*

Comprehensive Paper Due

LDR 751R

**The Essence of Leadership: Communicating, Team Building and Coaching: A Skillshop** 3 credits

LDR 704R

**Group and Individual Renewal** 3credits

DOC 790R

**Getting Focused** 0 credits

DOC 795R

**How to Choose a Doctoral Project Mentor** 0 credits

DOC 791R

**Learning Leader Journal II** 0 credits

MGT 700

**The Mind of the Manager/The Mind of the Managed**  
3 credits

MGT 701

**Distant Voices: Unconventional Wisdom and the Anti-establishment Challenge** 3 credits

ORG 701

**Organizations and Systems Thinking: The Web of Inclusion** 3 credits

DOC 794R

**Learner Led Seminar** 2 credits

LDR 703

**The Moral and Social Responsibility of Leadership** 3credits

DOC 797

**Research Methods for Social Science Discovery** 3credits

DOC 792

**Learning Leader Journal II** 1 credit

*End of Year Two*

Comprehensive Exam Taken at 3<sup>rd</sup> Residency

DOC 792R

**Learning Leader Journal II** 3 credits

DOC 796R

**Finalizing the Design of the Doctoral Project** 3credits

DOC 789

**Readings and Conference** 3credits

DOC 798

**Doctoral Project Research/Writing** 3 credits

DOC 799

**Preparing the Doctoral Project** 3credits

***DM Course Waiver Policy***

Students may waive a maximum of 6 elective credits from their required course of study through transfer.

To waive a course a course in the DM program students must have completed a previous course which meets the following criteria:

1. The course must have been completed and transcribed from a regionally accredited, or candidate for accreditation, college or university.
2. The course must have been completed within the past ten years with a grade of "B-" (3.0) or better.
3. The course must be comparable in content and credits to the University course it is replacing and must be a doctoral level course.

***Dropping from Program***

Any student dropping from the program must follow the proper reentry procedures to reenroll in the program. A student who has completed all the course work and is dropping prior to finishing the Doctoral Project (DOC/799) must show continuous involvement with the University and the program by enrolling, paying and attending DOC/799O.

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## COLLEGE OF NURSING AND HEALTH SCIENCES

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The College of Nursing and Health Sciences is within the Atremic School and was established to respond to the educational needs of registered nurses. The College offers working nurses opportunities to participate in degree programs developed to broaden their professional horizons. These programs are designed specifically for nurses who desire a repertoire of skills and knowledge necessary to respond effectively to today's dynamic health care environment. They also equip nurses with essential skills necessary to assume a leadership role in resolving the challenges being faced by health care organizations and personnel. Each program has a blend of theory and practice which fosters a learning environment that allows nurses to build their knowledge base and to effectively and creatively apply what they have learned. Master of Science in Nursing (MSN), Master of Science in Nursing/Women's Health Care Nurse Practitioner (MSN/WHCNP), and Master Science Nursing/Family Nurse Practitioner (MSN/FNP) programs which can be taken at selected University of Phoenix campuses. In addition, the WHCNP and FNP programs can be taken as a post masters certificate program.

The MSN Programs are developed for nurses who want to ground their professional nursing decisions and actions with appropriate nursing theories, research principles, and practices. The MSN curriculum builds on baccalaureate education through the development of advanced practice roles of caregiver, teacher, and manager of care.

### **International Nursing Honor Society**

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#### *Sigma Theta Tau International*

The University of Phoenix Omicron Delta Chapter of Sigma Theta Tau International (STTI) was chartered in 1998. This international nursing honor society is a member of the Association of College Honor Societies. The purposes of the society are to foster high professional standards, to encourage creative work, promote the maximum development of the individual, and to strengthen commitment to the ideals and purposes of the profession of nursing.

Membership by invitation only is extended annually to students and other members of the nursing community who have demonstrated qualities of leadership and capacity for professional growth. Students are invited based on grade point average, scholastic achievement, academic integrity and standing within the university.

### **Master of Science in Nursing**

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*The following Master of Science in Nursing (MSN) program is offered at these University of Phoenix campus locations: Florida, Hawaii, Louisiana, New Mexico, Northern California, Online, Phoenix, Sacramento, San Diego, Southern Arizona, Southern California, Utah, and West Michigan.*

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The MSN program is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN program consists of three major areas: the core, the major, and the cognate. The core incorporates the major foci of a Master of Science in Nursing degree: the theory of Nursing, ethical Nursing issues, and the influence of Nursing research on the advanced practice of Nursing. The major includes advanced course work in Nursing: management of families and aggregates, administration, and education. The cognate includes course work concerning today's health care environment: health care infrastructure, health care finance and data-based decision making.

Classes meet in formal session once each week for four hours. Additional time is required outside of class for homework, study group meetings, and project activities.

The MSN program is 39 credits. The course sequence will be completed in the order determined by the University. The University reserves the right to modify and/or resequence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses in which an "F" was earned must be repeated in the required course of study.

### **Nursing Practicum/ Clinical Hours**

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through placement at an approved agency. There is a minimum of 60 hours applied practicum required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course.

NUR 540 and NUR 543 have the student apply course concepts through a clinical application project. A minimum of 16 clinical hours per course has been established to allow students time to achieve the course objectives.

### **MSN Course of Study**

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

HCS 501

**Introduction to Nursing Graduate Studies**  
2credits

NUR 515.3

**Advanced Nursing Theory** 3credits

NUR 517

**Research Methods** 2credits

NUR 540

**Advanced Nursing Management: Individuals and Families** 3credits

NUR 543

**Advanced Nursing Management: Communities**  
3credits

HCS 520

**Health Care Infrastructure** 3 credits

HCS 583

**Data-Based Decision-Making** 3credits

NUR 576

**Ethical Issues in Nursing** 2credits

HCS 581.3

**Change, Negotiation, and Conflict Resolution in Health Care** 3credits

NUR 584

**Dynamics of Nursing Administration** 3credits

HCS 582

**Health Care Finance** 3credits

NUR 586.3

**Curriculum Development and Program Design**  
3 credits

NUR 598

**Nursing Research Utilization Project** 3credits

NUR 590A◇

**Nursing Practicum** 1credit

NUR 590B◇

**Nursing Practicum** 2credits

The University reserves the right to modify the required course of study.

**MSN Admission Requirements**

The requirements for admission to the MSN program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree in a nursing program with an upper division major in nursing from a regionally accredited college or university or one which is a candidate for accreditation or a comparable degree from a recognized institution outside of the United States.

Nurses who hold baccalaureate degrees in non-nursing programs from a regionally accredited college or university must meet the BSN equivalency. The BSN equivalency is accomplished after successful completion of the University of Phoenix Bridge Program.

**NUR 402****Theoretical Foundations of Professional Nursing**

3credits.

**NUR 429****Issues and Strategies in Nursing Research Utilization**

3credits

**NUR 464****Concepts of Family Nursing Theory 3credits**

Credits for graduate course may not be counted toward the degree unless the admission prerequisites have been fulfilled.

1. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
2. A cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
3. Verification of a minimum of three years full-time RN work experience or 2 years experience as an RN and 1 year health care experience within the last 10 years.
4. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments. In addition the MSN program contains a clinical component. Applicants are expected to meet minimal RN mental and physical qualifications to complete the clinical course requirements.
5. A valid, unrestricted and unencumbered RN license from the state in which the applicant is practicing, kept current throughout the duration of the required course of study.
6. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.

7. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
- Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
- U.S. high school diploma or GED.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

**8. Enrollment agreement.****MSN Waiver Policy**

Students may transfer up to nine semester hours of graduate credit toward completion of any of the graduate major curriculum. Students at a California campus may transfer 6 credits. To meet the criteria for transfer into the program, the course transferred must:

- a. Be completed within the past ten years with a minimum grade of "B" (3.0) at a regionally, or approved nationally, accredited college or university or one which is a candidate for accreditation.
- b. Be comparable in content and credits to the University of Phoenix course;
- c. Be a graduate level course; and
- d. Be officially transcribed from the college or university where the credit was earned.

Because of the importance to the degree, the following courses, may not be waived:

**NUR 598 Nursing Research Utilization Project and NUR/590AB Nursing Practicum**

Students can petition to waive the admission RN-MSN Bridge courses. A maximum of two courses can be waived from the RN-MSN Bridge.

The previously identified waiver policy indicated above applies to these pre-requisite courses.



## **Master of Science in Nursing Women's Health Care Nurse Practitioner or Family Nurse Practitioner**

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*The following Nurse Practitioner Master of Science in Nursing (MSN) programs are offered at these University of Phoenix campus locations: Hawaii, Phoenix, Sacramento, and Southern California.*

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The MSN Nurse Practitioner program is designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN Nurse Practitioner programs courses require the student to complete 46 graduate credits.

Classes meet in formal sessions a minimum of eight hours per week to accommodate delivery of required didactic theory hours. Scheduling of these class sessions will be determined by each campus offering the program. Additional time is required outside of class for clinical hours, labs, homework and project activities. Upon satisfactory completion of the didactic hours students will complete a clinical preceptorship. This component requires the student to complete a minimum of 20 hours of preceptored clinical experiences over 23 weeks.

Students enrolling in this program should consider the significant time required. For guidance with program requirements students should contact the campus Nurse Practitioner Clinical Coordinator.

Graduate cognate courses must be completed prior to entering the nurse practitioner course sequence. The course sequence will be completed in the order determined by the University. The University reserves the right to modify the curriculum as necessary.

### **MSN Nurse Practitioner Admission Requirements**

Students must provide the following documentation prior to starting the MSN/FNP or MSN/WHCNP program.

The requirements for admission to the MSN nurse practitioner program are as follow:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree in a nursing program with an upper division major in nursing from a regionally accredited or candidate for accreditation college or university or a comparable degree from a recognized institution outside of the United States.

Nurses who hold baccalaureate degrees in non-nursing programs from a regionally accredited college or university must meet the BSN equivalency. The BSN equivalency is accomplished after successful completion of the University of Phoenix Bridge Program which include:

NUR 402

#### **Theoretical Foundations of Professional Nursing**

3 credits

NUR 429

#### **Issues and Strategies in Nursing Research Utilization**

3 credits

NUR 464

#### **Concepts of Family Nursing Theory 3credits**

3. Credits for graduate courses may not be counted toward the degree unless the admission prerequisites have been fulfilled.
4. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
5. A cumulative grade point average (GPA) of 3.0 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
6. Verification of a minimum of three years full-time RN work experience within the last 10 years.
7. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.

8. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
9. A valid, unrestricted, and unencumbered RN license from the state in which the applicant is practicing, kept current throughout the duration of the required course of study.
10. Two letters of recommendations from professionals who can evaluate the applicant's potential success in the program.
11. Current Basic Cardiac Life support certification.
12. A completed Preceptor Identification Form.
13. A signed Physical Assessment Release Form.
14. Current Documentation of Hepatitis Vaccination or signed University of Phoenix declination form; immunization for TD and MMR; and a negative TB skin test or University of Phoenix TB symptom survey questionnaire.
15. Advanced Practice Role Essay. Criteria are provided to guide applicants in completing this requirement.
16. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
  - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
  - Successful completed of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
  - U.S. high school diploma or GED.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
  - Official documents are required.
17. A signed Enrollment Agreement.
18. Technology requirement. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.

#### MSN/FNP Waiver Policy

Students may transfer up to nine semester hours of graduate credit toward completion of any of the graduate major curriculum. Students at a California campus may transfer 6 credits. To meet the criteria for transfer into the program, the course transferred must:

- a. Be completed within the past ten years with a minimum grade of "B" (3.0) at a regionally, or approved nationally, accredited or candidate for accreditation college or university;
- b. Be comparable in content and credits to the University of Phoenix course;
- c. Be a graduate level course; and
- d. Be officially transcribed from the college or university where the credit was earned.

In addition to the above, students have the option of waiving a maximum of 9 nurse practitioner credits, using assessed or transfer credits.

Course work completed at non-regionally accredited institutions will be evaluated through Assessment of Prior Learning and must meet the following criteria to be reviewed for assessed credit:

1. Be completed within the last 10 years with a minimum grade of "B".
2. Course work must be taken after completion of baccalaureate degree.
3. Be comparable in content and credits to the University of Phoenix.
4. Be officially transcribed from the institution where student completed the course work.

Because of the importance to the degree, the following courses, may not be waived:

**NUR 598 Nursing Research Utilization Project and NRP 530 or NRP 533.**

#### MSN/FNP Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

NRP 502

**Role of the Nurse Practitioner** 3credits

NUR 515.3

**Advanced Nursing Theory** 3credits

NUR 517

**Research Methods** 2credits

HCS 583

**Data-Based Decision Making** 3 credits

HCS 505◇

**Advanced Pathophysiology** 3 credits

HCS 507◇

**Advanced Pharmacotherapeutics** 3credits

NRP 514◇

**Advanced Health Assessment** (48 hours supervised lab)  
4credits

HCS 523◇

**Health Promotion/Prevention** 3credits

NRP 524◇

**Family I Pediatrics & Adolescents** (60 hours clinical)  
5credits

NRP 525◇

**Family II Adults & Geriatrics** (75 hours clinical)  
7credits

NRP 528◇

**Family III Women's Issues** (45 hours clinical)  
4credits

NRP 533◇

**Preceptorship** (425 hours clinical) 3credits

NUR 598◇

**Nursing Research Utilization Project** 3credits

The University reserves the right to modify the required course of study.

#### MSN/WHCNP Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

NRP 502

**Role of the Nurse Practitioner** 3credits

NUR 515.3

**Advanced Nursing Theory** 3 credits

NUR 517

**Research Methods** 2credits

HCS 583

**Data-Based Decision Making** 3credits

HCS 505◇

**Advanced Pathophysiology** 3credits

HCS 507◇

**Advanced Pharmacotherapeutics** 3 credits

NRP 514◇

**Advanced Physical Assessment** (48 hours supervised lab)  
4 credits

HCS 523◇

**Health Promotion/Prevention** 3credits

NRP 518◇

**Nursing Management of the Childbearing Client** (25  
hours clinical preceptorship) 4credits

NRP 521◇

**Nursing Management of the High Risk Childbearing  
Client** (25 hours clinical preceptorship) 4credits

NRP 523◇

**Nursing Management of Complex Women's Health  
Issues** (25 hours clinical preceptorship)  
4 credits

NRP 526◇

**Nursing Management of Complex Women's Health  
Issues** (25 hours clinical Preceptorship)  
4 credits

NRP 530◇

**Preceptorship** (460 hours) 3credits

NUR 598◇

**Nursing Research Utilization** 3credits

The University reserves the right to modify the required course of study.

## Post Master's Family Nurse Practitioner

*The following Nurse Practitioner Post Master's program are offered at these University of Phoenix campus locations: Hawaii, Phoenix, Sacramento, and Southern California.*

The Nurse Practitioner Post Master's Program is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting. This program allows a Masters of Nursing prepared nurse to complete a nurse practitioner program and apply for state licensure.

Each Nurse Practitioner Post Master's program curriculum consists of 35 credits.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify the curriculum as necessary.

Students must provide the following documentation prior to starting either NP certificate program.

1. A completed and signed University of Phoenix graduate application and an application fee.
2. Official transcript verifying a nursing graduate degree.
3. A valid, unrestricted, and unencumbered RN license from the state in which the applicant is practicing, kept current throughout the duration of the required course of study.
4. Two letters of recommendations from professionals who can evaluate the applicant's potential success in the program.
5. Current Basic Cardiac Life support certification.
6. A completed Preceptor Identification Form.
7. A signed Physical Assessment Release Form.
8. Current Documentation of Hepatitis Vaccination or signed University of Phoenix declination form; immunization for TD and MMR; and a negative TB skin test, chest x-ray, or University of Phoenix TB symptom survey questionnaire.
9. Advanced Practice Role Essay. Criteria are provided to guide applicants in completing this requirement.
10. Technology requirement. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.
11. A signed Enrollment Agreement.

## FNP Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

NRP 502

**Role of the Nurse Practitioner** 3 credits

HCS 505◇

**Advanced Pathophysiology** 3credits

HCS 507◇

**Advanced Pharmacotherapeutics** 3credits

NRP 514◇

**Advanced Health Assessment** (48 hours supervised lab) 4credits

HCS 523◇

**Health Promotion/Prevention** 3credits

NRP 524◇

**Family I Pediatrics & Adolescents** (60 hours clinical) 5credits

NRP 525◇

**Family II Adults & Geriatrics** (75 hours clinical) 7credits.

NRP 528◇

**Family III Women's Issues** (45 hours clinical) 4credits

NRP 533◇

**Preceptorship** (425 hours clinical) 3credits

### **Nurse Practitioner Certificate Waiver Policy**

Students may transfer up to 9 semester hours of graduate credit toward completion of any of the graduate major curriculum.

- a. Be completed within the past ten years with a minimum grade of "B" (3.0) at a regionally, or approved nationally, accredited or candidate for accreditation college or university;
- b. Be comparable in content and credits to the University of Phoenix course;
- c. Be a graduate level course; and
- d. Be officially transcribed from the college or university where the credit was earned.

In addition to the above, students have the option of waiving a maximum of 9 nurse practitioner credits using assessment credits.

Course work completed at non-regionally accredited institutions will be evaluated through Assessment of Prior Learning and must meet the following criteria to be reviewed for assessed credit:

1. Be completed within the last 10 years with a minimum grade of "B".
2. Course work must be taken after completion of baccalaureate degree.
3. Be comparable in content and credits to the University of Phoenix course.
4. Be officially transcribed from the institution where student completed the course work.

### **MSN Degree Requirements**

The following requirements must be satisfied to earn the MSN degree:

1. Completion of the curriculum with a minimum grade point average of "B" (3.0).
2. Satisfactory completion of the Nursing Research Utilization courses and practicum.
3. Completion of all required clinical hours.
4. Payment of all tuition and fees.
5. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

### **MSN/FNP-WHCNP Degree Requirements**

The following requirements must be satisfied to earn the MSN/NP degree:

1. Completion of the curriculum with a minimum grade point average of "B" (3.0).
2. Satisfactory completion of the Nursing Research Utilization course.
3. Payment of all tuition and fees.
4. Completion of all required clinical documentation and clinical hours for either Nurse Practitioner program.

### **Post Master's Nurse Practitioner Degree Requirements**

The following requirements must be satisfied to earn the FNP or WHCNP post master's certificate.

1. Completion of the curriculum with a minimum grade point average of "B" (3.0).
2. Payment of all tuition and fees.
3. Completion of all required clinical documentation and clinical hours for Nurse Practitioner program.

## **Masters of Science in Nursing/Master of Business Administration Health Care Management**

The MSN/MBA/HCM program is designed to provide nurses with a unique blend of advanced nursing and business management skills needed to manage today's innovative health care delivery systems. The program combines essentials from both degree programs to provide students with the knowledge and skills necessary to enhance and support patient services. The MBA/HCM program emphasizes the identification, analysis, and solution of complex management problems that require technical understanding and balanced decision making. Although a functional knowledge of accounting, finance, and management underlies the program, equal attention is given to the development of report writing, oral reporting, and group process skills.

Students develop additional expertise in the solution of persistent management problems through the completion of an applied management science project which relates the student's professional interests or responsibilities to the goal of improved managerial functioning. The applied management science project, therefore, serves not only to provide a vehicle for the application of theory to practice, but also serves to demonstrate that MBA/HCM candidate can perform in a variety of sophisticated management roles in a health care environment with the confidence and self-discipline expected of the MBA/HCM program graduate.

The MSN program is designed to develop and enhance the knowledge and skill of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN program consists of three major areas: the core, the major, and the cognate. The core incorporates the major foci of a Master of Science in Nursing degree: the theory of Nursing, ethical Nursing issues, and the influence of Nursing research on the advanced practice of Nursing. The major includes advanced course work in Nursing: management of families and aggregates, administration, and education. The cognate is fulfilled through the MBA/HCM program content.

The MSN/MBA/HCM program is 61credits. All MBA/HCM course work must be completed prior to enrolling in the Applied Management Science Project Seminar. All course work and clinical requirements must be completed satisfactorily, or be repeated.

### **MSN/MBA/HCM Required Course of Study**

Course requiring prerequisites are identified by a ♦ Symbol following the course number. Prerequisite to a course are identified in the "Course Descriptions: section of this catalog.

COM 515

**Managerial Communication** 1credit

ORG 502

**Human Relations and Organizational Behavior** 3 credits

LAW 529

**Legal Environment of Business** 3credits

MKT 551

**Marketing Management** 3 credits

QNT 530

**Statistics and Research Methods for Managerial Decisions** 3credits

MGT 554

**Operations Management** 3credits

ECO 533

**Economics for Managerial Decision Making** 3credits

ACC 529

**Accounting for Managerial Decision Making** 3credits

FIN 544

**Finance for Managerial Decision Making** 3credits

CIS 564.4

**Information Management in Business** 3credits

EBUS 500.1

**e-Business Principles and Practices** 3credits

HCS 521

**Healthcare Infrastructure** 3credits

HCS 530

**Healthcare Organizations** 3credits

HCS 579

**Healthcare Finance** 3 credits

HCS 584

**Quality and Database Management** 3credits

HCS 586

**Healthcare Strategic Management** 3credits

NUR 541

**Models of Health Behavior** 3credits

NUR 543

**Advanced Nursing Management: Communities** 3credits

NUR 586

**Curriculum Development and Program Design** 3credits

NUR 515.3

**Advanced Nursing Theory** 3credits

#### NUR 590A

**Nursing Practicum 2 credits**

#### NUR 590B

**Nursing Practicum 2 credits**

The university reserves the right to modify the required course of study.

#### Nursing Practicum/Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through placement at an approved agency. There is a minimum 60 hours applied practicum required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course.

NUR 540 and NUR 543 have the student apply course concepts through a clinical application project. A minimum of 16 clinical hours per course has been established to allow students time to achieve the course objectives.

#### MSN/MBA/HCM Course Waiver Policy

Students may waive a maximum of 12 credits from their required course of study on the basis of transferable course work. Students attending campuses located in the state of California may waive a maximum of 6 graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally accredited or candidate for accreditation college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admission, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken.

The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

#### MSN/MBA/HCM Admission Requirements

Students must complete the admission requirements for both degree programs. The requirements for admission to the MBA/HCM program are as follows:

1. The complete and signed University of Phoenix graduate application and application fee.
2. An undergraduate degree from a regionally accredited or candidate for accreditation college or university, or a comparable degree from a recognized institution outside of United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0= A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post-high school work experience related to the degree program.
6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
7. For non-native speakers of English, a score of 550 on the Test for English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
  - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
  - Successful completion of 30 transferable, academic semester credits a recognized college of University in a country in which English is the official language.
  - U.S. high school diploma or GED
  - Equivalent of an U.S. high school diploma from a country in which English is the official language.
  - Official documents are required.
  - Appropriate access to technology as established by the Student Technology Recommendations and Competencies.
8. A signed Enrollment Agreement.

**MSN Admission Requirements**

The requirements for admission to the MSN program are as follows:

1. The completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree in a nursing program with an upper division major in nursing from a regionally accredited or candidate for accreditation college or university or a comparable degree from a recognized institution outside of the United States.

Nurses who hold baccalaureate degrees in non-nursing programs from a regionally accredited college or university must meet the BSN equivalency. The BSN equivalency is accomplished after successful completion of the University of Phoenix Bridge Program.

**NUR402****Theoretical Foundation of Professional Nursing**

3credits

**NUR429****Issues and Strategies in Nursing Research Utilization**

3credits

**NUR464****Concepts of Family Nursing Theory 3credits**

Credits for graduate course may not be counted toward the degree unless the admission prerequisites have fulfilled.

3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 (on a 4.0= A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three year's full-time RN work experience or 2 years RN experience and 1 year health care experience within the last 10 years.
6. Current employment. Unemployment applicants must verify access to a suitable work environment in which to complete classroom assignments. In addition the MSN program contains a clinical component. Applicants are expected to meet minimal RN mental and physical qualifications to complete the clinical course requirements.
7. A valid, unrestricted, and unencumbered RN license from the state in which the applicant is practicing, kept current throughout the duration of the required course of study.
8. Official documents are required.

**MSN/MBA/HCM Degree Requirements**

The following requirements must be satisfied to earn these dual degrees:

1. Completion of the 61 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Satisfactory completion of the HCS 586and Nursing Practicum.
3. Completion of all required clinical hours.
4. Payment of all tuition and fees.
5. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).



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## COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

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The College of Information Systems and Technology Programs offers the Master of Science in Computer Information Systems (MSCIS) degree.

### **Master of Science in Computer Information Systems**

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*The following Master of Science in Computer Information Systems (MSCIS) program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Idaho, Maryland, Milwaukee, Nevada, New Mexico, Northern California, Oklahoma City, Online, Phoenix, Sacramento, San Diego, Southern Arizona, Southern Colorado, Tulsa, Utah, and West Michigan.*

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The Master of Science in Computer Information Systems (MSCIS) program is focused on the acquisition of information technology theory and the application of theory and practice to real world business opportunities and challenges. The course provide current theory and knowledge of essential information technology components, as well as interpersonal and intra-organizational communication. While courses examine a broad range of information technology resources, the courses emphasize the management of such resources in order to meet an organization's challenges and goals. The program has six main threads:

- Business Management
- Business Systems Analysis and Development
- Programming Management
- Databases
- Network and Telecommunications
- The Web

### **MSCIS Course of Study**

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog.

COM 515

**Management Communication** 3credits

ORG 502◇

**Human Relation & Organizational Behavior** 3credits

LAW 529◇

**Legal Environment of Business** 3credits

ACC 529◇

**Accounting for Managerial Decision Making** 3credits

CSS 561◇

**Programming Concepts** 3 credits

CMGT 555◇

**Systems Analysis & Development** 3credits

CMGT 575

**CIS Project Management** 3credits

CMGT 576◇

**Programming Management** 3credits

CSS 558◇

**Data Base Concepts I** 3credits

CSS 559◇

**Data Base Concepts II** 3credits

TCM 537◇

**Networks/DataCom I** 3credits

TCM 538◇

**Networks/DataCom II** 3credits

CMGT 585

**CIS Risk Management & Strategic Planning**  
3credits

The University reserves the right to modify the required course of study.

### MSCIS Admission Requirements

The requirements for admission to the MSCIS program are as follows:

1. The completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally, accredited or candidate for accreditation college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 as shown by the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience.
6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
7. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 for the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
  - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
  - Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
  - U.S. high school diploma or GED.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
  - Official documents are required.
8. All University students must complete the Adult Learning Outcomes Assessment prior to enrolling in their required course of study.

### MSCIS Degree Requirements

The following requirements must be satisfied to earn the MSCIS degree:

1. The completion of the 37 semester graduate credit curriculum with a minimum grade point average of "B" (3.0).
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) pre-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

### MSCIS Course Waiver Policy

Students may waive a maximum of 9 credits (not to exceed three University courses) from their required course of study on the basis of transferable course work. Students in a California campus are limited to waiving 6 credits (2 courses). To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last five years with a grade of "B" or higher at a regionally, or approved nationally, accredited or candidate for accreditation college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the courses they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the application process.

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## COLLEGE OF COUNSELING AND HUMAN SERVICES

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### College of Counseling and Human Services

The College of Counseling and Human Services is within the Artemis School and offers graduate counseling programs which meet the educational standards for certification and licensure by State Boards of Behavioral Health. The counseling curriculum prepares students to take the National Board for Certified Counselors Examination for national and state certification. Curriculum in Master of Counseling in Marriage and Family Therapy (MC/MFT), Master of Counseling in Mental Health Counseling (MC/MHC), Master of Counseling in Community Counseling (MC/CC) and Master of Counseling With a Specialization in Marriage Family, and Child Counseling (MC/MFCC) prepare students for licensure in most states. The Community Counseling Program in Phoenix, and Southern Arizona is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 5999 Stevenson Avenue, Alexandria, VA 22304, (703) 829800, the national accrediting body affiliated with the American Counseling Association (ACA).

In addition to designing, implementing, and maintaining curriculum for the MC degrees, the School develops internship placement agreements with community behavioral health organizations and maintains Counseling Skills Center (CSC) laboratory facilities. In the CSC, students practice counseling skills with intensive clinical supervisory support. At the internship sites, supervised interns practice their counseling skills with diverse populations.

### Master of Counseling

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*Master of Counseling (MC) programs are currently offered at these University of Phoenix campus locations: Hawaii, New Mexico, Phoenix, San Diego, Sacramento, Southern Arizona, and Utah.*

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MC programs are designed to meet the needs of the working adult professional who will benefit from a graduate education in counseling. Because counseling and jobs requiring the skills of counselors are expected to grow in both the public and private sectors throughout the 2000's, students from a variety of settings and backgrounds should find the interpersonal, communication, and therapeutic skills offered in this program useful in advancing their careers.

The curriculum, course work, and clinical experiences are designed to produce outcomes in knowledge, critical thinking, affective development, and counseling skills. These outcomes, based on accepted counselor education standards, are also based on competencies required of the working counseling professional. Attention is given to the development of oral presentation skills, group process skills, research utilization, and exposure to and practice of a wide range of counseling approaches.

The Community Counseling (MC/CC) Program has a 51-credit requirement for graduation. The MC/MFCC program, designed for California, carries a 52 credit graduation requirement. MC/MFT and MC/MHC programs, where available, have a 60-credit requirement. Course work will be completed in the order determined by the University. The University reserves the right to revise course work as necessary. All courses in the major course of study must be satisfactorily completed to be eligible for graduation.

Program length is approximately two and one-half to three and one-half years. Classes meet on weekends, weeknights, or a combination of both. Additional time will be required for homework, student group meetings, project activities, and clinical work. The program involves a variety of formats depending on the subject matter and the competencies to be developed. These formats include lecture, discussion, demonstration, field trips, exercises, role-play, seminar, self-directed learning, and supervised clinical experiences.

### Clinical Courses

Each program includes Clinical courses (CNSL 527, CNSL 537, CNSL 548, CNSL 553, CNSL 591, CMHC 538, CMHC 585, MFCC 535, MFCC 550, MFCC 565) and Internship courses (CNSL 599 A/B, MFCC 570A/B/C, and CMHC 599 A/B/C) which must be passed with a grade of "B" or better before a student will be allowed to continue the program. These courses provide the student with the opportunity to practice basic counseling skills, family therapy, theory based counseling strategies, group facilitation skills, and psychological assessment in supervised settings. Sessions are video-taped and critiqued by the facilitator, study group, and class.

### Professional Counseling Assessment Portfolio Courses

The MC program includes three “portfolio” evaluations wherein the student’s progress in the areas of counseling skills, interpersonal skills, communication, and critical thinking are assessed. These evaluations must be successfully completed before proceeding in the program.

#### CNSL 511

**Professional Counseling Assessment Portfolio I**—This assessment is part of the admission process.

#### CNSL 530

**Professional Counseling Assessment Portfolio II**—

Students must pass with a grade of “B” or better in order to progress in the program.

#### CNSL 599A/B

**Internship**— Students must pass with a grade of “B” or better in order to graduate.

#### *Internship*

The Community Counseling (MC/CC) and the Marriage Family and Child Counseling (MC/MFCC) Internship is 6 credits (two 3–credit courses), 600 hours, and requires the student to spend at least 240 hours in direct contact with clients. Each section of the internship must be passed with a grade of “B” or better before the student will be allowed to continue the program or to graduate. The MC/MFT, and MC/MHC specializations require 9–credit (three 3–credit courses) internships.

Students are given the opportunity to engage in activities that counselors in counseling agencies are expected to perform. The experience takes place at a University approved site, such as a community counseling agency, and is closely supervised by an approved and trained site supervisor as well as a faculty member. Weekly supervision is required throughout the duration of the internship.

The site supervisor is responsible for day-to-day training and evaluation of the student’s growth and progress. The student is expected to develop a professional relationship with his or her site supervisor and use the site supervisor as a primary resource person.

The faculty supervisor acts as a consultant to both the site supervisor and the student, and has responsibility for liaison, special training, and grading of the internship experience.

#### *Prerequisites*

All MC Students must fulfill the following program prerequisites:

#### CNSL 511

**Professional Counseling Assessment Portfolio I** 0credits

### Community Counseling Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the “Course Descriptions” section of this catalog. All general academic policies of the University of Phoenix are applicable.

#### CNSL 501

**Introduction to Graduate Portfolio** 0credits

#### CNSL 511

**Professional Counseling Assessment Portfolio I**  
0 credits

#### CNSL 505

**Life Span Development** 3credits

#### CNSL 515

**Professional Counseling Communication Skills**  
2 credits

#### CNSL 520

**Counseling Models and Theories** 3credits

#### CNSL 527

**Legal and Ethical Issues in Professional Counseling**  
3 credits

#### CNSL 534

**Social and Multicultural Foundations** 3credits

#### CNSL 537

**Introduction to Clinical Assessment** 4credits

#### CNSL 548

**Individual Counseling** 4credits

#### CNSL 553

**Group Counseling** 4credits

#### CNSL 530.4◇

**Professional Counseling Assessment Portfolio II** 1credit

#### CNSL 540

**Career and Life Planning** 3credits

#### CNSL 591O

**Practicum/Internship Orientation** 0credits

#### CNSL 555

**Counseling Psychometrics** 2credits

#### CNSL 570

**Critical Analysis in Research** 3credits

#### CNSL 580

**Management and Supervision in Professional Counseling** 2credits

#### CNSL 586

**Seminar in Community Counseling** 4 credits

#### CNSL 591

**Counseling Practicum** 4credits

#### CNSL 599A◇

**Internship/Portfolio III Part A** 3 credits

#### CNSL 599B

**Internship/Portfolio III Part B** 3credits

### Master of Counseling with a Specialization in Marriage, Family, and Child Counseling

Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

The following course of study for the MC/MFCC degree program is designed to meet the Article I Regulation requirements enumerated in sections 4980.37, 4980.40, and subdivisions (a) and (d) of section 4980.41 of the Business and Professions Code of California, Chapter 13.

CNSL 501

**Introduction to Graduate Portfolio** 0 credits

CNSL 511

**Professional Counseling Assessment Portfolio I**  
0 credits

MFCC 540

**Family Development** 3credits

CNSL 520

**Counseling Models and Theories** 3credits

CNSL 537

**Introduction to Clinical Assessment** 4 credits

CNSL 548

**Individual Counseling** 4 credits

CNSL 534

**Social and Multicultural Foundations** 3credits

MFCC 550

**Legal and Ethical Issues in Marriage and Family Therapy** 3credits

MFCC 555

**Family Systems Theory** 3credits.

CNSL 530♦

**Portfolio Counseling Assessment Portfolio II**  
1credit

CNSL 553

**Group Counseling** 4credits

CMHC 550

**Human Sexuality** 3credits

CMHC 560

**Dependency and Addictions** 3credits

MFCC 535

**Child Therapy** 3credits

CNSL 570

**Critical Analysis in Research** 3credits

MFCC 560

**Family Interventions** 3credits

MFCC 565

**Advanced Marriage and Family Therapy** 3 credit

MFCC 570A/C♦

**Internship/Portfolio III Part A/C** 6 credits

The University reserves the right to modify the required course of study.

### Master of Counseling in Marriage and Family Therapy Course of Study

Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

CNSL 501

**Introduction to Graduate Portfolio** 0 credits

CNSL 511

**Professional Counseling Assessment Portfolio I** 0credit

CNSL 505

**Life Span Development** 3credits

CNSL 520

**Counseling Models and Theories** 3credits

CNSL 537

**Introduction to Clinical Assessment** 4 credits

CNSL 548

**Individual Counseling** 4 credits

MFCC 550

**Legal and Ethical Issues in Marriage and Family Therapy** 3credits

CNSL 534

**Social and Multicultural Foundations** 3credits

CNSL 530

**Professional Counseling Assessment Portfolio II** 1 credit

CMHC 565

**Advanced Personality Theory** 3credits

CMHC 560

**Dependency and Addictions** 3credits

CNSL 570

**Critical Analysis in Research** 3credits

CMHC 550♦

**Human Sexuality** 3credit

MFCC 535

**Child Therapy** 3credits

MFCC 540

**Family Development** 3credits

MFCC 545

**Family Dynamics and Communications** 3 credits

MFCC 555

**Family Systems Theory** 3credits

MFCC 560

**Family Interventions** 3credits

MFCC 565

**Advanced Marriage and Family Therapy** 3credits

MFCC 570A/B/C

**Internship/Portfolio III Part A/B/C 9credits**

The University reserves the right to modify the required course of study.

**Master of Counseling in Mental Health Counseling  
Course of Study**

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

CNSL 501

**Introduction to Graduate Portfolio 0credits**

CNSL 511

**Professional Counseling Assessment Portfolio I  
0credits**

CNSL 505

**Life Span Development 3credits**

CNSL 520

**Counseling Models and Theories 3 credits**

CNSL 534

**Social and Multicultural Foundations 3credits**

CNSL 537

**Introduction to Clinical Assessment 4credits**

CNSL 527

**Legal and Ethical Issues in Professional Counseling  
3credits**

CNSL 548

**Individual Counseling 4credits**

CNSL 553

**Group Counseling 4credits**

CNSL 530

**Professional Counseling Assessment Portfolio II 1credit**

CMHC 538

**Advanced Clinical Assessment 2 credits**

CNSL 570

**Critical Analysis in Research 3 credits**

CMHC 560

**Dependency and Addictions 3 credits**

CMHC 575

**Mental Health Psychometrics 3 credits**

CMHC 545

**Psychopharmacology 3credits**

CNSL 5910

**Practicum/Internship Orientation 0credits**

CNSL 540

**Career and Life Planning 3credits**

CMHC 585

**Counselor Supervision 1credit**

CMHC 570

**Seminar in Mental Health Counseling 4 credits**

CNSL 591

**Counseling Practicum (100 hours) 4credits**

CMHC 599A/B/C

**Internship/Portfolio III Part A/B/C 9credits**

The University reserves the right to modify the required course of study.

**MC Admission Requirements**

The requirements for admission to the Master of Counseling program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally, accredited or candidate for accreditation college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative GPA of (3.0) or better for prior graduate work.
5. At least 18 credit hours pertinent to one of the "helping professions," e.g., psychology, counseling, etc., with a minimum grade of "C" in each course.
6. Verification of a minimum of three years of full-time, post high school professional work experience.
7. Three recommendations from professionals evaluating the applicant's potential success as a counseling professional.
8. Verification of professional liability insurance at \$1 million per occurrence, \$3 million aggregate, kept current throughout course work.
9. Current employment in a professional position. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
10. Successful completion of Professional Counseling Assessment Portfolio I (CNSL 511). If the student is denied admission because of the portfolio grade, the student can reapply in six months. A student failing CNSL 511 a second time must wait one year before reapplying.
11. A signed copy of the Statement of Admission Requirements.

12. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
- Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
- U.S. high school diploma or GED.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

13. All University students must complete the Adult Learning Outcomes Assessment prior to enrolling in their required course of study.

#### ***MC Degree Requirements***

Students in the Master of Counseling program must fulfill the following requirements to graduate:

1. Completion of the 51 or 60 semester credit major curriculum with a minimum overall grade point average of "B" (3.0).
2. Completion of all Clinical courses (CNSL 527, CNSL 537, CNSL 548, CNSL 553, CNSL 591, CMHC 538, CMHC 585, MFCC 535, MFCC 550, MFCC 565) and Internship courses (CNSL 599A/B, MFCC 570 A/B/C, and CMHC 599 A/B/C) with a minimum grade of "B" (3.0).
3. The University may transfer up to nine semester hours of graduate credit toward completion of the major. Students attending campuses located in the state of California may only transfer six credits.
4. In order to have credits accepted for transfer, the student must:
  - a. Submit an official transcript of course work from a regionally accredited or candidate for accreditation institution.
  - b. Demonstrate that the course work is the same in content and credit to the University of Phoenix course; and is a graduate-level course.
  - c. Verify that the course was completed within the past five years with a grade of "B" (3.0) or better.
5. Payment of all tuition fees.

Because of the importance of the following courses, they may not be waived:

CNSL 527

**Legal and Ethical Issues in Professional Counseling**

CNSL 530

**Professional Counseling Assessment Portfolio II**

CNSL 537

**Introduction to Clinical Assessment**

CNSL 548

**Individual Counseling**

CNSL 553

**Group Counseling**

CNSL 591

**Counseling Practicum**

CNSL 599A/B

**Internship /Portfolio III Part A**

MFCC 535

**Child Therapy**

MFCC 550

**Legal & Ethical Issues in Marriage and Family Therapy**

MFCC 565

**Advanced Marriage and Family Therapy**

MFCC 570 A/B/C

**Internship**

CMHC 599A/B/C

**Internship**

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## PROFESSIONAL PROGRAMS

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### CERTIFICATE PROGRAMS

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The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: education, human resource management, operations and supply chain management, project management, purchasing, and quality management performance excellence.

#### **Administration and Supervision Initial Administrator License**

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*The following certificate program is offered at these University of Phoenix campus locations: Oregon.*

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The concepts covered in Administration and Supervision include finance, school law, the role of the principal, community relations, and supervision of personnel.

EDA 520

**Leadership Assessment Seminar I** 1 credit

EDA 525

**Oregon's Plan for The 21st Century** 1 credit

*Specialization:*

EDA 532

**Human Relations and Organizational Behavior in Education** 3 credits

EDA 590A

**Administration Internship** 1 credit

EDA 538

**Education Finance and Budgeting** 3 credits

EDA 545

**School Law for Educators** 3 credits

EDA 550

**Human Resources Management in Education** 3 credits

EDA 590B

**Administrative Internship** 1 credit

EDA 554

**Instructional Program Management and Evaluation** 3 credits

EDD 558

**Curriculum Design and Development** 3 credits

EDA 564

**The Role and Functions of the Principal** 3 credits

EDA 590C◆

**Administrative Internship** 1 credit

The University reserves the right to modify the required course of study.

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#### **A+**

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*The following certificate program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Louisiana, Nevada, New Mexico, Oklahoma, Phoenix, Southern Arizona, Southern California, and Utah.*

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The A+ Program is an entry level program intended for students who are not currently in the IT field and for others who are in the IT field who are interested in gaining knowledge in basic PC hardware and operating systems. The A+ program provides an opportunity for students to determine if they are interested in the IT field prior to entering more advanced IT certificate program such as the MCSE program. The A+ program also allows students to gain prerequisite skills and knowledge so they are more likely to be successful in the IT Certificate program.

CITC 100.1

**A+ Computer Service Technician** 3 credits

The University reserves the right to modify the required course of study.



### **Arizona Principal Certification Program**

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*The following certificate program is offered at these University of Phoenix campus locations: Southern Arizona.*

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The concepts covered in Administration and Supervision include finance, school law, the role of the principal, community relations, and supervision of personnel.

EDD 520

**Critical Issues in Education** 3 credits

EDA 532

**Human Relations and Organizational Behavior in Education** 3credits

EDA 538

**Educations Finance and Budgeting** 3 credits

EDA 545

**School Law for Educators** 3 credits

EDA 550

**Human Resources Management in Education** 3credits

EDA 554

**Instructional Program Management and Evaluation** 3credits

EDD 558

**Curriculum Design and Development** 3credits

EDA 564

**The Role and Functions of the Principal** 3credits

ADM 590

**Internship on the Principalship** 3credits

ELEC 501

**Graduate Elective I** 3 credits

The University reserves the right to modify the required course of study.

### **Arizona School Guidance Counselor Endorsement**

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*The following certificate program is offered at these University of Phoenix campus locations: Phoenix, and Southern Arizona.*

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The Educational Counseling covers counseling theories and their application with groups and individuals, assessment and evaluation, legal and ethical issues in counseling, critical issues facing counselors, career planning, and supervised clinical experiences.

ECN 531

**Professional Assessment, Part I** 1credit

ECN 518

**Educational Counseling Theories** 3credits

ECN 540

**Introduction to School Guidance Counseling** 3 credits

ECN 545

**Student Career Counseling** 3credits

ECN 520

**Legal and Ethical Issues in Educational Counseling** 3 credits

ECN 573

**Social and Multicultural Issues in Educational Counseling** 3credits

ECN 555

**Student Assessment and Evaluation in Educational Counseling** 3credits

ECN 560

**Educational Counseling of the Individual** 3 credits

ECN 565

**Educational Counseling of Groups** 3credits

ECN 532

**Professional Assessment, Part II** 1credit

ECN 596

**Educational Counseling Practicum** 3 credits

The University reserves the right to modify the required course of study.

### **Certificate in Marriage and Family Therapy**

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*The following Certificate in Marriage and Family Therapy program is offered at these University of Phoenix campus locations: The Campus Locations have not been determined at the time of printing.*

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The Certificate in Marriage and Family Therapy is designed to provide education and training in the practice of Marriage and Family Therapy for professionals wishing to increase their knowledge, skills, and marketability. Designed specifically for each state, the courses included in the Certificate are intended to meet the requirements for licensure as a Marriage and Family Therapist. Depending on graduate degree course work, additional courses may be required by the licensing body. Certificate courses include preparation in systems theory, family development and dynamics, sexuality, and therapeutic interventions.

MFCC 540.2

**Family Development** 3 credits

MFCC 555.2

**Family Systems Theory** 3 credits

MFCC 545

**Family Dynamics and Communications** 3 credits

CMHC 550

**Human Sexuality** 3 credits

MFCC 560.2

**Family Interventions** 3 credits

MFCC 565.2

**Advanced Marriage and Family Therapy** 3 credits

The University reserves the right to modify the required course of study.

### **Colorado English as a Second Language Certificate**

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*The following certificate program is offered at these University of Phoenix campus locations: Southern Colorado.*

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The concepts covered in the English as a Second Language and special education specialization include language acquisition and assessment, methods and materials for ESL classrooms, family and community involvement, and supervised practicum experiences.

ESL 520

**Foundations of ESL Education** 3credits

ESL 521

**Understanding Language Acquisition and Cognition**  
3credits

ESL 598/599O

**Orientation to Pracica** 0 credit

ESL 522

**Identification and Assessment of Linguistically Diverse Populations** 3credits

ESL 523

**Methods and Materials for ESL Classrooms (Part I, Language Arts and Literacy)** 3credits

ESL 524

**Methods and Materials for ESL Classrooms (Part II, Content Area Instruction)** 3credits

ESL 525

**Family and Community Involvement in Educational Programs** 3 credits

ESL 598

**Integrating Language Acquisition and Content Instruction (Part I, Language Arts and Literacy Practicum Seminar)** 3credits

ESL 599

**Integrating Language Acquisition and Content Instruction (Part II, Content Area Instruction Practicum Seminar)** 3credits

The University reserves the right to modify the required course of study.

## **Colorado Principal License**

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*The following certificate program is offered at these University of Phoenix campus locations: Colorado and Southern Colorado.*

---

The concepts covered in Administration and Supervision include finance, school law, the role of the principal, community relations, and supervision of personnel.

EDD 520

**Critical Issues in Education** 3 credits

EDD 558

**Curriculum Design and Development** 3credits

EDA 538

**Education Finance and Budgeting** 3credits

EDA 545

**School Law for Educators** 3 credits

EDA 550

**Human Resources Management in Education** 3credits

EDA 554

**Instructional Program Management and Evaluation**  
3credits

EDA 564

**The Role and Functions of the Principal** 3credits

EDA 599

**Practicum in School Administration** 6 credits

The University reserves the right to modify the required course of study.

## **Cisco Certified Network Associate**

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*The following certificate program is offered at these University of Phoenix campus locations: New Mexico, Nevada, Southern Colorado, and Tucson.*

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The University of Phoenix CCNA (Cisco Certified Network Associate) program will provide students with a basic foundation and apprentice knowledge in networking by teaching them how to design, install, and maintain computer networks using Cisco switch and router technology for small networks (100 nodes or fewer). The University of Phoenix Cisco Certified Network Associate program is designed to prepare students to take and pass the CCNA 640-507 exam so that they may garner the highly recognized CCNA designation from Cisco. The Cisco Certified Network Associate designation is the first of three levels of certification that represent increasing levels of expertise in networking with Cisco technologies.

CITS 120

**Cisco Networking Fundamentals** 3credits

CITS 122

**Cisco Network Router Technologies** 3credits

CITS 124

**Advanced Cisco Routing and Switching** 3credits

CITS 126

**Cisco Wide Area Networking** 2 credits

The University reserves the right to modify the required course of study.

## **E-Education Certificate Program**

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*The following certificate program is offered at these University of Phoenix locations: Michigan, Nevada, Online, Phoenix, Southern Arizona, and Utah.*

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The E-Education specialization is designed for individuals teaching in a post-secondary setting or business training environment. The program addresses the study of adult learning theories, instructional design, multiple distance education modalities, and assessment and evaluations.

Master's degree not required for admission.

EDTC 524

**Instructional Design** 3 credits

EDTC 526

**Assessment and Evaluation in E-Education** 3 credits

EDTC 550

**Information Technology** 3 credits

EDTC 555

**Internet and Distance Education Delivery** 3credits

EDTC 560

**Applications of Multimedia and Web Page Design**  
3credits

EDTC 570

**Courseware Authoring** 3 credits

EDTC 575

**E-Education in the Global Environment** 3credits

The University reserves the right to modify the required course of study.

## **Human Resource Management**

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*The following certificate program is offered at these University of Phoenix campus locations: Colorado, Hawaii, New Mexico, Phoenix, Southern Arizona, and Southern California.*

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The Certificate Program in Human Resource Management addresses issues that the human resource employee faces daily, from legal matters to staff recruitment and development. This program series is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; or specialists wanting to broaden their knowledge.

Major topic areas that are covered include the role of human resources; employment practices; employment law; compensation; benefits, safety, and health; and employee development. Students acquire knowledge and skills that are essential in order to face the challenges of the human resource profession.

HRM 422

**Employment Practices** 3 credits

HRM 434

**Employment Law** 3credits

HRM 424

**Compensation** 3 credits

HRM 425

**Benefits, Safety, and Health** 3credits

HRM 426

**Employee Development** 3credits

HRM 427◇

**Critical Issues in Human Resource Management**  
3credits

The University reserves the right to modify the required course of study.

## **Master Certified Internet Webmaster - Administrator**

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*The following certificate program is offered at these University of Phoenix campus locations: Nevada, Oregon, Southern Colorado, Tulsa, and Tucson.*

---

The Master Certified Internet Webmaster Administrator (MCIWA) certificate is designed to prepare the students for the CIW certification examinations. The courses are designed to provide knowledge in corporate e-business solutions infrastructure including Web, FTP, news and mail servers for midsize to large businesses, managing corporate Internet and intranet infrastructure; design, manage and troubleshoot enterprise TCP/IP networks. The design of the courses will assist in preparing students to become a working professional in a complex network-computing environment for medium to large organizations.

CITP 100

**Internet and Web Page Authoring Fundamentals 1 credit**

CITP 101

**Networking Fundamentals 1 credit**

CITP 104

**Internet Systems Management 1credit**

CITP 106

**Advanced Internet Systems Management 1credit**

CITP 108

**TCP/IP Internetworking 1 credit**

CITP 110

**Advance TCP/IP 1credit**

CITP 112

**Networking Security & Firewalls 1credit**

CITP 114

**Operating Systems Security & Auditing 1credit**

The University reserves the right to modify the required course of study.

## **Master Certified Internet Webmaster - Designer**

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*The following certificate program is offered at these University of Phoenix campus locations: Colorado, Nevada, Oregon, San Diego, Southern Colorado, Tucson, and Tulsa.*

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The Master Certified Internet Webmaster Designer (MCIWD) certificate is designed to prepare the students for the CIW certification examinations. The Master CIW Designer program is built upon the Site Designer and E-Commerce Designer Series. This program prepares students to apply human-factors to the design, implementation, and maintenance of hypertext-based publishing sites using authoring and scripting languages, content creation and management tools, and digital media tools. Additionally, students will focus on the standards, technologies and practices in both business-to-business and business-to-consumer e-commerce environments.

CITP 100

**Internet and Web Page Authoring Fundamentals 1 credit**

CITP 101

**CIW Networking Fundamentals 1credit**

CITP 120

**Design Methodology 2 credits**

CITP 122

**E-Commerce Strategies and Practices 2credits**

The University reserves the right to modify the required course of study.

## **2+MCSE (A+, Network+, and MCSE 2000)**

*The following certificate program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Louisiana, New Mexico, Oregon, Oklahoma City, Phoenix, Sacramento, San Diego, Southern California, Southern Colorado, Tucson, Tulsa, and West Michigan.*

The 2+MCSE program is designed to prepare the novice computer users for the more advanced Microsoft Certified Systems Engineer (MCSE) track. A+ and Network+ are great introduction courses that will assist the student in being more successful in the MCSE program.

The A+ track consists of one, 40-hour course. The course will be offered for credit and is intended to prepare students for the A+ exams from CompTIA. There are two exams for the A+ certification, a Core exam and a DOS/Windows exam. The exams are offered at VUE testing centers. Earning the A+ certification means that the student possesses the knowledge needed to configure and install the TCP/IP client. The A+ Module structures the course in (10) 4-hour workshops. It is intended that this course will be held twice a week for 5 weeks. Any campus may choose an alternate schedule.

The Network+ track consists of one, 40-hour course. The course will be offered for credit and is intended to prepare students for the Network+ exam from CompTIA. There is one exam for the Network+ certification. The objectives are in two distinct groups: Knowledge of Networking Technology and Knowledge of Networking Practices. The exams are offered at VUE and Sylvan Prometric testing centers. Earning the Network+ certification means that the student possesses the knowledge needed to configure and install the TCP/IP client. The Network+ Module structures the course in (10) 4-hour workshops. It is intended that this course will be held twice a week for 5 weeks. Any campus may choose an alternate schedule.

The Windows 2000 Microsoft Certified Systems Engineer (MCSE) certificate is intended for students who are interested in becoming MCSE certified. Becoming an MCSE qualifies IT professionals to plan, implement, maintain, and support network systems, using Microsoft Windows 2000 server. The Windows 2000 MCSE certificate track consists of seven (7) courses. All seven courses will be offered for credit, with a track total of 19 credits. The A+ or Network+ tracks and/or Exams are recommended prerequisites for the Windows 2000 MCSE track.

CITC 100.1

**A+ Computer Service Technician 3 credits**

CITC 110.1

**Network+ Networking Technology Essentials 3credits**

CITM 240

**Supporting Windows 2000 Professional and Server 2credits**

CITM 242.1

**Supporting Windows 2000 Professional and Server 3credits**

CITM 244.1

**Supporting a Windows 2000 Network Infrastructure 3credits**

CITM 246.1

**Implementing and Administering Windows 2000 Directory Services 3 credits**

CITM 248

**Designing a Windows 2000 Directory Services Infrastructure 2 credits**

CITM 250.1

**Designing a Windows 2000 Networking Services Infrastructure 3 credits**

CITM 252.1

**Designing a Secure Windows 2000 Network 3 credits**

The University reserves the right to modify the required course of study.

## Network+

*The following certificate program is offered at these University of Phoenix locations: Phoenix, Colorado, New Mexico, Online, and Southern Arizona.*

The Network+ Program is designed to prepare students to become a Network+ certified technician. For the beginning non-technical student, this course provides an entry point to prepare students to begin the Microsoft Certified System Engineer (MCSE) certification program. Earning the Network+ certification means that the student possesses the knowledge needed to configure and install the TCP/IP client. This course will also serve students interested in learning broad based vendor independent networking concepts utilized by NT, NetWare and UNIX networks.

CITC 110.1

**Network+: Networking Technology Essentials** 3 credits

The University reserves the right to modify the required course of study.

## Nevada School Guidance Counselor Endorsement

*The following certificate program is offered at these University of Phoenix campus locations: Nevada.*

The Educational Counseling covers counseling theories and their application with groups and individuals, assessment and evaluation, legal and ethical issues in counseling, critical issues facing counselors, career planning, and supervised clinical experiences.

ECN 531

**Professional Assessment, Part I** 1credit

PSYCH 538

**Lifespan Development and Learning** 3credits

ECN 518

**Educational Counseling Theories** 3credits

ECN 540

**Introduction to School Guidance Counseling**  
3 credits

ECN 571

**Family Interventions in Educational Counseling**  
3 credits

ECN 572

**Dependency and Addictions in Children & Families**  
3 credits

ECN 573

**Social and Multicultural Issues in Educational Counseling** 3credits

ECN 560

**Educational Counseling of the Individual**  
3 credits

ECN 565

**Educational Counseling of Groups** 3credits

ECN 532

**Professional Assessment, Part II** 1credit

ECN 545

**Student Career Counseling** 3credits

ECN 555

**Student Assessment and Evaluation in Educational Counseling** 3credits

ECN 551

**Seminar in School Counseling** 3 credits

ECN 590

**Counseling Practicum: Elementary Education**

OR

ECN 591

**Counseling Practicum: Secondary Education** 3credits

The University reserves the right to modify the required course of study.

## **Nursing Informatics Certificate**

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*The following certificate program is offered at these University of Phoenix campus locations: Phoenix*

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The University of Phoenix Nursing Informatics Certificate meets the needs of practicing professional nurses who want to specialize in informatics. The post baccalaureate certificate is comprised of four, credit courses. Upon successful completion of all four courses and provided that all other American Nurses' Credentialing Center (ANCC) criteria are met, students will be prepared to sit for the Nursing Informatics Certification Examination.

NIS 560

**Professional Practice/Trends, Issues, and Theories**

3credits

NIS 561

**System Analysis/Design and Human Factors** 3 credits

NIS 562

**System Implementation, Support, Testing, and Evaluation** 3 credits

NIS 563

**Information/Database Management and Computer Technology** 3 credits

The University reserves the right to modify the required course of study.

## **Operations & Supply Chain Management Professional Certificate Program Summary**

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*The following certificate program is offered at these University of Phoenix campus locations: Phoenix*

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Operations & Supply Chain Management is a six course, application based, undergraduate level professional certificate program. Students enrolled into this program will address cutting edge issues and solutions faced by today's service and manufacturing industry professionals. Practitioner faculty will lead students through Strategic Supply Chain Management, Operations Management, Lean Enterprise, Global Sourcing & Procurement, Integrated Logistics Management, & e-Commerce in Supply chain Management. Student will address both domestic and global issues in supplier and customer relations, such as the need to collaborate on planning, forecasting, and replenishment of raw materials and finished goods. Course topics include, but are not limited to: sales and operations planning, lean manufacturing techniques, global procurement, inventory management, distribution management, logistics and reverse logistics (both domestic and global), electronic commerce, information technologies including the Internet and information management systems, supply chain management strategies and supply chain performance measurements. Students who successfully complete each of these courses will be awarded three transcribed upper division credits per course and a professional certificate upon completion of the six courses.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

OSC 300

**Strategic Supply Chain Management** 3credits

OSC 301◇

**Operations Management** 3credits

OSC 302◇

**Lean Enterprise** 3 credits

OSC 303◇

**Global Sourcing & Procurement** 3credits

OSC 304◇

**Integrated Logistics Management** 3 credits

OSC 305◇

**The Role of e-Business in Supply Chain Management** 3credits

The University reserves the right to modify the required course of study.



**Project Management**

*The following certificate program is offered at these University of Phoenix campus locations: Phoenix.*

The Professional Certificate in Project Management focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and personations to the class foster teamwork, critical thinking, self-confidence, and application of project ethnical and leadership on a real-time basis.

CPMGT 438

**Project Management** 3credits

CPMGT 441

**Strategic Management of Cross-Functional Projects**  
3credits

CPMGT 442

**Contracting and Risk Management for Project Managers**  
3credits

CPMGT 443

**Project Estimating and Control Techniques** 3credits

CPMGT 326

**Managing Project Organizations in High Performance Environment** 3credits

CPMGT 444

**Project Management Capstone** 3credits

The University reserves the right to modify the required course of study.

**Purchasing Certificate Program**

*The following certificate program is offered at these University of Phoenix campus locations: Phoenix.*

The Purchasing Certificate Program focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Courses address the importance of effective purchasing practices to the contemporary organization, the analysis of past and current trends in purchasing, the benefits of incorporating technology into the procurement process, and supply chain management strategies that best fit the needs of an organization.

PMT 300

**Procurement Fundamentals** 3 credits

PMT 302

**Supply Chain Management** 3credits

PMT 304

**Procurement Process Management** 3credits

PMT 306

**Materials Management** 3credits

The University reserves the right to modify the required course of study.

## **Windows 2000 Microsoft Certified Systems Engineer**

*The following certificate program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Louisiana, New Mexico, Oklahoma, Phoenix, Southern Arizona, Southern California, and Utah.*

The Windows 2000 Microsoft Certified System Engineer Program is designed to prepare the students for the MCSE certification examinations. The courses in this program are designed to provide knowledge in the analysis of business requirements for a system architecture, design solutions, deploy, install, and configure network components, and troubleshoot system problems. The design of the program prepares students to be a working professional in a complex network-computing environment of medium to large organizations.

CITM 240

**Microsoft Windows 2000 Network & Operating System Essentials** 2credits

CITM 242.1

**Implementing Microsoft Windows 2000 Professional and Server** 3credits

CITM 244.1

**Implementing a Microsoft Windows 2000 Network Infrastructure** 3 credits

CITM 246.1

**Implementing and Administering Microsoft Window 2000 Directory Services** 3 credits

CITM 248

**Designing a Microsoft Window 2000 Directory Services Infrastructure** 2 credits

CITM 250.1

**Designing a Microsoft Window 2000 Networking Services Infrastructure** 3 credits

CITM 252.1

**Designing a Secure Microsoft Windows 2000 Network** 3credits

The University reserves the right to modify the required course of study.

## **Certificate Awards**

Upon completion of all courses in a certificate program, submission of the Request for Certification form, and certificate processing fee, a certificate and a certificate posted transcript will be processed.

## **Accreditation and Affiliations**

- The following agencies have supported the development of the certificate program that relates to their specific field:
- National Contract Management Association (NCMA)
- American Society for Quality Control (ASQ)
- The Society for Human Resource Management (SHRM)
- National Association of Purchasing Managers (NAPM)
- United States Arbitration and Mediation (USA & M)
- World Trade Center (WTC)
- State of Arizona Department of Commerce (International Trade and Investment Division)

## **Admission Requirements**

The requirement for admission to the certificate programs is high school graduation/GED, a minimum of 23 years of age, and current employment. Minimum TOEFL or TOEIC score, completed application and application fee, completed Enrollment agreement or disclosure agreement.

1. Completed Application for admission/ application fee.
2. Signed Enrollment agreement or Disclosure agreement.
3. High School diploma or GED.
4. At least 23 years of age.
5. Current employment.
6. TOEFL minimum score of 550 for written (213 for CBT) or TOEIC minimum score of 750.

Admission to certificate programs in the College of Education vary by program. Please refer to specific program for admissions requirements.

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## COLLEGE OF EDUCATION (Online)

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The College of Education is within the School of Education, Health and Human Services and offers graduate level degree and non-degree courses for educators. The Master of Arts in Education is the graduate degree program offered through the College of Education. Graduate non-degree programming includes a Post Baccalaureate Teacher Education Program in elementary, secondary, special education and several state specific certificates/endorsements. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

The College of Education works closely with other departments responsible for providing and administering academic programming at the University and with each campus to ensure the quality delivery of all courses and programs.

### **Master of Arts in Education**

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*Please refer to MAEd specializations for campus locations offering each program*

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The Master of Arts in Education degree program is designed to meet the specific needs of educators through specialization in several areas – Administration and Supervision, Educational Counseling, E-Education, Curriculum and Instruction, Curriculum and Technology, Special Education, and Teacher Education. Each area of specialization offers courses developed to enhance and refine the skills of the individual whether an administrator, educational counselor, or classroom teacher.

The concepts covered in Administration and Supervision include finance, school law, the role of the principal, community relations, and supervision of personnel. Educational Counseling covers counseling theories and their application with groups and individuals, assessment and evaluation, legal and ethical issues in counseling, critical issues facing counselors, career planning, and supervised clinical experiences.

The Curriculum and Instruction specialization covers curriculum planning, exploration and implementation of effective instructional strategies, critical thinking skills development, and assessment of student learning.

The Curriculum and Technology program provides educators with informative tools allowing the successful integration of technology into educational systems and curricula to enhance student learning

The E-Education specialization is designed for individuals teaching in a post-secondary setting or business training environment. The program addresses the study of adult learning theories, instructional design, multiple distance education modalities, and assessment and evaluations.

The Special Education specialization was developed based on standards set forth by the Council for Exceptional Children. It covers characteristics and placement of various disabilities, methods and curriculum adaptation, assessment, and collaboration with parents and community agencies.

The Teacher Education program focuses on P-12 student learning by improving the educator responsible for that learning. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective educators. The program leads to initial teacher licensure and a Master of Arts in Education degree.

The Master of Arts in Education degree program involves a variety of learning formats, depending upon the subject matter and competencies to be developed. These formats include lecture, group work, and self-directed learning. Additional time is required outside of the formal class sessions for homework, learning team meetings, and project activities.

All of the specializations have a research component, and most culminate with an Action Research Project. All project work integrates the theoretical aspects of education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student's area of professional responsibilities and interest.

The core curriculum in each area is completed in the order recommended by the University. The University reserves the right to modify the curriculum as necessary. All general academic policies of the University are applicable.

## **Master of Arts in Education with a Specialization in Curriculum and Instruction**

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*The following Master of Arts in Education (MAEd) program with a Specialization in Curriculum and Instruction is offered at these University of Phoenix campus locations: Colorado, Florida, Louisiana, Michigan Nevada, Online, Phoenix, Sacramento, Southern Arizona, Southern Colorado, and Utah.*

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Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to courses are identified in the “Course Descriptions” section of this catalog. In most instances, students must complete Foundation courses prior to the Specialization.

### *Foundation:*

ECN 571(entry point)

**Introduction to Research & Graduate Studies in  
Education** 2credits

PSYCH 538 (entry point)

**Lifespan Development and Learning** 3 credits

EDD 520(entry point)

**Critical Issues in Education** 3 credits

### *Specialization:*

EDD 574♦

**Action Research Outline** 1credit

QNT 575

**Measurement, Evaluation & Ethics in Research**  
2credits

CUR 558

**Foundations of Curriculum and Instruction** 3credits

CMP 520

**Learning and Technology** 3credits

CUR 524

**Instructional Design** 3credits

EDD 575

**Action Research Proposal** 1 credit

CMP 540

**Integrating Educational Technology in the Classroom**  
3credits

CUR 562

**Standards-Based Curriculum and Instruction** 3credits

EDD 573

**Applications of Research** 2credits

CUR 578

**Evaluation of Curriculum** 3 credits

EDD 576♦

**Action Research Presentation** 1 credit

The University reserves the right to modify the required course of study.

## **Master of Arts in Education with a Specialization in Curriculum and Technology**

*The following Master of Arts in Education (MAEd) program with a Specialization in Curriculum and Technology is offered at these University of Phoenix campus locations: Colorado, Florida, Nevada, Northern California, Online, Phoenix, Sacramento, San Diego, Southern Arizona, Southern California, and Southern Colorado.*

Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. In most instances, students must complete Foundation courses prior to the Specialization.

Foundation:

EDD 571 (entry point)

**Introduction to Research & Graduate Studies in Education** 2 credits

CMP 520 (entry point)

**Learning and Technology** 3 credits

CMP 522 (entry point)

**Critical Issues in Educational Technology** 3 credits

Specialization:

EDD 574♦

**Action Research Outline** 1 credit

QNT 575

**Measurement, Evaluation & Ethics in Research** 2credits

CMP 521

**Using Computers in Education** 3 credits

CMP 530

**Ethics and Technology in Education** 3credits

EDD 558

**Curriculum Design and Development** 3credits

CMP 540

**Integrating Educational Technology in the Classroom** 3credits

EDD 575♦

**Action Research Proposal** 1 credit

EDD 573

**Applications of Research** 2credits

CMP 555

**Designing and Producing Educational Technology** 3credits

CMP 560

**Instructional Multimedia Authoring** 3 credits

EDD 576♦

**Action Research Presentation** 1credit

The University reserves the right to modify the required course of study.

## **Master of Arts in Education with a Specialization in E-Education**

*The following Master of Arts in Education (MAEd) program with a Specialization in E-Education is offered at these University of Phoenix campus locations: Michigan, Nevada, Online, Phoenix, Southern Arizona, and Utah.*

The Master of Arts in Education with a Specialization in E-Education is a graduate degree for bachelor-prepared individuals who wish to develop and enhance skills necessary to effectively teach within a post-secondary setting or training environment in business. The program encompasses the study of adult learning theories, instructional design, multiple distance education modalities, assessment and evaluation, as well as tools, techniques and strategies associated with distance education with a focus on self-directed learning. Students will learn to use Internet resources, distance education delivery systems, and will focus on how to construct courses and rich learning environments for effective instruction with a variety of learners.

Courses requiring prerequisites are identified by a ♦ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. In most instances, students must complete Foundation courses prior to the Specialization.

*Foundation:*

EDTC 510

**Foundations of Distance Education and Training**  
2credits

EDD 511

**Adult Learning: Theories, Principles and Applications**  
3credits

EDTC 524

**Instructional Design** 3credits

EDTC 526

**Assessment and Evaluation in E-Education** 3 credits

QNT 540

**Research and Ethics in E-Education** 3credits

EDTC 550

**Information Technology** 3credits

EDTC 555

**Internet and Distance Education Delivery** 3credits

EDTC 560

**Applications of Multimedia and Web Page Design**  
3credits

EDTC 570

**Courseware Authoring** 3credits

EDTC 575

**E-Education in the Global Environment** 3credits

EDTC 590

**E-Education Capstone** 3credits

The University reserves the right to modify the required course of study.

**MAEd Admission Requirements**

The requirements for admission to the MAEd program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally accredited or candidate for accreditation college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 as shown on the degree posted undergraduate transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience of which 9 months must be instructional experience in a P-12 setting for all MAEd degrees except E-Education. Instructional experience is not required for the MAEd/E-Ed.
6. Students in the MAEd/CT program may use instructional experience at a community college, 2-year or 4-year post-secondary institution to meet the work experience requirement.
7. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL). The following may exempt a non-native speaker from having to take the TOEFL:
  - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
  - Successful completion of 30 transferable, academic semester credits at a recognized college or University in a country in which English is the official language.
  - U.S. high school diploma or GED.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
  - Official documents are required.
9. Signed enrollment agreement.
10. Appropriate access to technology as established by the student Technology Recommendations and competencies.

**MAEd Degree Requirements**

Students in the Master of Arts in Education program must fulfill the following requirements to graduate;

1. Completion of the major course of study with a minimum grade point average of "B" (3.0).
2. Satisfactory completion of the Action Research Project, if required in the program of study.
3. Successful completion of practicum internship or student teaching, (if required) with a grade of "B" (3.0) or better.
4. Payment of all tuition and fees.
5. Completion of the University's Comprehensive Cognitive Assessment post-test

The University may transfer up to six semester hours of graduate credit toward completion of the graduate curriculum. To meet the criteria for transfer into the program, the course transferred must:

- a. Be completed within the past five years with a minimum grade of "B" (3.0) at a regionally accredited or candidate for accreditation institution;
  - b. Demonstrate that the course work is comparable in content and credit to the University of Phoenix courses and applicable to the degree program (this can be accomplished by supplying a catalog description);
  - c. Be a graduate level course; and
  - d. Be officially transcribed from the college or university where credit was earned.
6. Research, internship and practicum courses cannot be waived.

## ..... TUITION AND FEES .....

### ..... UNDERGRADUATE (Online) .....

Type of fee	Amount*	When due
Application Fee, Degree Programs	\$ 85.00	At time of application.
Single Course registration fee (non degree seeking)	\$ 30.00	Upon registration limit of 3 courses.
Application Charge, Certificate Programs (non-refundable)	\$ 30.00	At time of application.
Credit Recognition Program		
Application Fee	\$ 50.00	
EML/299 Fee	\$ 430.00	
Graduation Fee	\$ 50.00	
Tuition Per Credit/In Class		
Online Course Tuition (per credit)	\$ 400.00	Two weeks prior to the start date of each course.
Directed Study	\$ 345.00	
Professional Certificate Programs	\$ 345.00	
Book and Materials Charges	Varies by course	When books and materials are sold.
One Time Submission Fee	\$ 90.00	When initial submission is made to the Prior Learning Assessment Center.
GEN/110 Portfolios, Professional Training Portfolios, or Transcripts		
Each Assessed Credit	\$ 55.00	Billed after each evaluation and due within 30 days of date of invoice.
Experiential Essays, Competency Packages, and Professional Training Portfolios		
Standardized Training or Transcripts	\$ 30.00	
ACE/CREDIT and National PONSII, or Apollo Quick List		
Articulated Credit (CASEE Guide®)	\$ 25.00	
Late Assessment Payment Fee	\$ 30.00	Upon notification.
Assessment Return Check Fee	\$ 30.00	Upon notification.
Degree Audit Processing Fee	\$ 55.00	When application for graduation is submitted.
Transcript of Record	\$ 5.00	At time of request. (Must accompany transcript request form.)
Check Return Charge	\$ 30.00	Upon notification.
Declined Credit Card Charge	\$ 30.00	At time of decline.
<b>*Note: All fees are subject to change.</b>		



Type of fee	Amount*	When due
Late Charge	\$ 30.00	At time of non-payment.
*Note: All fees are subject to change.		

GRADUATE (Online)

Type of fee	Amount*	When due
Application Fee	\$ 85.00	At time of application.
Single Course Registration Fee (non-degree seeking)	\$ 30.00	Upon registration limit of 3 courses.
Application fee, Certificate Program (non-refundable)	\$ 30.00	At time of application.
Tuition Per Credit/In Class		
Online Course Tuition (per credit)	\$ 495.00	Two weeks prior to the start date each course.
Directed Study (includes non-refundable registration fee)	\$ 390.00	Two weeks prior to the start date of each course.
Professional Certificate Programs	\$ 390.00	
Book and Materials Charges	Varies by course	When books and materials are sold.
Degree Audit Processing Fee	\$ 55.00	When application for graduation is submitted.
Transcript of Record	\$ 5.00	At time of request. (Must accompany transcript request form).
Check Return Charge	\$ 30.00	At time of return.
Declined Credit Card Charge	\$ 30.00	At time of decline.
Late Payment Charge	\$ 30.00	At time of non-payment.
<b>*NOTE: All fees are subject to change.</b>		

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## **FINANCIAL AID**

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The University of Phoenix participates in the Federal Financial Aid Programs, including the Federal Stafford Student Loans, the Federal PLUS Loan, the Federal Pell Grant, the Federal Supplemental Education Opportunity Grant, and the Federal Perkins loan programs.

Information and/or application forms are available from your campus Financial Aid Office.

Admitted degree-seeking students enrolled in eligible programs may apply for financial aid as a means of assisting them with financing their education. Some Certificate programs are also eligible for financial aid; please check with the campus Financial Aid Office for specific program information.

Students needing financial aid may be eligible for financial aid once each academic year, which is defined as the period of time in which an enrolled undergraduate student completes at least 27 credit hours and at least 45 weeks of instructional time. Graduate students are required to complete at least 27 credits and 54 weeks of instructional time. Therefore, students may have their eligibility assessed for grants and/or loans several times during their program of study. The average processing time for financial aid is 90 days. Interested students should apply for financial aid prior to each academic year.

All students receiving financial aid must comply with the requirements of the University of Phoenix Satisfactory Academic Progress Policy for Title IV recipients (see General Academic Policies.) Those students not making satisfactory academic progress may be academically disqualified and/or financially disqualified.

### **Financial Aid Appeals Committee**

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Any student who wishes to appeal a financial aid decision must do so by writing to:

VP of University Services  
Apollo Group, Inc.  
4615 East Elwood Street  
Phoenix, AZ 85040

### **Federal Pell Grants**

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A Federal Pell Grant is an award to help needy undergraduate students (who have never obtained a Bachelor's degree) pay for their education. Unlike loans, Federal Pell Grants do not have to be paid back. Eligibility is based on a formula revised and approved each year by congress, and the students course schedule.

### **Federal Supplemental Education Opportunity Grant**

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A Federal Supplemental Education Opportunity Grant (FSEOG) is for undergraduates with exceptional financial need, which is defined as students with the lowest Expected Family Contributions (EFCs) and remaining need after other resources used towards educational costs are considered. This federal program gives priority to students who receive Federal Pell Grants. Unlike loans, Federal SEOG awards do not have to be paid back. Please note that the U.S. Department of Education guarantees that each participating institution will receive enough money to pay the Federal Pell Grants of its eligible students. However, there's no guarantee that every student will receive an FSEOG award; students will be awarded FSEOG based on the availability of funds at the University.

### **Federal Perkins Loan**

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A Federal Perkins Loan is a low-interest (5 percent) loan for both undergraduate and graduate students with exceptional financial need. The University of Phoenix is the lender for the loan, and the loan must be repaid to the University. The loan is made with government funds with a share contributed by the school.

A Perkins Loan borrower is not charged any fees. However, if a student misses a payment, makes a payment late, or makes less than a full payment, late charges and collection costs will apply.

After the student graduates or leaves school, he/she has nine months before beginning repayment for the Federal Perkins Loan. Additional deferments may apply for students on active duty in the military. This is referred to as the "grace period". During periods of deferment and the grace period the loan does not accrue interest. The monthly payment amount will depend on the size of the debt and the length of the repayment period. Forty dollars is the minimum monthly payment.

### **Federal Stafford Student Loans (Subsidized and Unsubsidized)**

Federal Stafford loans are low-interest loans made by a lender such as a bank or a credit union. Loans must be paid back once the student graduates or withdraws from the University.

For subsidized Federal Stafford loans, the Federal government pays the interest on the loan while the student is in school. For unsubsidized Federal Stafford loans, the student has the option to defer interest but it will continue to accrue.

The subsidized Federal Stafford loan is made to borrowers who demonstrate financial need according to the federal methodology and their cost of attendance. The unsubsidized Federal Stafford loan is made to all borrowers who meet the requirements for student aid eligibility.

A student cannot borrow more than his/her cost of attendance at the University of Phoenix less any other financial assistance received.

Information on current interest rates, loan limits, insurance premiums and guarantee fees, can be obtained from your campus Financial Aid Office.

After the student graduates or leaves school, he/she has six months before beginning repayment for the Federal Stafford loans. This is referred to as the "grace period". During the grace period, the student receiving a subsidized Federal Stafford Loan is not responsible for interest or principal. For an unsubsidized Federal Stafford loan, the student has the option to defer interest but it will continue to accrue.

The University of Phoenix has a list of preferred lenders that meet or exceed our minimum operational standards as well as offering generous borrower benefits, however, we will process loan applications through any lender who participates in the Title IV Federal loan programs. Contact your campus Financial Aid Office for the list of preferred lenders.

### **Federal PLUS Loans**

The Federal PLUS loan is available to the parents of dependent students. This loan is based on "credit worthiness" as determined by your lender. The loan amount cannot exceed the cost of attendance minus other aid awarded.

Repayment begins 60 days from the date the loan is fully disbursed by the lender.

### **Alternative Student Loans**

Alternative student loans are available to students who are not eligible for federal loans or who need assistance beyond their financial aid eligibility. These loans are made privately through banks and other financial institutions and are subject to their terms. Alternative loans should only be considered after applying for federal student aid. Contact your campus Financial Aid Office for additional information on alternative student loans.

### **Loan/Grant Disbursement**

All Federal aid can be certified and disbursed when a student has been accepted for admission and has met other federal requirements; additionally, the student must be making satisfactory academic progress as defined by Federal regulations and outlined in the policy section titled "Satisfactory Academic Progress for Title IV Recipients". Federal regulations also require that financial aid students maintain continuous attendance (no break in attendance exceeding 29 days) or the student's funds may be cancelled. Attendance during extension periods, waived courses, CLEPS, or assessment courses are not considered as eligible attendance.

In addition, the Online Directed Study requires a directed study student to make accessible contact with the instructor before the student is eligible for any financial aid disbursements. Accessible contact is defined as receipt of a completed assignment by the faculty member, who reports the receipt of the completed assignment as attendance.

Federal loan disbursements are made in two payments; the first is at the beginning of the loan period, and the second is made at the midpoint of the loan period based on the number of credit hours successfully completed. Federal Pell disbursements are made in two payments; the first is at the beginning of the first payment period, and the second is made at the midpoint of the Pell period based on the successful completion of a minimum of 13.5 credits. Federal SEOG funds are disbursed in one disbursement at the beginning of the academic year. Most federal funds are disbursed directly toward your tuition account by electronic funds transfer. Since federal aid is for educational expenses, the funds will first be credited to tuition and rEsources fees outstanding for the disbursement period. Any excess funds will be refunded to the student, unless otherwise specified by the student.

## **Loan Deferments**

Students attending eligible programs may defer payments on student loans by contacting the financial aid coordinator at their local campus for a loan deferment form. Regulations governing student loan deferments are determined by congress. Once the Registrar's Office receives the loan deferment request form, approximately five working days are required for processing. Students must be currently in attendance or scheduled to attend within 30 days of the deferment request in order for it to be processed.

## **Leave of Absence**

From time to time, a student may find it necessary to take a leave of absence (LOA). The LOA serves to maintain the student in school enrollment status. For students requesting a LOA, the following applies:

1. The University may grant a leave of absence(s) to students who provide a written, signed and dated request to their campus on or before the last date of class attendance. If unforeseen circumstances prevent a student from providing this request on or before the last date of class attendance, the University may grant the leave of absence if the campus receives the request and appropriate documentation within 15 days of the student's last date of class attendance. Unforeseen circumstances may include medical and family emergencies, University course cancellation and/or facility closure, and natural disasters. A student on an approved leave of absence will be considered enrolled at the University and eligible for an in-school deferment for his or her SFA loans.
2. A leave of absence cannot exceed 60 days in a 12-month period. Time in excess of 60 days in any 12-month period may be approved on an exception basis, for unusual circumstances. This leave may not exceed 90 days in length and may be approved for unusual circumstances such as course cancellations, personal leaves, business travel, institutional issues, military reasons, circumstances covered by the Family and Medical Leave Act of 1993 or jury duty.
3. If a student does not return from an approved leave of absence, his or her withdrawal date and beginning of the loan grace period will be the last date of class attendance. This may result in the loss of some or all of the student's loan grace period.

## **Satisfactory Academic Progress Policy for Title IV Recipients**

Students receiving Title IV financial aid funds must maintain the minimum grade point average for their degree program. These students must also make satisfactory progress towards completing their degree program within the maximum time frame allowed according to federal regulations. The maximum time frame allowed is based on the required number of credits for graduation from the degree program, less any transfer or assessed credits, times 150%.

1. This maximum time frame will be evaluated for all periods of attendance at the university, including periods during which the student did not receive aid. Students who transfer between programs, majors, or drop and re-enter will have their maximum time frame evaluated based on the courses that apply to the new program and/or major.

Progress will be measured after each 24 attempted credit increment. Students must successfully complete a minimum of 16 credits during each increment to make satisfactory academic progress.

2. Each course of the student's program that the student attends counts as an attempted credit. Only courses completed with a passing grade count as completed. For repeated courses, only the first course for which the student receives credit towards their degree counts as a completed credit. However, each repeated course counts as an attempted credit.

Students who are not making satisfactory progress will be placed on Financial Aid probation and will have two probationary increments to make up the credits or they will be placed on Financial Aid Disqualification at which time all Title IV funding will cease. During these probationary periods, the student must maintain the minimum 16/24 completion schedule and make up the original credit deficiency. Students will be disqualified for federal financial aid if they do not maintain the 16-credit completion minimum during the probationary periods, *or* do not make up the original credit deficiency, *or* are more than 8 credits deficient after the first probationary increment. Students who are disqualified may appeal to the Student Appeals Committee to have special circumstances reviewed for the potential of regaining satisfactory progress status. Students whose appeal is denied will not be able to receive any further financial aid.

**Statement of Educational Purpose**  
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Federal Financial Aid is to be used solely for the students educational expenses related to their attendance at the University of Phoenix.

**Referrals to the Office of Inspector General**  
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The University of Phoenix is required by law to make referrals to the Office of Inspector General of any cases of suspected fraud and abuse involving the Title IV programs.

**Additional Funding Options**  
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In addition to the Federal Student Aid programs additional sources of funds are available to University of Phoenix students. Such funding programs are only available to high quality institutions such as the University of Phoenix. Ask your financial advisor for more information on additional sources of funds.

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## FINANCIAL POLICIES AND PROCEDURES

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### Payment Policies

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Tuition for each course must be paid according to the terms and conditions outlined for the Primary Financial Option selected on the student financial agreement form. Students who are not in compliance with their Primary Financial option term will not be allowed to attend courses. See the "Financial Options Guide" for further information related to financial options and payment terms. A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made.

All applicable fees are due and payable as cost are incurred. Fees for books and materials for each course must be paid at the time they are ordered. Students are required to clear any indebtedness to the University before grades and transcripts will be issued or the degree awarded.

All costs of collection, court costs and reasonable attorney's fees will be added to delinquent accounts collected through third parties. The University of Phoenix may obtain a current credit report as needed to support any decision to defer tuition payment or to assist in collection of amounts owed.

All tuition, fees and payment policies are subject to change.

Students who primarily attend a University of Phoenix campus other than Online Directed Study are subject to financial approval by their "primary" campus prior to enrolling in a Online Directed Study course.

Students should contact their Academic Counselor to register a minimum of two weeks prior to their intended course start date.

### Processing Fee and Late Fees

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A late fee of \$30.00 will be assessed for every course for which the student's tuition payment has not been received according to the terms of the Primary Financial Option selected. A \$30.00 processing fee will be charged for check returned for any reason and for declined credit card transactions.

### Veterans Educational Assistance

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Students who are entitled to Department of Veterans Affairs education benefits must make initial contact with their campus veteran's affairs certifying official. A formal application for admission to the university should be completed before applying for the VA education benefits.

Each University of Phoenix program and classroom, or distance education option, requires separate state approving agency approval for the training of veterans or eligible persons. Please contact your local campus for information on current approvals.

Application for VA education benefits should be sent to your local campus, for submission to the Department of Veterans Affairs (DVA), so that the campus certifying official can submit the proper certification for your enrollment. The University of Phoenix **does not** participate in the DVA "advanced payment" program.

VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the Department of Veteran's Affairs can determine VA applications eligibility. To contact a DVA representative in your area, call toll free 1-888-GI-BILL-1 (1-888-442-4551).

### Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the Department of Veterans Affairs **prior to** the start of the 25<sup>th</sup> week of enrollment. DVA may not always pay VA education benefits after the 24<sup>th</sup> week if the DVA records indicate the student has large amounts of transfer credits. Please insure all prior education transcripts, DD-295, DD-214, Army/American Council on Education Registry Transcript System (AARTS), Coast Guard institute transcripts, and Sailor/Marine/American Council on Education Registry (SMART) transcripts are submitted for evaluation in a timely manner. It is the student responsibility to ensure that all transcripts are submitted to the University. Academic credit earned for courses appearing on an official transcript from a regionally accredited or candidate for accreditation college or university will be evaluated according to University policies and accepted subject to the approval of the University's central Office of Admissions. Transfer credits that are based on a different unit of credit than the one prescribed by the University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University's central Administrative office of admission or Prior Learning Assessment Center are final. Any preliminary reviews by the campus personnel are unofficial and not binding, and subject to change.

### VA Standard of Academic Progress Requirements

To receive veteran's education benefits, student must maintain satisfactory academic progress and conduct. Accordingly, benefits will be terminated for individuals who are disqualified, suspended, or expelled from the University.

**Academic Probation** shall occur when a student's grade point average falls below acceptable levels. Undergraduate degree and certificate program seeking students must maintain a program grade point average of 2.0. Graduate and Doctoral students must maintain a program grade point average of 3.0. Probation last for a period of three consecutive courses. Any course work taken concurrently will be applied to the three consecutive course period. Veteran students will continue to receive VA education benefits during the probation period. The veteran will be informed of the probation, and a notation to the student VA file will record when the probationary period commenced.

**Academic Disqualification** will result if a student fails to clear their academic probation status within three courses from the onset of probation. Veteran student will not be eligible for VA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To re-enter, a formal application for admission must be submitted in accordance with University admission procedures; in addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent, and why they should be given favorable consideration for re-admission. The admission file will be reviewed by the student appeals committee and decision reached regarding re-admission. If approved, the student would be required to complete all program requirements in effect at the time of re-admission. An application for VA education benefits will also be necessary to re-establish benefits with the University of Phoenix.

### Overpayments

To avoid overpayments, VA education benefits recipients should promptly report any changes in enrollment or dependency status to the university of Phoenix and DVA. The University is required to notify the DVA within 30 days of any change in student status during previously certified periods of enrollment. Changes include withdrawals, reduction in training time, unsatisfactory academic progress or conduct, and assignment of "non-punitive" grade and "changes in dates of enrollment". Upon receipt of the notice, DVA will reduce or terminate benefits. DVA is required to take prompt and aggressive action to recover benefits overpayments.

### DANTES Reimbursement

Directed study courses have Defense Activity for Non-Traditional Education Support (DANTES) approval for tuition reimbursement. For more information on this program, contact the Educational Service Officer on your base.

### Tuition Assistance VA Top-Up

Active duty student requesting to use the Tuition Assistance VA Top-UP program should direct all questions or concerns to the Department of Veterans Affairs at 1-888-GI-BILL-1 (1-888-442-4551) or their web site at [www.gibill.va.gov/Education/News/TATU.htm](http://www.gibill.va.gov/Education/News/TATU.htm). The University of Phoenix VA certifying official has no involvement in the processing of any Tuition Assistance VA Top-Up request.

Formal application for admission to the University should be completed before applying for VA educational assistance. Each University of Phoenix program and classroom, or distance education option, requires separate state agency approval for the training of veterans. Please contact your local campus for information on current approvals.

Application for VA benefits should be sent to your local campus, for submission to Department of Veterans Affairs (DVA) with enrollment certification. The University of Phoenix **does not** participate in the DVA "advance pay" program.

VA benefit eligibility and assistance rates vary depending on each individual's military history and the educational program being pursued. Only the Department of Veterans Affairs can determine a VA applicant's eligibility. To contact a DVA representative in your area call toll-free 1-888-GI-BILL-1 (1-888-442-4551).

### Refund Policy

All fees, including application fees, assessment fees, student service fees, and book fees are nonrefundable.

A tuition refund should be requested by submitting an "Official Withdrawal Form" to the student's local campus.

Students are eligible for a tuition refund under the following conditions assuming the tuition for the entire class was paid:

1. Written notification of withdrawal is provided prior to the first class session of a course: Refund – 100% of tuition.
2. Students attending only the first week of any class are financially responsible for 25% of the tuition for the course. Written notification of withdrawal prior to the second class session of a course: Refund – 75% of tuition.
3. There is no tuition refund for students who withdraw after the second class session.



4. Students who began a program under Registered status pending the completion of their admission file and are subsequently denied admission are eligible for a refund of the full tuition amount for the course in which they are currently enrolled. Tuition will not be refunded for any course that has been completed.

5. Student attending campuses located in the state of California who have completed 60 percent or less of the course of instruction are eligible for a pro rata refund per the California Refund Policy. The refund will be the amount the student paid of the instruction multiplied by a fraction, the numerator of which is the number of hours (weeks) of instruction which the student has not received, but for which the student has paid, and the denominator of which is the total number of hours (weeks) instruction for which the student has paid.

Example of refund on attendance for a 5 week course:

Attend 1 week 80% refund due

Attend 2 week 60% refund due

Attend 3 week 40% refund due

Attend 4 week No refund due

6. In the event that the University of Phoenix no longer offers educational services prior to a student completing a course of instruction, a partial refund may be available. The student should contact the Council for Private Postsecondary and Vocational Education, 1027 10th Street, Fourth Floor, Sacramento, California 98514, or call (916) 443427.

7. A student in the state of Wisconsin has the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and is entitled to a full refund of any tuition paid. In addition, the student may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition paid if the student has completed 60% or less of the instruction or if 60% or less time has elapsed from the scheduled start date, whichever comes first. For example: (a) if the student completes only two weeks of a five-week course and paid \$1,000.00 tuition, the student would receive a refund of \$600.00, and (b) if the student completes only two weeks of a six-week course and paid \$1,200.00 tuition, the student would receive a refund of \$800.00. If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds will be paid within thirty days of receipt of the student's notice of cancellation or withdrawal.

8. A student in the state of Ohio who rescinds his or her decision to enroll within five (5) business days of signing the Enrollment Agreement is entitled to a full refund of all fees and tuition paid. To cancel enrollment, a student should submit an "Official Withdrawal Form". If sent by mail, the "Official Withdrawal Form" must be postmarked on or before the fifth business day following execution of this Agreement. Except for cancellations within the five-day period set forth above, all fees, including application fees, assessment fees, and materials fees are nonrefundable. A tuition refund must be requested in writing by submitting an "Official Withdrawal Form" to the student's local campus. Students are eligible for a tuition refund under the following conditions, assuming the tuition for the entire class was paid:

1. Students providing written notification of withdrawal prior to the first class session of a course will receive a full tuition refund.

2. Students attending only the first week of any class are financially responsible for 25% of the tuition for the course. Such students will receive a refund equal to 75% of tuition if they provide written notification of withdrawal prior to the second class session of a course.

3. Students who withdraw after the second class session are financially responsible for 50% of the tuition for the course. Such students will receive a refund equal to 50% of tuition if they provide written notification of withdrawal prior to the third class session of a course.

4. Students who withdraw after the third class session are financially responsible for 75% of the tuition for the course. Such students will receive a refund equal to 25% of tuition if they provide written notification of withdrawal prior to the fourth class session of a course.

5. Students who withdraw after the fourth class session are financially responsible for 100% of the tuition for the course. Such students will receive no refund.

*NOTE: Additional refund policies apply to students receiving Federal Financial Aid. Please see the "Financial Policies and Procedures" section of this catalog.*

### Additional Refund Policies for Students Receiving Federal Financial Aid

Effective October 1, 2000 the University will implement the new federal return provisions for recipients of Student Financial Aid (SFA). The new requirements, which will apply to students who have returns calculated on or after October 1, 2000, will use a formula to determine the amount of SFA funds a student has earned as of his or her last day of class attendance. Students out of attendance for over 29 days and not on an approved leave of absence, will be considered withdrawn for Federal and University refund processing.

The Return of Title IV Refund Policy is in addition to the University's Tuition Refund Policy. Both calculations will be completed when the student withdraws.

If a student withdraws before completing more than 60% of the payment period, the percentage of SFA funds earned will equal the percentage of the calendar days completed in the payment period prior to the withdrawal date. After the student has completed 60% of the payment period, he or she has earned 100% of the SFA funds disbursed.

The amount of SFA funds earned by the student is the percentage of SFA assistance that has been earned multiplied by the total amount of SFA assistance that was disbursed for the payment period, to include funds retained by the University and funds given directly to the student.

- **Percentage Earned** - The percentage of SFA funds earned is equal to the percentage of the payment period completed as of the last date of attendance recorded from class attendance records.
- **Percentage Unearned** - The total SFA funds disbursed, minus the amount of SFA funds earned determines the amount of SFA loan and grant aid that is unearned and must be returned by the University.

The University will return the lesser of the following amounts:

- The amount of SFA funds that the student does not earn,  
*or*
- The amount that is equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

The University will return funds to the SFA Programs in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Federal Perkins Loan, and Federal PLUS Loans. If funds remain after repaying all loan amounts, those remaining funds must be credited in the following order: Federal Pell grants SEOG, and other grants or loan assistance authorized by the U.S. Department of Education.

After the University has allocated the unearned funds for which it is responsible, the student must return assistance for which they are responsible. This amount is calculated by subtracting the amount of unearned aid that the University is required to return from the total amount of unearned SFA assistance to be returned. The student (or parent in the case of funds due to a PLUS Loan) must repay loan funds in accordance with the terms of the loan and any grant funds as an overpayment. The student is obligated to return only one-half of the unearned grant amount.

### Overpayment

A student who owes an overpayment as a result of withdrawal from the University and a subsequent Return of Title IV Program funds calculation will retain SFA funding eligibility for 45 days from the date that the University sends a notification to the student of the overpayment. During the 45 days the student will have the opportunity to take appropriate action that can continue their eligibility for SFA funds. This may be accomplished by repaying the overpayment in full to the University or by signing a repayment agreement with the U.S. Department of Education. If the student does not take one of these two actions during the 45-day period, he or she becomes ineligible for future funding on the 46th day. Further information on signing a repayment agreement with the U.S. Department of Education may be obtained from your Campus Financial Aid Advisor.

### Post-Withdrawal Disbursement

If the total amount of SFA funds the student earned as calculated under the new Return of Title IV funds policy is greater than the total amount disbursed, the student may be eligible to receive a post-withdrawal disbursement of SFA funds. The University will offer any amount of a post-withdrawal disbursement that is due within 30 days of the date that the University determined that the student withdrew by providing a written notification that will include the following:

- The type and amount of SFA funds that make up the post-withdrawal disbursement.
- An explanation that the student or parent may accept or decline some or all of the post-withdrawal disbursement.
- An explanation that no post-withdrawal disbursement will be made if they do not respond within 14 days of the letter date.

If the student and/or parent responds to the University's notice within 14 days and instructs the University to make all or a portion of the post-withdrawal disbursement, the funds will be requested and disbursed in the manner specified in their response within 90 days of the date of the University's determination that the student withdrew. If the student and/or parent does not respond to the University's notice, the post-withdrawal disbursement will be made only for appropriate outstanding charges.

### **State Tuition Recovery Fee**

Assembly Bill 411, passed during the 1995 legislative session, changed the Nevada Revised Statutes, Chapter 394, and established the "Tuition Recovery Fund". These funds are to be held by the State Commission on Postsecondary Education to indemnify "any student or enrollee, who has suffered damage as a result of:

- (a) The discontinuance of a postsecondary educational institution licensed in this state; or
- (b) The violation by such an institution of any provision of NRS 394.383 to 394.560, inclusive, and sections 2, 3, and 4 of this act, or the regulations adopted pursuant thereto."

Should a student feel that he/she has suffered damages due to these reasons, they should contact the campus administrator's office.

### **Private School Enrollment Fee**

Nevada Revised Statutes 394.540 mandates:

"The institution shall collect this fee from each student at the time of the student's initial enrollment with the institution. On or before the first day of January, April, July, and October, the institution shall transmit to the administrator the fees collected pursuant to this subsection during the preceding quarter. The administrator shall deposit the fees so transmitted with the state treasurer for credit to the state general fund."

### **California Student Tuition Recovery Fund**

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect California residents who attend a private postsecondary institution from losing money if they prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgement.

To be eligible for STRF, students must be California residents and reside in California at the time the enrollment agreement is signed or when they receive lessons at a California mailing address or from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a California resident.

To qualify for STRF reimbursement students must file a STRF application within one year of receiving notice from the Council that the school is closed. If they do not receive notice from the Council, they have four years from the date of closure to file a STRF application. If a judgement is obtained, they must file a STRF application within two years of the final judgement.

It is important that students keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Post-Secondary and Vocational Education, 1027-10th floor, Sacramento, California 95813517, (916) 443427.

### **Tax Benefits for Higher Education**

The Internal Revenue Service requires all eligible institutions, including University of Phoenix, to report annually, certain information about qualified tuition, fees and related expenses to each student and the IRS.

The information reported on form 1098-T, will help the student determine if they, or someone that can claim them as a dependent, may take the HOPE credit or Lifetime Learning credit on their Federal Income Tax.

To facilitate accurate reporting, the student must maintain a current address and social security number (SSN) on file with University of Phoenix. If applicable, the student must provide University of Phoenix with the name, address and SSN of the person who will claim the student as dependent on their tax return. University of Phoenix campuses have Form W-9's available to facilitate such reporting. In any case University of Phoenix will use the most current information available when distributing Form 1098-T.

For information on education related Federal tax benefits, see IRS publication 970, "Tax Benefits for Higher Education", or contact your personal tax adviser.

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## COURSE DESCRIPTIONS

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### UNDERGRADUATE

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Courses are listed alpha numerically based on the academic discipline prefix.

Courses numbered 100-299 are considered lower division; courses numbered 300-499 are considered upper division. Credits for upper division courses may be applied toward lower division requirements.

Each course description is followed by the number of credits the course carries, the general education area it may satisfy, and any prerequisites.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

Courses available through Online are noted with a + symbol.

ACC 321

#### **Accounting Information Systems**

This course is designed to provide an understanding of accounting information systems and their role in the accounting environment. It provides a learning basis for the information-age accounting professional of today and tomorrow. This course focuses on understanding the activities, processes, and informational needs of organizations. Course concepts include the history, modeling, prototyping, and other challenges and opportunities surrounding accounting information systems. 3credits.

ACC 330 +

#### **Accounting for Decision Making**

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting and performance measurement. 3credits.

ACC 340 +

#### **Accounting Information Systems I**

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, Internets, Intranets electronic commerce, information systems development, basic project management principles, Decision Support Systems, and the benefits of computer/human synergy. 3credits.

ACC 362 +

#### **Financial Accounting I**

This course introduces the fundamentals of accounting theory, transactions, the accounting cycle, financial statement preparation and articulation, and assets and liabilities. 3credits.

*Prerequisite: MTH 209*

ACC 363 +

#### **Financial Accounting II**

This course introduces plant assets, liabilities, accounting for corporations, investments, the statement of cash flows, financial statement analysis, time value of money, payroll accounting and other significant liabilities. 3credits.

*Prerequisite: ACC 362*

ACC 421 +

#### **Intermediate Financial Accounting I**

This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, cash receivables, and inventory. 3credits.

ACC 422 +

#### **Intermediate Financial Accounting II**

This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder's equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations. 3credits. *Prerequisite: ACC 363 and ACC 421*

*Prerequisite: ACC 363 and ACC 421*

ACC 423 +

#### **Intermediate Financial Accounting III**

This course is the third of a three part series of courses related to intermediate accounting. This course examines income taxes, pensions and post retirement benefits, leases, changes and error analysis, statement of cash flows and full disclosures issues. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations. 3credits.

*Prerequisite: ACC 422*

ACC 430, 433, & 436

**Intermediate Accounting I, II, & III**

This series of courses examines the accounting environment, financial statement preparations, technical aspects of accounting, and the objectives of financial reporting. Topics to be discussed include revenue recognition, investments, ethics and professionalism, generally accepted accounting principles, accounting changes, accounting theory, intangibles, cash flows, current assets, debt, equity, short- and long-term investments, bonds, leases, pension, tax accounting, and the relationship between accounting and the environment. 9credits, 3 credits each.

*Prerequisite for ACC 430: ACC 363*

*Prerequisite for ACC 433: ACC 430*

*Prerequisite for ACC 436: ACC 433*

ACC 439

**Income Tax – Corporate**

This course is a basic analysis of the federal tax system. The role of taxation in society, sources of tax authority, and critical areas in business income taxation, are examined as well as tax aspects on the formation, reorganization, and liquidation of corporations and the impact on shareholders are studied. The taxation issues involved in partnerships, corporations, S corporations and fiduciaries are examined, as well as estate and gift taxes, basic tax planning and research. 3credits.

*Prerequisite: ACC 436*

ACC 440 +

**Advanced Financial Accounting**

This course covers business combinations and diversified companies, consolidations of financial statements, home office and branch accounting, segments, foreign currency transactions, and corporate reorganizations and liquidations. 3credits.

ACC 442

**Auditing I**

This course is the first in a two-part auditing series that deals with auditing a company's financial reports, internal controls, and EDP systems. Topics include audit evidence and techniques, internal control review and evaluation, and application of statistics. Students learn how to conduct and perform an audit. 3credits

*Prerequisite for ACC 436*

ACC 445

**Auditing II**

This course is the second in a two part series dealing with auditing a company's financial reports, internal controls, and EDP systems. Topics include the audit of specific components of the company's financial system, i.e., EDP, payroll, accounts payable, and inventory, and auditor's ethical and legal responsibilities. How to complete the audit cycle is also covered. 3credits.

*Prerequisite: ACC 442*

ACC 448

**Advanced Accounting**

This course covers reporting by business combinations and diversified companies, consolidations of financial statements, partnerships, governmental and not-for-profit entity accounting, and foreign currency transactions and subsidiaries. 3credits.

*Prerequisite: ACC 436*

ACC 451

**Management Accounting**

This course covers identification and development of relevant cost information for both manufacturing and non-manufacturing situations. Emphasis is given to the regulatory, analytical, and behavioral uses of accounting information. 3 credits.

*Prerequisite: ACC 436*

ACC 454

**Professional Ethics**

This course is designed to integrate previous accounting major course work and ethics of the accounting profession. 3credits.

*Prerequisite: 60 credits*

ACC 460 +

**Government and Non-Profit Accounting**

This course covers fund accounting, budget and control issues, revenue and expenses recognition and issues of reporting for both government and non-profit entities. 3credits.

ACC 472.4

**Cost Accounting**

This course covers direct costing, activity-based costing, responsibility accounting, full absorption (variance analysis), cost-volume-profit analysis, margin analysis, budgeting, and transfer pricing. 3credits.

*Prerequisite: ACC 436*

ACC 483.3 +

**Income Tax – Individual**

This course is a basic structure of federal income tax law as well as income tax problems and preparation of individual income tax returns. 3credits.

*Prerequisite: ACC 436*

ACC 491 +

**Contemporary Auditing I**

This course examines auditing standards, professional ethics, evidence, legal liability, audit planning and documentation, materiality and risk, internal control and the overall audit plan and program. 3credits.

ACC 492★

**Contemporary Auditing II**

This course examines auditing from a balance sheet perspective, completion of the audit, internal, operational and compliance auditing, auditors' reports and other attestation services. 3 credits.

BSA 375

**Fundamentals of Business Systems Development**

This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course. The course uses *Visio*. 3credits.

*Prerequisite:* CSS 335

BSA 375.1

**Fundamentals of Business Systems Development**

This course introduces the fundamental logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course. 3 credits.

*Prerequisite:* CIS 319

BSA 400

**Business Systems Development II**

This course continues the subject in BSA 375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed upon when and how to most effectively use available methodologies and tools for systems development. The course uses *Visio*. 3credits

*Prerequisite:* BSA 375

BSA 410

**Business Systems I**

This course provides the student with an in-depth understanding of the various business systems used and how each system impacts others within an organization. The threads between an organization's systems are emphasized. Systems discussed include administrative, accounting, financial, and marketing systems. 3credits.

*Prerequisite:* CMGT 450

BSA 420

**Business Systems II**

This course provides the student with an in-depth understanding of the various business systems used and how each system impacts others within an organization. The threads between an organization's systems are emphasized. Systems discussed include production, manufacturing, service systems, locally significant service systems, and production systems architecture. 3 credits.

*Prerequisite:* BSA 410

BSA 430

**Systems Analysis Methodologies**

This course provides the student with an understanding of several methodologies available to identify business problems and the possible information systems solutions for addressing problems. 3credits.

*Prerequisite:* BSA 420

BSA 440

**Systems Analysis Tools**

This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools- computer and non-computer supported. Emphasis is placed on when and how *Visio* may be used for analysis. 3credits.

*Prerequisite:* BSA 430

BSA 450

**Applied Business Cases**

This course requires the student to complete a business cases project by using knowledge gained from preceding courses and applying it in the business case project. Topics covered include problem/situation identification, selection of appropriate analysis tools and processes to apply to the situation, and actual use of the tools to develop a business case solution recommendation. 3credits.

*Prerequisite:* BSA 440

BSHS 300

**Introduction to Human Services**

This course is an introduction to the field of human services. It includes study of the history of human services; scrutiny of the current practices in the field; and study of the roles, functions, and skills of human service workers. Attention to ethics and career opportunities is included. 3credits.

BSHS 310

**Models of Effective Helping**

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker. 3 credits.

BSHS 320

**Introduction to Interpersonal Communication**

This course explores the theory and practice of professional communication skills, including active listening, interviewing, non-verbal communication and presentation skills. Students will be encouraged to develop their interpersonal skills through application of communication techniques and strategies. 3 credits.

BSHS 330

**Technology in Human Services**

This course is a survey of the use of communications technology in human services. It will examine how technology is affecting the delivery of human services and the use of technology in service delivery. Students must have access to the Internet to take this course. 3credits.

BSHS 340

**Lifelong Learning and Professional Development**

This course will examine the role of lifelong learning in the helping process. Students will develop a plan for their personal professional development. Students will also be prepared to enter their Field Experience. 3credits.

BSHS 350

**Field Experience/Part I**

This course will provide relevant information and support to assist students in their first field experience in a human services organization. Students will conduct field interviews, learn to create a learning contract, and develop an understanding of their role in the human services delivery system. Weekly seminars are provided to offer support and supervision of student activities in the field. 3credits.

BSHS 360

**Research and Statistics for the Social Sciences**

This course is a survey of the appropriate use of statistics in the social sciences. Rules for the application of appropriate statistics will be reviewed. Software for descriptive and inferential parametric and non-parametric statistics will be covered. Students will practice solving and interpreting statistical problems. 3 credits.

BSHS 370

**Child Development**

This course is a survey of the physical and psychological development of children from prenatal through adolescence. Developmental problems, family issues, and child abuse will be covered. Types and symptoms of abuse, assessment, treatment, prevention and referral are also included. 3credits.

BSHS 380

**Adult and Family Development**

This course is survey of physical and mental development of the adult in today's society. The influence of culture, and socio-economic status on development will be explored. The prevention, symptoms, assessment, treatment, and referral of individuals and families with development problems will be covered. Old age and gerontological services will also be covered. 3credits.

BSHS 390

**Working with Groups**

This course covers critical evaluation of the theory and practice of group work in human services. Different types of groups, group composition and purpose will be examined. Delivery of counseling therapy, and education in group settings is also covered. 3credits.

BSHS 400

**Professional, Ethical, and Legal Issues in Human Services**

The ethical standards of human services, social work, counseling, marriages and family, and psychology are reviewed and compared. Major legal issues in the delivery of human services are examined. The roles, functions, and responsibilities of the human service worker are investigated. 3credits.

BSHS 410

**Field Experience/Part II**

Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of student activities in the field. Students will learn to present cases and/or issues for supervision and staffing. Students will also demonstrate progression in the 1Core Competency Areas. 3credits.

BSHS 420

**Case Management**

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatments resources in least restrictive and most cost effective settings will be examined. 3credits.

BSHS 430

**Dependency and Addictions**

Students will be introduced to the addictions process involved in alcohol, chemical, and other dependency areas in this course. The role of addiction to society, criminal justice and treatment will be explored. 3credits.

BSHS 440

**Advocacy and Mediation**

This course provides a review of the advocacy process complete with strategies and techniques to overcoming barriers of effective services delivery. An examination of the process of alternative resolution will also be covered. 3 credits.

BSHS 450

**Program Design and Proposal Writing**

This course covers finding federal, state, and private funding for human service programs and agencies and writing proposals to secure funding. Students will practice designing programs and the evaluation of those programs. 3credits.

BSHS 460

**Building Community in Organizations**

This course provides a framework for understanding organizations as de facto communities. Students will learn to identify the essential elements of organizational communities, the managerial implications of considering organizations as communities, the skills necessary to effectively work in organizational communities and the powerful benefits of working in community. 3 credits.

BSHS 470

**Mental Health and Crisis Intervention Practices**

Students will be introduced to the mental health service delivery system in this course. Appropriate protocols for assessing strategies will be examined and explored. 3credits.

BSHS 480

**Advanced Interpersonal Communication**

In this course, students will continue to develop counseling and interviewing skills. Special topics will include: Communication technology, group communication, clinical assessment, ethical issues and cultural differences. 3credits.

BSHS 490

**Field Experience/Part III**

Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of student activities in the field. Students will learn to present cases and/or issues for supervision and staffing. Students will also demonstrate progression in the 1core Competency Areas. A Portfolio will also be created as a requirement of this course. 3 credits.

BUS 260

**Legal Aspects of Supervision**

This course is a study of various laws and legal issues involved in managing people in organizations. Supervisors and managers are obligated (and pressured) to understand the laws applicable to managing people in the workplace, and to focus on the legal liability issues and the recruitment and retention of qualified human resources. 3credits.

BUS 415.3+

**Business Law**

This course examines, analyzes, and applies to the modern business environment the nature, formation and systems of law in the United States. 3credits.

BUS 421+

**Contemporary Business Law I**

This course is the first in a two-part business law course that reviews the American legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. This course will critically examine federal and state judicial and alternative dispute resolution systems; torts, crimes and business ethics; common law contracts; sales and lease contracts; business associations; agency and governmental regulations. 3credits.

BUS 422+

**Contemporary Business Law II**

This course is the second in a two-part business law course that critically examines real and personal property, creditor-debtor relationships, bankruptcy, sales, securities, and government regulation. 3credits.

*Prerequisite: BUS 421*

CIS 319

**Computers and Information Processing**

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. These subjects prepare students to integrate their management expertise with information technology. The successful student will be prepared to work with information system professionals and department computer specialists to obtain business solutions with the assistance and support of information technology. 3 credits.

CJA 300

**Organized Crime**

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered. 3credits.



CJA 310

**Contemporary Issues in Criminal Justice**

This course explores: minorities, crime, and social policy (e.g., hate crimes), women in the criminal justice systems, mental health, substance abuse and crime, workplace and school violence, cybercrime, terrorism, guns, crime, and gun control legislation, the future of criminalistics (e.g., Advances in DNA analysis and high technology surveillance). 3credits.

CJA 320

**Introduction to Criminal Justice**

A survey of the criminal justice system, including the agencies and processes involved and processes involved in administration of criminal justice. This course provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are discussed.

CJA 330

**Criminology**

An introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of criminal behavior systems, societal reaction to crime, and criminological methods of inquiry. 3 credits.

CJA 340

**Criminal Law**

This course focuses on the goals, objectives, principles, and doctrines of criminal law and procedure. Special attention is paid to the law of search and seizure and the law of interrogation and confessions. Pretrial motions and proceedings and trial by jury are also examined. 3credits.

CJA 350

**Criminal Procedure**

This course explores basic investigative principles; search of crime or accident scenes; questioning witnesses, suspects, and victims of crimes; collecting and preserving evidence; information sources and research methods; surveillance techniques; safe handling of hazardous materials; rules of evidence governing admissibility of physical evidence; and testifying in court. 3credits.

CJA 360

**Interpersonal Communication**

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting, written reports and memos, and interpersonal verbal communication with victims, suspects, and civilians. 3 credits.

CJA 370

**Introduction to Policing**

This course reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized. 3credits.

CJA 380

**Criminal Court Systems**

An overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed. 3credits.

CJA 390

**Introduction to Corrections**

An introduction to the various aspects of the corrections system. The historical development of corrections is discussed, along with the goals of criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation. 3 credits.

CJA 400

**Juvenile Justice**

A general orientation to the field of juvenile delinquency, including causation and the development of delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts. 3credits.

CJA 410

**Ethics in Criminal Justice**

This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores roles of professional organizations and agencies, Ethics and community relations, and civil liability in law enforcement and correctional environments. 3credits.

CJA 420

**Cultural Diversity in Criminal Justice**

This course prepares the student for conducting and managing law enforcement in a pluralistic society. It provides a basis for tolerance and better law enforcement through the understanding of the history, law and public opinion relating to conducting police operations in a multicultural environment. 3credits.

CJA 430

**Research Methods in Criminal Justice**

Students learn and demonstrate knowledge of research methodology within the criminal justice system, and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher. 3 credits.

CJA 440

**Organizational Behavior and Management**

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to criminal justice organizations will be stressed. 3credits.

CJA 450

**Criminal Justice Administration**

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management. 3credits.

CJA 460

**Criminal Justice Policy Analysis**

This course examines the history of federal-and state-level crime control initiatives and explores the development of effective anticrime policies. The analysis of contemporary crime control policies is included. 3credits.

CJA 470

**Managing Criminal Justice Personnel**

This course is a survey of important personnel issues inherent to organizations and, especially, to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored. 3credits.

CJA 480

**Futures of Criminal Justice**

The course examines possible criminal justice futures. Issues that police, corrections, and courts are likely to confront in the 21st century and beyond will be research and discussed, along with established predictive techniques in the field of futures research. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures. 3credits.

CMGT 320

**Organizations and Technology**

This course examines organizational theory as it relates to technology. Included are the effects of technology on organizational structures; alignment of processes, people, and systems for organizational achievement; use of technology for informed decision-making in the organization, organizational management issues in cyberspace, and quality in a technology-driven environment. 3credits.

CMGT 325

**Organizational Communications**

This course is an overview of the methods, processes, and functions necessary for effective communication in today's high-tech, global marketplace. The goals for this course are to develop an understanding of the need for and the requisite skills of competent communication in both the physical and electronic environments. Additionally, the course will focus on appropriate communications formats and analytical tools necessary to solve communication problems within traditional and team-based organizational structures. 3credits.

CMGT 330

**Ethics in Information Technology**

This course provides an understanding of the legal and ethical issues associated with the use of information systems in business and society. The course also explores the development and implementation of information systems in ways that satisfy legal, ethical and business requirements. 3credits.

CMGT 410

**Project Planning and Implementation**

This course provides the foundation for understanding the broad concepts of successful planning, organization and implementation within a technical environment. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, scheduling, budgeting, tracking and controlling. The course uses *Microsoft Project*. 3credits.

CMGT 410.1

**Project Planning and Implementation**

This course provides the foundation for understanding the broad concepts of successful planning, organization and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling. 3credits.

*Prerequisite: CIS 319*

CMGT 424

**Information Resource Management**

This course requires the student to apply the management principles and information technology knowledge from prior course work to the specific requirements of managing the information resources of the organization. This includes the management of the information systems department and its functions as a "business within the business." The course focuses on information technology management, information technology trends, software resource management, and the relationship of people and management systems to technology and organizations. 5credits.

*Prerequisites: Completion of 28 credits in IS major*

CMGT 450

**Applied Studies in Information Technology**

This course provides a synthesis of all previous IT course work to demonstrate foundation competency in all facets of the IT program. The course provides an application focus in which students demonstrate comprehension, critical thinking, and problem-solving abilities within the context of real-world applications. Case study is an integral component, as well as a student project that demonstrates the incorporation of key components from all previous courses in an applied methodology. Current and future trends in IT are emphasized. 3 credits.

*Prerequisites: All BSIT core courses*

COMM 100

**Strategies for Writing**

This course focuses on the essentials of logical, clear writing through a review of vocabulary, grammar, sentence structure, and the development of coherent paragraphs and short essays in a workshop format. 3credits. *Communication Arts*.

COMM 101 ✦

**Written Communication**

This course provides guided study and extensive practice in the process and mechanics of expository writing. It is intended primarily for students with no prior course work in English composition at the college level. 3credits. (*Course length varies*) *Communication Arts*

COMM 102 ✦

**Communication Skills for Career Growth**

This course covers the skills necessary for effective communication in the work environment and modern society. The course provides an orientation basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. Emphasis will be placed on applying these skills and theories to group processes and professional situations. 3credits. *Communication Arts*.

*Prerequisite: GEN 101*

COMM 200 ✦

**Interpersonal Communication Skills**

This course is designed to foster an understanding and appreciation of effective interpersonal skills. It addresses self-awareness, group process, self-disclosure, effective communication, conflict resolution, and team building. 3credits. *Communication Arts*.

COMM 202

**Business Communication Skills**

This course covers oral reporting, management briefing, listening, and conference and committee leadership. (Students who complete COMM 202 may not complete COMM 224 and visa versa due to duplicative content.) 3credits. *Communication Arts*.

COMM 203

**Oral Communication**

This course is designed to provide both a practical introduction to the fundamental principles of oral communication and a forum for practicing these communication skills. 3credits. *Communication Arts*.

**COMM 210+**

**Advanced Composition**

This is an advanced course in expository and argumentative writing designed for students preparing for professional careers. Emphasis is placed on critical thinking, thesis formation, research, bibliographic techniques, and stylistic skills necessary to produce articles and essays appropriate to professional journals and the general media. 3credits.

*Communication Arts.*

**COMM 215+**

**Essentials of College Writings**

This course covers the essential writing strategies and skills required for college-level course work. Emphasis is placed on the development of research papers, position papers, and case study analyses, and helps students distinguish between interpretive and analytical writing. The research process is approached from both the conceptual and applied perspectives. Discussion of elements of mechanics, style, citation and proper documentation are included. 3credits.

*Communication Arts.*

**COMM 310**

**Public Speaking**

This course addresses how an effective speech is developed and delivered. Techniques for audience targeting and style development, as well as the basic techniques required to communicate effectively on television are also presented. The course is also designed to provide a maximum opportunity for practice and evaluation of speeches and presentation techniques. 3 credits.

*Communication Arts.*

**COMM 315+**

**Diversity Issues in Communication**

This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral, and interpersonal communication skills in response to diversity concerns. 3 credits.

*Communication Arts.*

**COMM 320**

**Communicating in Electronic Environments**

This course analyzes the numerous ways people work and communicate in the electronic environments of contemporary organizations. Students reflect on the ways modern technology influences the communication process and the resulting connections people share with one another in an organization. 3credits.

*Communication Arts.*

**COMM 335**

**Spanish Language and Cultural Field Study**

This course offers students the opportunity to become familiar with the language and culture of Mexico through a combination of formal study and on-site field experiences. The course includes study of Mexican history and society as well as language training appropriate to the student's existing skill level. 6credits. (Must be taken concurrently with HUM 335.)

*Communication Arts.*

**COMM 340**

**Creative Writing**

This is a beginning course in imaginative writing. Students explore the creative process while strengthening their general writing skills. 3credits.

*Communication Arts.*

**COMM 400+**

**Management Communication Skills**

This course entails the study of human interpersonal communications and conflict resolution particularly within business and work organizations. The course focuses on identifying and developing the skills required to successfully manage interpersonal relations in organizations. Emphasis is placed on management communication skills, group process, giving effective responses, conflict resolution, and team building. 3credits.

*Communication Arts.*

**COMM 410+**

**Business Communication**

In this course you will identify and analyze communication theories and practices, with special focus on the development, application, and improvement of your written skills. Areas to be covered include corporate correspondence, report presentation, and the use of graphic aids. Your work in business will no doubt involve communication. You need only to observe people in business to determine that they spend much of their work time talking, reading, writing, and listening--in other words, communicating. 3credits.

**COMM 470**

**Communication in the Virtual Workplace**

This course offer guidance and examples how to effectively communicate in a growing workplace that is dependent upon technology as a way to communicate globally. This course provides students with an understanding of Internet technologies and how to maximize these communication enhancements to optimal organizational communications. Impacts upon customer satisfaction are explored. 3 credits.

CSS 335

**Computers and Information Processing**

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information system development, hardware and software, operating systems and programming, databases, networks and telecommunications, and the Internet. The course uses *Microsoft Office*. 3 credits.

DBM 380

**Database Concepts**

This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, logical design, data administration and normalization. The course uses *Visio*. 3 credits.

*Prerequisites:* POS 370, BSA 375

DBM 380.1

**Database Concepts**

Data storage and management plays an essential role in all information systems. This course covers data management concepts from a business perspective, and will enable the IT manager to develop a strategy for managing and organizing corporate data to support the business activities of the organization. Areas to be emphasized include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, logical design, data administration and normalization. 3credits.

*Prerequisites:* POS 360

DBM 405

**Database Management Systems**

This course is a continues the subject in DBM 380, Database Concepts. Emphasis is placed on transforming data models into physical databases. An overview is given of various database systems as well as data warehousing. The role of databases in e-Business is also examined. The course uses *Microsoft Access*. 3credits.

*Prerequisite:* DBM 380

DBM 405.1

**Database Management Systems**

This course is a continuation of skills learned in DBM380/ Database Concepts. Students will learn to transform data models into an actual database using *Microsoft Access 97*. This includes creating tables, forms, queries, reports, graphics, and macros. 3credits.

*Prerequisite:* DBM 380.1

DBM 410

**Decision Support Systems**

This course focuses on creating a business decision support system using *Microsoft Access* by creating a database system with queries and reports. Spreadsheets, using *Microsoft Excel*, and query tools will be examined as well. 3credits.

*Prerequisite:* DBM 405

DBM 420

**Enterprise Database Management Systems**

This course is designed to provide the student a guide for developing a relational database application using Oracle's database and application development utilities. Subjects include multi-user and client/server database concepts, Oracle utilities, development of database applications, performing basic database administration tasks and an overview of PL/SQL, the Oracle procedural programming language. 3 credits.

*Prerequisite:* POS 410

DBM 430

**Rapid Application Development**

This course is an overview of current methodologies with emphasis on the traditional computer-aided system engineering (CASE) method and on rapid application development (RAD). 3credits.

*Prerequisite:* DBM 420

DBM 440

**Data Warehousing**

This is a course in designing, constructing, and maintaining a data warehouse including data mining, and data marts. The course focuses on the data management issues associated with the ongoing maintenance of a data warehouse for strategic decision making. 3 credits.

*Prerequisite:* DBM 430

DBM 450

**Applications Maintenance and Migration**

This course examines the maintenance of an enterprise's information systems, including legacy systems. Topics include application documentation, evaluation, maintenance, upgrading and migration. The focus is on basing maintenance and migration decisions on operational, tactical, and strategic business principles. Particular emphasis is placed on the role and management of legacy systems within an enterprise's IS plan. Subcontracting and outsourcing are also considered. 3credits.

*Prerequisite:* DBM 440

EBUS 400

**e-Business**

This e-business survey course introduces models for conducting business-to-business and business-to-consumer transactions. Students will learn the application of e-business strategic management, how to leverage technology to enhance business processes, the unique characteristics of effective e-marketing, and how the legal, ethical, and regulatory environment act as a filter for conducting e-business. 3credits.

ECO 360+

**Economics for Business I**

This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events. 3credits.

*Spreadsheet proficiency recommended.*

*Prerequisite: COMM 215*

ECO 361+

**Economics for Business II**

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events. 3credits.

*Spreadsheet proficiency recommended.*

*Prerequisite: ECO 360*

EML 299.1

**Applied Written Communication**

This course is designed to assess students' ability to analyze their learning experiences and communicate them effectively. For Associate of Arts through Credit Recognition students only. 3credits. *Communication Arts*

FIN 320+

**Corporate Finance**

This course examines the foundations of corporate finance, valuation of stocks and bonds, investments and projects, the concepts of risk and reward, cost of capital, corporate financing, capital structuring, dividend policies, financial statement analysis and financial planning. 3 credits.

FIN 324+

**Financial Analysis For Managers I**

This course is designed to frame issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: The Accounting Environment, Financial Statements, Financial Markets, Budgets, and Internal Controls. 3credits.

FIN 325+

**Financial Analysis For Managers II**

This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: Cost Management Systems, Time Value of Money, Financial Decision Making, Capital Structure, and International Finance. 3credits.

FIN 465+

**Investment Analysis**

This course examines the field of investments with emphasis given to analysis, management, and control. The course covers the theory and practice of finance including the firm's investments, financing alternatives, and dividend decisions; analytical techniques available in the investment planning and selection process; and the environment in which investment decisions are made. Coverage of these topics are accomplished utilizing a balance between concepts, applications, case analysis, and problems. 3credits. *Business Elective*

FIN 466+

**Financial Markets**

This course develops a conceptual framework for understanding how recent and current events affect the financial environment. Financial markets are examined with a focus on their utilization by financial institutions, the pricing of financial assets, the impact of the Federal Reserve, their internationalization, and recent events that have effected them. The institutions are described with a focus on regulatory aspects and management use of financial markets and performance. 3credits. *Business Elective*

FIN 467

**Real Estate Investment**

This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today's real estate investment environment. 3credits. *Business Elective*

**FIN 475 ✦**

**Managerial Finance I**

This course is an overview of the fundamentals of financial administration. Emphasis is on techniques used in the development of financial thought and financial decisions and risk-return relationships. The legal forms of organizations, tax implications, tools of financial analysis, financial structure of firms, leverage, and internal financing mechanisms are also discussed. 3credits.

*Prerequisite: ACC 363 Spreadsheet proficiency recommended.*

**FIN 476 ✦**

**Managerial Finance II**

This course is an overview of the fundamentals of financial administration. Emphasis is on using financial thought and decision-making skills to understand a firm's working capital management, short-term and long-term financing policies, and special topics in the field of financial management. 3credits.

*Prerequisite: FIN 475*

**GEN 101 ✦**

**Skills for Lifelong Learning I**

This course is designed to provide core competencies for adult learners. The first part of the course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving educational goals in school, work, and personal settings. 3 credits.

**GEN 102 ✦**

**Skills for Lifelong Learning II**

This course explores the variety of ways adults can access information for educational, professional, and personal applications. Traditional and creative research methods will be discussed. Adult learners will use "virtual libraries," the Internet, and computer technology, as well as more traditional sources of information. 3credits.

**GEN 110**

**Experiential Learning**

This course introduces students to the concepts of experiential learning. The course familiarizes students with Kolb's Model and assists them in identifying and evaluating their own learning experiences and outcomes. This course also includes an autobiographical self-assessment. Experiential learning can be used to fulfill elective and General Education credit. It cannot, however, duplicate previous transfer or elective credit; nor can it be used to acquire credit towards the major course of study. 1credit.  
*General Elective*

**GEN 300 ✦**

**Skills for Professional Development**

This course is designed to emphasize development and enhancement of professional skills. Students will analyze their strengths in written assignments, oral presentations, interpersonal relationships, group interactions, and organizational skills. Students also explore issues related to the decision to return to school. 3credits. *General Elective (May not be taken if credit has been received for GEN 100 or GEN 101)*

**GEN 480 ✦**

**Interdisciplinary Capstone Course**

This is the capstone course of the business, information technology, and nursing undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future. 3credits.

**GEO 150 ✦**

**Geography of World Commerce**

This course provides a geographical perspective on the existing and emerging commercial relationships between the United States and the rest of the world. Emphasis is placed on the manner in which the earth's physical characteristics affect political, social, cultural, and economic affairs. 3credits. *Social Science*

**HCS 402**

**Introduction to Health Care in the United States**

This course provides a broad overview of the various functions of the United States health care system. The student is introduced to the nature of illness and disease, and utilization characteristics are examined. The various forms of provider models and service delivery systems found in private and public health sectors are described, including ambulatory, acute and long-term care. The human, technological, and financial resources required in the delivery of health care are examined. Measures of success are discussed, i.e., patient outcome, regulatory compliance, and service efficacy and efficiency. The role of state and local politics in policy formation and implementation are reviewed. The various stakeholders in health care delivery are identified. 3credits.

HCS 405

**Health Care Financial Accounting**

This course provides an understanding of general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The Diagnosis-Related Group (DRG) system of service classification and its relation to payment for providers and organizations are also examined. The fundamentals of strategic planning, cost concepts, and capital budgeting are applied in the health care environment. Issues surrounding the development and management of budgets are examined. 3credits.

*Prerequisite: MTH 209 College Algebra II*

HCS 408+

**Therapeutic Health Care Communications**

Recognizing the importance of therapeutic communication in the three roles of caregiver, teacher, and manager of care; this course is designed to explore the knowledge and skills required to communicate therapeutically with clients. The use of self is developed as a therapeutic agent with peers, clients, and other health care providers taking into consideration the multicultural aspects of communication. Individual and group exploration of the art of delegation will be reviewed. 3credits.

HCS 410

**Managing and Implementing Information Technology in Health Care**

The impact of computerization, from the patient's enrollment in a health plan to his/her utilization of services, is examined. The clinical computer support and the necessary systems linkages, which range from meal ordering to clinical charting, are described. Non-clinical computer support, including financial, outcomes, demographic data, and office management systems are examined. Emphasis is placed upon the integration of these various computer support functions and the impact on the efficiency and effectiveness of the health care operation. The components of good software and hardware purchasing decisions, including the ability to determine the necessity for upgrades and system changes are reviewed. System maintenance and replacement issues are examined. 3 credits.

HCS 415

**The Health Care of Populations**

This course examines the health practices and lifestyle issues of defined consumer groups and/or populations in relation to the impact they have on the use of services. The incidences of illness and disease, community health, and quality of life of these targeted groups will also be reviewed. The impact of federal and state mandated population cohorts and/or populations is examined in relation to the impact they have on the use of services, the incidences of illness and disease, community health, and quality of life. 3 credits.

HCS 418+

**Skills for Professional Transition**

This course focuses on the development and enhancement of professional skills. Students assess and strengthen their skills in writing, oral presentations, interpersonal relationships, group interactions, and organizational skills. Emphasis is on the knowledge and skills necessary for success and effectiveness in organizational and school settings. 3credits.  
*Program prerequisite:* Note: Students who complete this course may not complete GEN 300 due to duplicate content.

HCS 424

**Managed Care: Models and Issues**

This course provides both an overview of the evolution of managed care in the United States and a description of current managed care systems. The fundamentals components of all managed care organizations (MCOs) are described. Infrastructures are examined and the roles of the various participants are explained. Utilization management methods are reviewed, outcome measures are described, and legal and regulatory issues are discussed. 3credits.

*Prerequisite: HCS 402*

HCS 427

**Human Resources Principles in Health Care**

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Individual employee issues from the hiring interview, to compensation and benefits, to performance appraisals, promotions, and termination are discussed. In addition, population issues such as unionization, benefit programs, communication between work groups, and cultural diversity are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized. 3 credits.



HCS 430

**Legal Issues in Health Care: Regulation and Compliance**

This course covers the broad range of topics affected by law and regulation, ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well their impact on the operation of healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed. 3credits.

HCS 435

**Ethics: Health Care and Social Responsibility**

This course identifies ethical issues in health care. It is designed to encourage the student to clarify their personal ethics in regards to health care issues. The various responsibilities involving the managing of populations whose ethics may be divergent are identified. 3credits.

HCS 438

**Statistical Applications**

The emphasis in this statistical applications course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences. 3credits.

HCS 440

**Economics: The Financing of Health Care**

This course provides an overview of the economics of healthcare. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system's use of grant funding and research dollars is described. 3 credits.

*Prerequisite: HCS 405*

HCS 445

**The Aging Population: Geriatrics and Long Term Care**

This course examines the growing aging population and the health services that are required. The unique needs of the geriatric customer/patient are described as they are met in the continuum of health care service: ambulatory, home health, extended, long term, and hospice care. The impact of state and federal regulation and the issues surrounding funding services are analyzed. 3credits.

HCS 451

**Health Care Quality Management and Outcomes Analysis**

This course examines the relationships between business and health care outcome measures. Methods for process and outcome improvement are described as well as the statistical application and significance of measuring outcomes. 3credits.

*Prerequisite: QNT 321*

HCS 455

**Health Care Policy: The Past and The Future**

This course examines the role of federal, state, and local governments in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services. 3 credits.

*Prerequisite: HCS 402*

HCS 463

**Application of Health Care Management Principles**

In this course the students are provided with the opportunity to summarize their body of learning and formulate strategies for the management of various challenges that they will encounter in the healthcare environment. Analyses of the case studies will require application of the skills and tools, which have been acquired during the program which assist the student in bridging the gap from theory to practice. 3credits.

*Prerequisite: This is the BSHCS Program Capstone course. All other BSHCS classes must be completed prior to enrollment.*

HIS 110+

**U.S. History to 1865**

This course is an overview of the principal social, political, economic, and global events which have shaped the American scene from Colonial times through the Civil War period. 3credits. *Social Science.*

HIS 120+

**U.S. History 1865 to 1945**

This course is an overview of the principal social, political, economic, and global events affecting U.S. history from the Civil War through World War II. 3credits. *Social Science.*

HIS 145+

**The American Experience Since 1945**

This course is an overview of the principal social, political, economic, and global events which have shaped the American scene since World War II. Application of historical perspective will be used to analyze contemporary issues. 3 credits. *Social Science*.

HIS 260

**The Vietnam War**

This course on the Vietnam War was designed to provide an understanding of the historical, social, political, and personal reasons for the U.S. involvement in the Vietnam conflict. Students will relate the historical background, trace the social and political influences, and examine the motivations of decision makers prior to and during U.S. involvement. 1 credit. *Social Science*

HIS 301

**United States Constitution**

This course is an in-depth study of the historical development and interpretation of the U.S. Constitution. 3 credits. *Social Science*

HIS 311

**Nevada and U.S. Constitution**

This course is a study of the history and development of the U.S. Constitution, together with a study of the elements of the Nevada Constitution and its development, with emphasis on the twentieth century. 3credits. (Nevada students only.) *Social Science*

HUM 100

**Introduction to the Humanities–The Ancient World to Medieval Times**

This course is an introduction to the arts through their expression in dominant themes of western culture. Concepts of nature and the individual in society are examined in the artistic works from the ancient world to medieval times. The course provides a framework for understanding and evaluating contemporary artistic endeavors. 3credits. *Humanities*

HUM 102

**Introduction to the Humanities–The Renaissance to the Present**

This course is an introduction to the arts through their expression in dominant themes of western culture. Concepts of nature and the individual in society are examined in the artistic works from the Renaissance to the present. The course provides a framework for understanding and evaluating contemporary artistic endeavors. 3credits. *Humanities*

HUM 260

**Classical Composers**

This course is designed to familiarize students with five great composers of our past and their achievements. Along with learning about unique musical contributions each composer made, students should be able to define the basic musical terms introduced in the course and illustrate how they apply to certain musical pieces covered. Upon completion of the study material, students should be able to use critical thinking to compare aspects of each composer such as composition style, means of employment, and personality. 1credit. *Humanities*

HUM 300

**The Global Village**

This course examines the traditions and new developments inherent in the performing art genres, providing participants an overview of history elements found in the practice of live performance today. Through a highly interactive and experiential format, the course focuses on artistic components, which integrate to create the performance experience both “behind the scenes” and from an audience perspective. 1 credit. *Humanities*

HUM 301

**History of the Performing Arts**

This course examines the traditions and new developments inherent in the performing art genres, providing participants an overview of history elements found in the practice of live performance today. Through a highly interactive and experiential format, the course focuses on artistic components, which integrate to create the performance experience both “behind the scenes” and from an audience perspective. 1 credit. *Humanities*

HUM 335

**Spanish Language and Cultural Field Study**

This course offers students the opportunity to become familiar with the language and culture of Mexico through a combination of formal study and on-site field experiences. The course includes study of Mexican history and society as well as language training appropriate to the student’s existing skill level. 6credits. (Must be taken concurrently with COMM 335). *Humanities*

LIT 225

**Literature in Society**

This course is an introduction to social and cultural themes in literature. Readings are taken from literature of different genres and cultures. Students study the literature in thematic units and make connections to their own lives and cultures. 3credits. *Humanities*

LIT 260

**Selected Authors of the Victorian Age**

This course is a study of major writers and/or literary works that deal with the 19<sup>th</sup> century Victorian Age. The Victorian authors selected for study are Charles Dickens, George Eliot, and William Makepeace Thackeray. The works of these authors that are focused on herein are: David Copperfield, A Tale of Two Cities, Great Expectations, Silas Marner, Middlemarch, and Vanity Fair. Emphasis is on the literary styles, themes, symbolism, and attitudes toward work/skilled status, class, women, and children. 1 credit. *Humanities*

LIT 320 +

**Business Literature**

Both classic and contemporary American business literature are analyzed. Students compare and contrast different methods and writing styles used to describe American business, and critically analyze the impact of current business literature on the modern day business enterprise. 3credits. *Humanities*

LIT 350 +

**Contemporary Southwest Literature**

This course explores exemplary fiction, poetry, and creative nonfiction by contemporary Southwestern writers. Selections focus on the Southwestern landscape and on prominent cultural issues associated with the region. 3credits. *Humanities*

LIT 400

**Literature of the Workplace**

This course explores a selection of contemporary literature that typifies a new genre of letters: Creative writing about business by men and women of business. There is an opportunity to respond to a variety of focal points, including, but not limited to, literary techniques used by the authors, the human experience as represented in literature (the short story, essay, and poem), and the larger social impact of the themes being explored. 1credit. *Humanities*

MGT 270

**Management and Supervision**

This course explores the role of the first-line manager within the organizational structure. Emphasis is placed upon the application of the management functions in effective supervision of subordinates. The course is designed to provide the student an opportunity to examine skills, techniques, and instruments that may be used in the work environment to improve supervisory effectiveness. 3credits. *Business Elective*

MGT 330 +

**Management: Theory, Practice, and Application**

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed. 3 credits.

MGT 331 +

**Organizational Behavior**

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace workforce diversity, elements of change, effective communication and performance systems. A comprehensive review of these processes, as well as others, allows students to examine their role in organizations of the new millennium. 3 credits.

MGT 350 +

**Critical Thinking: Strategies in Decision Making**

The course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce and dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction. 3credits. *Prerequisite: Critical Thinking Proficiency*

**MGT 415+**

**Survey of Entrepreneurial Management**

This course is an introduction to the study of entrepreneurship and the understanding of the entrepreneurial process. Through the case study analysis method, students will experience the steps, techniques, pitfalls, and strategies of new business creation. 3credits.

*Business Elective*

**MGT 426+**

**Managing Change in the Workplace**

This course provides an overview of the methods and techniques required of supervisory and management personnel responsible for managing change. Students learn to identify and develop strategies for managing organizational aspects of change, shifts in leadership, reorganizations, working conditions, technological change, and workforce issues. Issues related to change imposed by the government are also covered. In addition to developing strategic planning skills for managing change effectively, students gain expertise in applying communication strategies that deal with change. 3credits. *Business Elective*

**MGT 431+**

**Human Resources Management**

This course focuses on the strategic role of human resources management, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training and development from the vantage point of the manager. 3 credits.

*Prerequisite: COMM 215*

**MGT 434+**

**Employment Law**

This course provides an overview of federal statutes and state-regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge. 3 credits.

*Prerequisite: COMM 215*

**MGT 436+**

**Critical Thinking and Decision Making**

Professional managers find themselves faced with ever-increasing levels of complexity. Preparing managers who can deal rationally and creatively with this complexity is critical. This course develops the analytical abilities of management students and equips them with concrete skills for solving organizational problems and communicating solutions. 3 credits.

*Prerequisite: COMM 205 or COMM 215*

**MGT 437+**

**Project Management**

This course examines project management roles and environments, the project life cycle, and various techniques of working, planning, control, and evaluation for project success. 3credits.

**MGT 442+**

**Corporate Culture and Organizational Climate**

This course is a study of the processes by which shared beliefs and expectations develop in private and public organizations; the effects of these beliefs and expectations on employees and organizational functioning; the transmission of culture to new employees; and problems and strategies in modifying an organizational culture. 3credits. *Business Elective*

**MGT 448+**

**Global Business Strategies**

The manager's perspective in the fields of international payments, international trade, and investments are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises. 3credits.

**MGT 449+**

**Quality Management and Productivity**

This course examines the concepts of continuous improvement and views quality as a systematic process that improves customer satisfaction. The course covers methodologies that will aid managers in assuring that the company's quality system is effectively meeting the company's continuous improvement goals. 3 credits.

*Prerequisite: QNT 321*

**MGT 460**

**Operations Planning and Control**

This course is a summary of production management techniques and the joint problems of managing people, equipment, material, and physical plants. Emphasis is placed on the systems approach to allocate resources effectively in achieving organizational goals. 3credits. *Business Elective*

**MGT 480**

**Business Research Applications**

This course is a practical hands-on business research course. The process of conducting business research for the purpose of improving decision making within an organization is the primary focus. The course is designed to equip students with an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Students will gain skills in problem framing, data collection, data analysis, and data presentation. Students' ability to deal with information overload will be greatly improved as they learn how to sort out and use data that is applicable to a particular problem or opportunity for improvement. 3 credits.

*Prerequisite:* QNT 322

**MKT 421 ♦**

**Marketing**

This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues. 3credits.

*Prerequisite:* COMM 205 or COMM 215

**MKT 438 ♦**

**Public Relations**

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations. 3 credits.

*Prerequisite:* COMM 205 or COMM 215

**MKT 441 ♦**

**Marketing Research**

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing. 3credits.

*Prerequisites:* MKT 421, QNT 322

**MKT 450 ♦**

**International Marketing**

This course provides the conceptual framework for marketing across national borders, as well as marketing within different foreign environments. Students study how international marketing programs are developed, as well as the various factors that affect decision making in an international setting. 3credits.

*Prerequisite:* MKT 421

**MKT 463 ♦**

**Buyer Behavior**

This is an introductory course in analyzing buyer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs. 3credits.

*Prerequisite:* MKT 421

**MKT 467 ♦**

**Integrated Marketing Communications**

In this course the role of integrated marketing communications in business and society is analyzed, giving a broad view the profession in a service - or product-oriented company. The social and economic roles that integrated marketing communications plays in profit and non-profit companies are applied. Integrated marketing communications' role in marketing is explored in a practical way and the relationship among the planning process, creative strategies, and media selection are examined. 3credits.

*Prerequisite:* MKT 421

**MKT 469 ♦**

**Sales Management**

This course studies the complex and demanding responsibilities of sales management in the 21st century, including managing the sales force, forecasting, understanding customer expectations and buyer behavior, gathering feedback, communicating, and relating sales goals to marketing goals. 3credits.

*Prerequisite:* MKT 421

**MTH 101 ♦**

**Basic College and Business Mathematics I**

This course focuses on the development of basic mathematical skills needed for the study of algebra, statistics, and other quantitative methods at the college level. 3credits.

**MTH 102 ♦**

**Basic College and Business Mathematics II**

This course focuses on applying, in a personal and business environment, the fundamental skills established in MTH 101. Students will apply formulas and equations learned in MTH 101 to the mathematics of buying and selling, simple and compound interest, annuities, and stock and bond quotations. 3credits.

*Prerequisite:* MTH 101

MTH 208

**College Mathematics I**

This course begins the demonstration and examination of various basic algebra concepts that is continued in MTH 209. Applications to real-world problems are emphasized.

3 credits. *Mathematics*

MTH 209

**College Mathematics II**

This course continues the demonstration and examination of basic algebra concepts that was begun in MTH 208. The concepts and skills built in this class serve as a foundation for subsequent quantitative course work. Real-world applications are emphasized. *Mathematics (course length varies)* 3credits.

MTH 401+

**History of Mathematics**

This one-credit course introduces students to a comprehensive survey of classical mathematical history, including background on famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical. 1credit.

MTH 410+

**Mathematics for Information Systems Applications**

This course provides the mathematical foundation needed to develop a logical and structured approach to problem solving in an information systems environment. This course will aid information systems students in understanding computer concepts, a programming logic and algorithms. Topics covered include number systems, algebra, mathematical and graphical description of logical forms and functions, fundamental Boolean algebra, and matrices.

3 credits. *Mathematics*

NTC 360

**Network and Telecommunications Concepts**

This course provides an overview of telecommunication systems in a business environment. Topics covered include standards, telephony, networks, and telecommunication applications. Terminology and basic concepts are emphasized. 3credits.

*Prerequisite: POS 335*

NTC 360.1

**Network and Telecommunications Concepts**

This course provides an overview of telecommunication systems in a business environment. Topics covered include telecommunication applications, standards, transmission, networks, computer telephony and management. The course also prepares students to perform an analysis of a company's tele/data communication requirements, to evaluate possible solutions, and to select and present a solution. 3credits.

*Prerequisite: POS 335.1*

NTC 410

**Networks and Telecommunications II**

This course continues the subject in NTC 360, Network and Telecommunication Concepts. The course provides an in-depth analysis of telecommunication systems in a business environment. Topics include models, architectures, protocols, security, and trends. The Open Systems Interconnection (OSI) model is emphasized. 3 credits.

*Prerequisite: NTC 360*

NTC 440

**Advanced Windows NT**

This course provides an in-depth analysis of Windows NT facilities, controls, and architecture of the operating system. 3credits.

*Prerequisite: POS 425*

NUR 200

**Introduction to Critical Thinking: Decision-Making in Nursing**

This course introduces critical thinking skills and strategies in nursing. The course builds upon what the student brings to the learning experience and provides opportunities to explore a diversity of ideas and outcomes, while applying the nursing process across the health care continuum. The nursing process is the essence of nursing practice and provides the theoretical underpinnings of quality nursing care. The course's focus on critical thinking places the appropriate emphasis on the nursing process and enables the use of intellectual, interpersonal, and technical skills to succeed in nursing. Experienced nurses will refine their thinking and rediscover lost aspects in their application of the nursing process. 3credits.

NUR 390

**Introduction to Professional Nursing**

This course focuses on the professional role development of nursing. Students will assess and strengthen their skills in writing, oral presentations, and group interactions. Change and communication strategies necessary for today's healthcare arena will be investigated. 3 credits.

**NUR 402 ✦**

**Theoretical Foundation of Professional Nursing**

This course is designed to focus entering baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts essential to professional nursing are presented within the unifying framework of Orem's Self-Care Deficit Theory of Nursing. The action of nursing is operationalized within the roles of caregiver, teacher, and manager of care. Change theory is presented to provide insight into facilitating behavioral change in individuals, and the theoretical concepts used throughout the remainder of the BSN program are introduced. 3credits.

*Prerequisite: HCS 418 or NUR 390, English proficiency, critical thinking.*

**NUR 420**

**Health Assessment**

Provides refinement of physical assessment skills focusing on the assessment differences needed to recognize abnormal findings across the life span, especially with the geriatric population. Communication, health histories and psychosocial impacts will also be explored in the development of holistic health assessment skills. 3credits.

**NUR 425**

**Health and Disease Management**

This course focuses on the development of a framework that enhances the nurses understanding of the physiological changes related to disease processes. Promotion of therapeutic nursing interventions that promotes wellness and foster health independence will be stressed. The psychosocial impacts for clients with chronic illnesses and the aged populations will be discussed. 3credits.

**NUR 429**

**Issues and Strategies in Nursing Research Utilization**

This course covers the development of basic research knowledge and skills to prepare the professional nurse to be a consumer of research by utilizing the research process in the nursing, client, and health care systems. The focus of this course is on the use of findings from scientific investigations in responding to nursing problems. Ethical issues in research and critique of nursing and health care research studies are also included. 3credits.

**NUR 464**

**Concepts of Family Nursing Theory**

This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Orem's Self-Care Model and the nursing process, the student develops the skills to provide family-centered, outcome-oriented nursing care across the life span. Students are assisted in the integration of the multicultural diversity of families into the nursing plan of care. Five workshops provide the framework for the development of the professional roles of caregiver, teacher, and manager of care in the nursing, client, and health care systems. 3credits.

*Prerequisite: NUR 402*

**NUR 467**

**Clinical Integration: Nursing Management of Families**

This course focuses on the utilization of theory-based practice to manage the continuum of care required by families. Based on Orem's Self-Care Model and the nursing process, the student will complete 9 workshops and 75 hours of clinical practicum that provide the framework for development of the professional roles of caregiver, teacher, and manager of care in the health care, family, and nursing systems. Clinical practicum provides experiences across the life span which take place in a variety of settings and which address the health care needs of families. The clinical integration and application of theories and concepts introduced in the family theory course will be the focus of this course. (45 clinical hours) 3 credits.

*Prerequisite: NUR 464*

**NUR 471**

**Dimensions of Community Nursing Practice**

This course provides the foundation for developing and using theory-based practice in the health promotion of population aggregates and communities. Based on community health nursing standards and nursing conceptual frameworks, students learn skills to address populations at risk. Utilizing the epidemiological model students identify levels of prevention and apply health promotion strategies to community health problems. Current social and economic issues are explored. Journaling and group activities facilitate the exploration of social responsibility as a professional value. Five workshops provide the framework for the development of skills of community focused practice. 3credits.

*Prerequisite: NUR 402*

NUR 473

**Clinical Integration: Partnerships in Community Practice**

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 5 workshops and 45 hours of practicum which provides experiences with aggregates in a variety of settings to develop the professional roles of caregiver, teacher, and manager of care. Through the clinical practicum, the student develops beginning skills in community education, coalition building, community assessment, and the use of computerized data bases. Violence as a health care problem and health care financing are examined as examples of current issues affecting communities. Social responsibility as a professional value is facilitated. Clinical integration and application of theories introduced in the community course are the framework of this course. (45 clinical hours) 3 credits.

*Prerequisite:* NUR 471

NUR 478

**Contemporary Issues and Health Policy**

This course examines the interrelationships of legal decisions, health policy development, legislation and regulation in the context of contemporary issues. Activities explore the impact of health policy changes on the individual nursing practice and the delivery of health care to consumers. 3 credits.

NUR 486

**Nursing Leadership and Management in Health Care**

This course focuses on the utilization of theory and research to develop skills in nursing management and leadership. Emphasis is placed on the acquisition of leadership skills that are effective in a turmoil of change. Components of this course are transformational leadership, process of change, case management, aspects of teamwork including delegation and management concepts. (20 clinical hours) 3 credits.

*Prerequisite:* All required core courses.

PHL 215+

**Philosophy: Methods and Applications**

This course offers an intensive introduction to philosophic problems and methodologies as developed by major figures in the history of philosophy. Applications of philosophic methods to problem-solving, decision making, ethical thought, and strategic thinking are considered. 3credits.

*Humanities.*

PHL 251+

**Critical Thinking**

This basic logic course helps students develop the ability to think both clearly and critically primarily in the disciplines of inductive and deductive logic. Emphasis is placed on the recognition of fallacious reasoning, unclear or misleading language, and manipulative techniques in various forms of communication. 3credits. *Humanities.*

PHL 260

**Philosophical Thinkers of Western Civilization**

The purpose of this course is to introduce the student to six of the western world's greatest philosophers: Plato, Aristotle, Rene Descartes, John Locke, Jean Jacques Rousseau, Immanuel Kant, Karl Marx, and Fredreich Niezsche.

Through listening to tapes and reading a few outside sources which summarize the life and most important writings of each philosopher, students will gain an appreciation for the significant contributions of each of these great thinkers of western civilization. 1credit. *Humanities.*

PHL 323+

**Ethics in Management**

This course provides opportunities for analysis and synthesis of the role of ethics in the organization. Emphasis is placed on the way ethics affect thinking, relationship development, policy formation, and professional conduct in the workplace. Students develop the skills to understand and integrate constructive ethics into practices that support the success of the employee and the organization. 3 credits. *Humanities.*

PHL 443

**Mind and Machine**

This course examines the similarities and differences between human and artificial intelligence, the practical and logical difficulties of comparing the two, and the social and ethical implications of future developments in artificial intelligence. 3credits. *Humanities.*

PHL 466+

**Foundations of the Free Market System**

This course is a study of the philosophical and historical foundations of the free market system. Students will study the theories of Plato, Adam Smith, George Hegel, Karl Marx, etc., and examine their influences on the development of the free market economy, the rise of the middle class, and the concept of individual freedom. The origins of business organizations and international trade and commerce will also be discussed. This course provides an example of how ideals are formed and how they change the world. 3credits.

*Humanities.*



POL 215

**State and Local Political Processes**

This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political, and public policy challenges. 3credits. *Social Sciences*.

POL 443+

**Wealth and Power in America**

This course presents ideas concerned with the distribution of wealth and power in America, and the validity of those ideas tested against accepted rules of investigation and evidence. Conflicting ideas, including publications and public statements, are examined and tested for validity. The techniques of misinformation and disinformation are discussed, and their use in arousing irrational or emotional responses are examined. 3credits. *Social Sciences*.

POS 355

**Introduction to Operating Systems**

This course is an introduction to operating system concepts, which include process, memory, file, and network management. Both mainframe and desktop operating systems are used as illustrative examples. 3credits.

*Prerequisite: CSS 335*

POS 355.1

**Introduction to Operating Systems**

This course provides a conceptual foundation of the organization and operation of computers for the information system professional. Topics covered include computer components and operation, operating system concepts, program execution, and operating system internals such as paging, segmentation and virtual memory. 3credits.

*Prerequisite: CIS 319*

POS 360

**Programming Concepts**

This course provides the conceptual foundation for the logical structures necessary to develop business-related computer software programs. Topics include input/output operations, variables, functions, conditional structures, looping, arrays, and computer program development. 3credits

*Prerequisite: POS 355.1*

POS 370

**Programming Concepts**

This course provides the conceptual foundation to develop computer software programs. Topics include program structure and syntax, documentation, input/output, constants and variable, calculations, logic structures, control structures, arrays, and design considerations. The course uses C++. 3credits.

*Prerequisite: POS 355*

POS 400

**Introduction to Object-Oriented Programming**

This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls and procedures. The course uses *Visual Basic*. 3credits.

*Prerequisite: POS 370*

POS 405

**Advanced Visual Basic**

This course continues the subject in POS 400, Introduction to Object-Oriented Programming. It extends the study of *Visual Basic* programming. Topics include designing complex applications and the use of data files. ActiveX is also introduced. The course uses *Visual Basic*. 3credits.

*Prerequisite: POS 400*

POS 410

**SQL For Business**

This course covers Structured Query Language (SQL), which is a common language that allows the query and manipulation of data in relational databases. The course uses SQL. 3credits.

*Prerequisite: DBM 405*

POS 420

**Introduction to UNIX**

This course is a survey of the *UNIX*. Topics emphasize operations of the UNIX system that enable a user to make efficient use of files, file systems, and processes. The course uses *UNIX simulations*. 3credits.

*Prerequisite: POS 355*

POS 425

**Introduction to Windows NT**

This course is a survey of *Windows NT*. Topics emphasize the structure and the various applications supported by *Windows NT*. 3credits.

*Prerequisite: CMGT 450*

POS 426

**Windows 2000**

This course is a survey of *Windows 2000*. Topics emphasize the structure and the various applications supported by *Windows 2000*. The course uses *Windows 2000 simulations*. 3credits.

*Prerequisite: NTC 360*

POS 440

**Introduction to C++**

This course introduces the student to C++ . Topics include C++ basic, selection and repetition structures, sequential files, arrays, and C++ libraries. 3credits.

*Prerequisite: CMGT 450*

POS 450

**C++ Programming**

This course builds upon the Introduction to C++ programming class. Class assignments consist of weekly programming projects that build on one another and lead toward a complex C++ application. 3credits.

*Prerequisite: POS 440*

PSY 200+

**Introduction to Psychology**

This course will provide an overview of basic psychological principles that will allow for an understanding and appreciation of the wide variety of human behavior that effects everyday life. From a historical perspective, and with attention to research-based behavioral science, students will be provided an opportunity to hone their critical thinking skills in relation to psychology. 3credits. *Social Science*.

PSY 250

**Psychology of Personality**

This course examines leading theories of personality and analyzes the roles of such factors as environment, social learning, training, mental disorders, intelligence, creativity, and family structure on personality development. Emphasis is on application for personal growth, interpersonal relationships, and organizational processes. 3 credits. *Social Science*.

PSY 301

**Emotional Intelligence**

This course examines the concepts and practical applications of emotional intelligence. Its focus is the basic skills in emotional intelligence, strategies for developing basic skills and strategies for dealing with others of varying emotional backgrounds and competency levels. 1credit. *Social Science*.

PSY 320

**Human Motivation**

This course examines the major issues and organizing principles that delineate the topic of motivation. Various theories will be assessed to understand motivation and analyze diverse motivation systems in terms of their primary components of biological, learned, and cognitive behavior. 3 credits. *Social Science*.

PSY 350

**Adult Development**

Study of physical, mental, emotional, and social phases of adult development from age 20 to death. Roles and responsibilities associated with career, marriage, parenthood, and retirement are discussed. 3 credits. *Social Science*.

PSY 401

**Cognitive Psychology**

This course will explore cognitive processes in terms of their information-processing approach. These processes operate on the information we have stored and modified to suit our current purposes. Emphasis is placed on how an understanding of cognitive science will facilitate managers' understanding of employee differences. Students will develop a fundamental understanding of the nature of cognitive processes and their relationship to the organization. 1credit. *Social Science*.

PSY 425

**Chemical Dependency in the Workplace**

This course studies the disease of chemical abuse including dependency and addiction as it evolves and relates it to the individual, family, and society with an emphasis on the employer and work environment. The most frequently abused drugs are discussed to provide assistance in identifying impaired work performance. Examination of employee assistance programs and policies/procedures are included. The legal and ethical implications of chemical dependency in the workplace are addressed. 3 credits. *Social Science*

PSY 428

**Organizational Psychology**

This course is concerned with analyzing the organizational structure and attempting to maximize and achieve performance excellence through individual and work groups by facilitating an understanding how psychology influences the outcome of work. Understanding customer relationships is also explored. 3credits.

PSY 430

**Team Dynamic for Managers**

This course provides an exploration into how employees assigned in teams' function for the completion of organizational objectives. Emphasis of the growing dependency of self-directed work teams is provided. This course equips students with the ability to successfully assign subordinates to a team, manage work teams, and how to gain successful results via team dynamics. Impacts upon customer satisfaction are explored. 3credits.

**QNT 321 ✦**

**Statistics in Business I**

This course surveys descriptive statistics with emphasis on practical applications of statistical analysis. It examines the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and business research.

3credits.

*Prerequisite: MTH 209*

**QNT 322 ✦**

**Statistics in Business II**

The application and functions of statistical methods in improving quality and productivity, and the principles of collecting, analyzing, and interpreting data are covered in this course.

*Prerequisite: QNT 321*

**QNT 424.3**

**CIS Probability and Statistics**

This course provides a background in probability and statistical methods useful to the computer information system professional. Topics covered include: organization of data, averages and variations, elementary probability theory, probability distributions, sample sizes, linear regression and correlation.

3credits.

*Prerequisite: MTH 410*

**QNT 436.3**

**Statistics in Health Care**

This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. Examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in nursing and health care research are also included.

3 credits.

*Prerequisite: Math proficiency or MTH 209*

**REL 333 ✦**

**World Religious Traditions I**

The major historical developments, structural cosmology, values, and symbolic interpretation of the Hindu, Buddhist, Confucian, and Taoist religious traditions are studied.

3credits. *Humanities*

**REL 334 ✦**

**World Religious Traditions II**

The major historical developments, structural cosmology, values, and symbolic interpretation of the Judaic, Christian, and Islamic religious traditions are studied.

3 credits. *Humanities*

**RES 320**

**Fundamentals of Research**

This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.

3 credits.

*RES 341*

**Research and Evaluation I**

This course integrates applied business research and descriptive statistics. Examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques and interpretation of statistical findings in business and research will be the primary focus.

3 credits.

*RES 342*

**Research and Evaluation II**

This course is designed to equip the students with business research techniques and statistical tools. The student will be able to identify a problem, research, evaluate, and recommend alternatives to improve a situation, solve a problem, or change a process in a business environment.

3credits

*Prerequisite: RES 341*

**SCI 160**

**Introduction to Life Sciences**

This course provides a general introduction to biology for non-science majors emphasizing the diversity of life forms, the structure and processes of living organisms and the human and social implications of the life sciences.

3credits. *Science/Technology, Physical/Biological Sciences*

**SCI 220 ✦**

**Human Nutrition**

This course provides an overview of nutritional concepts as related to therapeutic dietary planning, including the physiological and sociocultural aspect of human nutrition. Students analyze and plan diets.

3 credits. *Science/Technology, Physical/Biological Sciences*

**SCI 256**

**People, Science and the Environment**

This course explores the interrelationship of human beings and their living and nonliving environments. The role of science in helping to define and address problems that stem from these interactions is examined.

3credits. *Science/Technology, Biological/Physical Sciences*

SCI 260

**Scientific Thinkers**

This InteliQuest course is a three-week independent study course. It is designed to provide in-depth information about the lives, times, and achievements of eight great scientists of the Western world, spanning the time frame of 130 A.D. to the present. This course contains the biographies of eight individuals that have changed the way the world is viewed. Students will compare and contrast these individuals' lives, as well as analyze their contributions to society through discussion questions and essays. 1credit. *Science/Technology*.

SCI 300

**Paradigms of Health**

This course provides an overview of health and wellness in today's society. Emphasis is placed on the role of the individual in attaining his or her personal level of wellness through a holistic preventive model. 3credits. *Science/Technology*.

SCI 301+

**Survey of Alternative Medicine**

This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants overview a comprehensive range of physical, psychological, and energy therapies resulting insight, awareness, and appreciation for diverse approaches to medicine. 1credit. *Science/Technology*.

SCI 310

**Elements of Physics**

Introduction to key concepts in physics for non-science majors. The course also addresses ways in which study of the physical universe has influenced human understanding in other fields. 3credits. *Science/Technology, Physical/Biological Science*.

*Prerequisite: MTH 209*

SCI 350+

**Astronomy**

This course introduces students to scientific study of the earth, its solar system, space, stars, galaxies, and the universe. Includes an overview of historical developments in astronomy from ancient mythology to modern science. 3 credits. *Science/Technology, Physical Sciences*.

SCI 362

**Environmental Science**

This course explores the application of the fundamental concepts of air and water pollution, solid and hazardous wastes, radiation, occupational safety and health, and environmental law in the business organization. 3credits. *Science/Technology, Physical Sciences*.

*Prerequisite: SCI 256*

SCI 405

**History of Science**

This course provides a broad overview of the development of science from its earliest roots through the 15<sup>th</sup> century. Beginning with the prehistoric origins of science, the course proceeds through the science of ancient Egypt, Mesopotamia, Greece, and Rome and the science of medieval Islam and Christendom. The course will address science in antiquity through the middle ages from a philosophical, religious, and institutional perspective. Upon completion of this course, the student will be able to recognize the nature of early scientific achievements and their conceptual and institutional origins; to understand how these achievements were related to each other and to other cultural currents, particularly in philosophy and religion; and to appreciate how transformation in scientific thought drastically changed views of nature and humankind's place in nature. 3credits. *Science/Technology*.

SOC 101+

**Contemporary Issues in America Business**

This course is a study of management techniques and their application to the issues of today. 3 credits. *Social Science*.  
*Prerequisite: GEN 101*

SOC 200+

**Introduction To Sociology**

This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and meanings of our lives are part of group dynamics, of social institutions, of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices. 3credits. *Social Science*.

SOC 300

**Introduction to Southwest Studies**

Overview of the history and culture of the Southwestern United States. This course focuses on ancient and modern Native American groups, early explorers, and the historical development of the region's society, economy, and politics. 3credits. *Social Science*.

SOC 315

**Cultural Diversity**

This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class, and cultural background. 3 credits. *Social Science*.

TEC 205

**The Engineering Process**

Introduction to the role of engineering in applying science and technology to material culture. The course provides an overview of problem solving approaches used by engineers and the inter-relationships among science, technology, and society. 3credits. *Science/Technology*.

TEC 401

**Human Factors in Technology**

This course provides an understanding of effective integration of technology to improve organizational performance. Students will learn how to evaluate strategies for utilizing technology to support personal and organizational growth. Additionally, students will be exposed to the sensitive impact of an ever increasingly association with E-Commerce upon the workforce. Impacts upon customer relationships are explored. 3credits.

WEB 350

**The Internet: Concept and Applications**

This course examines the Internet and provides an integration of information technology subjects. Topics include the history, facilities, services, and trends of the Internet. The functions of information technology that support e-Business are emphasized. 3credits.

*Prerequisite: NTC 410*

WEB 350.1

**The Internet: Concept and Applications**

This course is an introduction to business use of the Internet, including the history, facilities and services, browsers, search engines, architecture and intranets. Also included is an overview of development tools and security. The student will be able to use the World Wide Web to research business problems and understand the role of the Internet to support business operations such as marketing, data transfer and customer service. 3 credits.

*Prerequisite: CIS 319*

WEB 400

**Web Programming**

This course covers the design and application of hypertext markup language (HTML), which is used to create documents on the World Wide Web. The topics include structure, presentation format, lists, links, images, tables, frames, and forms. The student will create Web pages.

*Prerequisite: WEB 350.1*

WEB 410

**Web Programming I**

This course covers the design and application of hypertext markup language (HTML), which is used to create documents on the World Wide Web. Topics include structure, presentation format, links, images, tables and frames. *JavaScript* and *XML* are also introduced. The course uses *HTML* and *JavaScript*. 3credits.

*Prerequisite: POS 370*

WEB 420

**Web Programming II**

This course continues the subject in WEB 410, Web Programming I. Topics include designing multimedia Web pages and an introduction to *Java* and *Java* applets. Emphasis is placed upon the appropriate use of Web programming tools. The course uses *JavaScript* and *Java*. 3credits.

*Prerequisite: WEB 410*

WEB 430

**Web Programming III**

Building upon Web Programming I and II, this course covers *Java*. Emphasis is placed upon the appropriate use of the 'programming tools introduced. The student will create basic Java programs and applets. 3credits.

*Prerequisite: WEB 420*

WEB 445

**Web Server Administration**

This course familiarizes the student with the client/server architecture associated with the World Wide Web and Intranets. Topics will include security and performance issues, firewalls, and Web server software products. 3credits.

*Prerequisite: CMGT 450*

WEB 450

**The Web: Current Topics**

The World Wide Web is one of the most dynamic computer environments. Web technologies are constantly changing. This course is based upon current topics dealing with the Web, in order to provide a means of staying abreast of that constant change. Topics include the latest programming languages, security developments, network and telecommunication technologies and business applications. 3credits.

*Prerequisite: WEB 445*

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## GRADUATE

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Courses are listed alpha-numerically based on the academic discipline prefix. Each course description is followed by the number of credits the course carries and any required prerequisites.

Courses available through Online are noted with a + symbol.

### ACC 529+

#### **Accounting for Managerial Decision Making**

This course integrates the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include the balance sheet, income statement, statement of cash flows, financial statement analysis, and internal techniques. 3credits.

### ACC 563+

#### **Advanced Accounting Information Systems**

This course is designed to present an understanding of accounting information systems and their roles in the accounting environment. Particular attention is paid to transaction cycles and internal control structures. Topics covered include software development life cycles, contemporary technologies and applications, control concepts and procedures, auditing of information systems, Internet, Intranets, electronic commerce, and the role of information systems in a business enterprise. 3credits  
*Prerequisite: CIS 564.4, ACC 529.*

### ACC 573+

#### **Advanced Cost Accounting**

This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation. 3credits.

*Prerequisite: ACC 529.*

### ACC 583+

#### **Advanced Corporate Income Tax**

This course presents the aspects of the formation, reorganization, and liquidation of corporations and the impact on shareholders. Taxation issues involved in the partnerships, corporations, and S-Corporations are examined, as well as estate and gift taxes, basic tax planning, and research. 3credits.

*Prerequisite: ACC 529.*

### ACC 593+

#### **Accounting Theory**

This course focuses on accounting conceptual framework, accounting concepts, standard setting measurement and recognition issues, and characteristics of accounting information. 3 credits.

### ACC 595+

#### **MBA/ACC Capstone Course**

This course is an exercise in practical, professional management decision-making and analysis and is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders with ethical and legal considerations. The course requires the student to synthesize and integrate the theory and practice learned from all of the courses in the MBA/ACC curriculum and apply them toward the development of recommended solutions for specific managerial situations found within organizations in the business environment. 3 credits.

*Prerequisite: All other required courses*

### BUS 550+

#### **Conflict Management Systems**

This course provides students with both a theoretical and a practical framework for systematically identifying and managing organizational conflict, both internal and external. Students will become familiar with the criteria for designing and applying dispute resolution alternatives as part of a conflict management system design. Students will explore various dispute resolution alternatives and their history while identifying resources to support current application of the alternatives. As a key element of dispute resolution, students will learn win-win negotiation skills and practice their application in role-plays. In a learning team project and presentation, students will demonstrate the practical application of a conflict management system design on an organization. 3credits.

*Prerequisites: HR 535*

### BUS 593+

#### **MAOM Capstone Course**

This course is an exercise in practical, professional management decision-making and is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the student to synthesize and integrate the theory and practice learned from all of the courses in the MAOM curriculum and apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. 3credits.

*Prerequisites: All courses of study.*

CED 528

**Discovering the World of Multimedia**

This course is designed for students with a basic proficiency in Macintosh applications who wish to learn the fundamental techniques and procedures for working in a multimedia environment. Videodisc and CD-ROM resources designed for the classroom are explored. Students learn applications and procedures which effectively incorporate multimedia-based information resources within instructional units, lesson plans, and student projects. 3credits.

CIS 564.4+

**Information Management in Business**

This course examines the design and management of internal capacity as it applies to all organizations. It examines the principles and techniques for designing, analyzing, and managing operations processes. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics include statistical process control, supply chain management, and total quality management. 3credits.

CMGT 555

**System Analysis & Development**

This course provides a solid background in analysis and design techniques for business system and application software development. Although System Development Life Cycle (SDLC) is fundamental to the course, other methodologies and tools are examined from a managerial perspective. The course uses *Microsoft Visio*.

*Prerequisite: CSS 561*

CMGT 574+

**CIS Business Communications**

This course provides the student with the opportunity to gain proficiency in both the written and oral presentation skills necessary for effective communication by a manager of technology. Through class discussion, written and electronic communications, and oral presentations, students will learn how to present and explain technical information to non-technical managers and employees. Students will review examples of technical information from various sources to learn the best and worst practices for both oral and written presentations. Students will analyze the elements of effective oral and written communication. 3credits.

CMGT 575+

**CIS Project Management**

This course addresses the process and skills needed for successful project management in the computer information systems and technology environment of business. Topics include project scoping, estimating, scheduling, budgeting, tracking, and controlling. The course uses *Microsoft Project*. 3credits.

*Prerequisite: CMGT 555*

CMGT 576+

**Programming Management**

This course provides an understanding of programming environments from a managerial perspective. COBOL, C/C++, Java, Visual Basic, HTML, XML, and JavaScript are compared and contrasted. Advantages and disadvantages of various languages are analyzed in business and technical applications. 3credits.

*Prerequisite: CSS 555, and CMGT 585*

CMGT 577+

**CIS Business Financial Management**

This course provides the non-financial manager or professional with a practical understanding of Accounting and Finance. Participants examine concepts and financial tools with an emphasis on their application to the IT environment. 3credits.

CMGT 578+

**CIS Strategic Planning**

This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need for and responsibilities of an Information Technology Steering Committee, the relationship of information systems planning to the overall organizational mission, goals and assessment of the organization's current state, determination of information technology, project and management requirements, and the means of prioritizing and selecting information technology projects. 3credits.

CMGT 579+

**CIS Risk Management**

This course addresses the considerations to provide for the protection of information assets and the management of risk exposures to those assets. The need to identify and reduce the risks to information assets will be examined. Course topics include: the need for control and protection of organizational data, the need for reliability in information systems (fault tolerance considerations), the identification of potential impacts present in the risks to information assets, the development of contingency plans and the role fulfilled by the implementation of security measures. 3credits.

CMGT 580+

**CIS Contracts, Ethics & Intellectual Property**

This course covers the interaction of law and ethics for management. Topics to be covered include management of intellectual property as a business asset, resolving legal conflicts, fair use practice, and ethical application of information in society and on the information superhighway. 3credits.

## CMGT 581+

**CIS Organization & Management**

This course examines various issues relative to the management of information technology (IT) in a business environment. Topics include: organizing the IT resources, staffing, personnel management, information systems/services department functions and processes, planning, the role of a CIO, management of information technology resources and the impact of new technologies. 3credits.

## CMGT 585

**CIS Risk Management and Strategic Planning**

This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Information technology security and disaster recovery plans are also examined. 3credits.

## CMHC 538

**Advanced Clinical Assessment**

The focus of this course is on tests used in counseling and test reports. It emphasizes learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and evaluated. Psychometric properties of tests are recognized as playing an important role in test selection. This course provides students with introductory experience in administering, interpreting, and reporting test results. It also enhances the students' ability to understand test reports. 3 credits

## CMHC 545

**Psychopharmacology**

This course examines the history, biochemistry, main effects, and side effects of prescription psychotropic medication. The goal of the course is to learn to work with clients who are taking psychotropic medication and monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included. 3 credits.

## CMHC 550

**Human Sexuality**

This course is intended to provide basic information regarding sexuality, including anatomy, physiology, normal functioning, psychosexual development, gender roles, sexual orientation, sexual abuse and trauma, and typical sexual disorders. Counseling interventions will be presented. The importance of positive sexual attitudes will be emphasized. 3 credits.

## CMHC 560

**Dependency and Addictions**

This course addresses chemical dependency, eating disorders, codependency, and gambling. Throughout, comparisons will be made between counseling people with problem dependencies and traditional counseling approaches. Topics include assessment of the chemically dependent, eating disorders, codependency, gambling and other problem dependencies, and the application of appropriate counseling methods and techniques. 3credits.

## CMHC 565

**Advanced Personality Theory**

This course assumes a basic knowledge of personality theories. The course focuses on understanding several models of personality theory and applying this knowledge to the clinical setting. Students develop a personal theory of human behavior, based on a thorough review of current personality theories, an evaluation of the empirical basis of those theories and application to case studies. 3credits.

## CMHC 570

**Seminar in Mental Health Counseling**

This seminar will be a capstone course, bringing together and helping the student integrate the foundations, contextual dimensions, and knowledge and skills necessary in the practice of mental health counseling. 4 credits.

## CMHC 585

**Counselor Supervision**

This course is an overview of the essential knowledge, skills, and legal and ethical issues in the clinical supervision of mental health professionals. Emphasis is on developing a practical model of clinical supervision. 1credit.

## CMHC 599 A/B/C

**Internship/Portfolio III**

This three part course provides the opportunity for students to practice the knowledge and skills learned in their course of study. Students are placed in mental health agencies for a 900-hour internship experience under the direct supervision of a qualified mental health professional. This gives them mental health counseling experience in a variety of activities that a regularly employed counselor might perform. 9credits.

*Prerequisites: CNSL 591*



**CMP 520 ✦**

**Learning and Technology**

This course will provide the student with an understanding of learning models and the impact technology can have towards enhancing and enriching the learning strategies that integrate technology as a vehicle in the differentiation of curriculum. Using technology tools for solving a variety of problems, evaluating student performance, and implementing distance learning systems will also be explored. 3credits.

**CMP 521 ✦**

**Using Computers in Education**

This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, student, and parents. Students will explore how technology has impacted curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion. Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction. 3 credits.

**CMP 522 ✦**

**Critical Issues in Educational Technology**

This course will introduce to the student research relative to the integration of technology into K-12 school systems, how to decode and apply research into K-12 technology integration initiatives. Students will also investigate current and future technology advancements in hardware, software, networking, support and training as well as the impact these advances might have on K-12 schools. Basic issues relating to ethics and equity will also be introduced. 3credits.

**CMP 530 ✦**

**Ethics and Technology in Education**

This course is designed to introduce the ethical issues relating to the use of technology in education. The course will examine the present and future controversies surrounding the integration of technology into the instructional process and educational institutions. Students will address the issues of information and intellectual property, privacy issues in a digital environment and the relationship of individual, governmental and societal concerns in an ever advancing and changing electronic community. 3credits.

**CMP 540 ✦**

**Integrating Educational Technology in the Classroom**

This course focuses on how to effectively integrate educational technology into various content areas for different developmental and instructional levels. Students will explore the modes of technology available and develop activities for various learning environments (teacher directed, student centered, or problem based in a stand-alone, hub, or lab situation). Students will assess and evaluate technology applications as they affect student learning. 3 credits.

**CMP 555 ✦**

**Designing and Producing Educational Technology**

This is a comprehensive course that first considers the process used to design and evaluate technology products. Next, a careful analysis will be made of the various elements of design including opportunities to analyze and evaluate actual developed products. Students will be able to evaluate educational software, apply it in the classroom and determines its effectiveness in learning environments. Students will design a product for use with students in the classroom. 3credits.

**CMP 560 ✦**

**Instructional Multimedia Authoring**

This course is designed to give students the opportunity to use a variety of multimedia authoring programs as they develop their abilities to synthesize available research in a number of electronic and hard copy formats. By synthesizing the available research on instructional design and current theories of learning, students will create instructional courseware using a minimum of two-selected multimedia authoring programs. This course provides the students with first hand experience in the methodologies of multimedia presentation development as it provides student s the opportunity to learn a variety of techniques and methods as they develop effective and relevant multimedia experiences. 3credits.

**CNSL 501**

**Introduction to Graduate Portfolio**

This non-credit course provides the prospective student with orientation and practice for the skills and knowledge assessed in Portfolio I. Portfolio I must be passed before a student may be admitted to any Department of Counselor Education program. 0credit.

## CNSL 505

**Life Span Development**

This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, culture and social roles. Students evaluate clinical situations and assess potential therapeutic interventions in context. 3 credits.

## CNSL 511

**Professional Counseling Assessment Portfolio I**

Portfolio I replaces admission testing with an assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the learning and practice of counseling. Portfolio I is a workshop, 1hour, non-credit course which helps determine student appropriateness for the program. The purpose of the assessment process is twofold: 1) to help the student evaluate his or her aptitude for the counseling program and 2) to evaluate the candidate's readiness for admission. 0 credit.

## CNSL 515

**Professional Counseling Communication Skills**

This course provides students with opportunities to build their oral and interpersonal communication skills. As an essential component to professional counseling, students are exposed to communication theory and integration of communication skills into the counseling process. The influence of multicultural diversity and the environment in which communication occurs are explored. 2credits.

## CNSL 520

**Counseling Models and Theories**

This course enables students to differentiate among the primary theoretical models of counseling practice such as psychodynamic, existential and emotive, cognitive-behavioral, and systems. Emphasis is on the importance of students recognizing belief systems which accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a varied client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. 3credits.

## CNSL 527

**Legal and Ethical Issues in Professional Counseling**

This course emphasizes the legal and ethical responsibilities of the counseling professional. Students become familiar with the code of ethics and legal parameters of their discipline in order to effectively interpret and act upon situations in an appropriate and effective manner. Content includes such issues as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision making models. 3 credits.

## CNSL 530

**Professional Counseling Assessment Portfolio II**

Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning to this point. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program, and to demonstrate professional competence and personal growth. 1 credit.

*Prerequisites: CNSL 537, CNSL 548, Portfolio I*

## CNSL 534

**Social and Multicultural Foundations**

This course is designed to be a comprehensive foundation for understanding diversity among clients and family systems in a pluralistic society. Emphasis will be on counseling differences based on age, race, family background, ethnicity, religious preferences, gender identification, physical/mental limitations, etc. 3 credits.

## CNSL 537

**Introduction to Clinical Assessment**

This course focuses on the critical examination of models and tools in the area of clinical assessment. Family systems and developmental models of diagnosis, assessment, treatment, and referral allows students to continue to build a framework for professional counseling practice. Emphasis is on assessment of psychopathology, using the *Diagnostic and Statistical Manual* and developmental and behavioral assessment. Students have opportunities to experience intake interviews, take psychosocial and sexual histories, conduct mental status exams, and perform life style and cognitive assessments. 4credits.

CNSL 540

**Career and Life Planning**

This course is a comprehensive overview of career planning with an emphasis on the application of the techniques, theories, and methods of assessment. Historical developments, career development theories, career life-planning procedures, career counseling resources, implications for special populations, and prominent research concerning work and how it relates to individual functioning are analyzed and discussed. 3credits.

CNSL 548

**Individual Counseling**

This course provides students with intensive skill- building in individual counseling. The relationship between theory, strategy and intervention, setting goals with clients, closure, and referral are included as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, working with family systems, and multicultural diversity. 4credits.

CNSL 553

**Group Counseling**

This course provides students with intensive skill- building in-group counseling. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, facilitation and co-facilitation, and treatment plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components to effective group counseling practice. 4credits

CNSL 555

**Counseling Psychometrics**

This course integrates testing and clinical appraisal procedures with a counseling relationship. The focus is on the uses of tests in counseling. Psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results are emphasized. 2credits.

CNSL 570

**Critical Analysis in Research**

This course is an overview of the fundamentals of research and evaluation as they relate to educational, mental health, and community counseling as well as marriage and family counseling and therapy. The goals of the course are to help students become critical consumers of research and to develop the basic skills to generate a research proposal. 3credits.

CNSL 580

**Management and Supervision in Professional Counseling**

This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment, and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management and supervision, particularly as they relate to recent changes in the mental health care delivery system. 2credits.

CNSL 586

**Seminar in Community Counseling**

This course explores the foundations of community counseling, the context within which community counseling takes place, and the knowledge and skills required of those who practice community counseling. Study of the history and development of the mental health movement includes definitions of the professional identity of community counselors, investigation of professional organizations and standards of practice, and exploration of community demography. The contextual dimensions are studied by gaining familiarity with practice settings, community needs, principles of community intervention, characteristics of human services programs, and the relationship of community counselors to other professionals. Knowledge and skills gained include assessment of needs, multidisciplinary and comprehensive treatment planning, effective use of community resources, and strategies for client advocacy. 4credits.

CNSL 591O

**Practicum/Internship Orientation**

This course provides an orientation to practicum and internship. 0 credit.

CNSL 591

**Counseling Practicum**

This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course. 4 credits.

*Prerequisite: CNSL 530*

## CNSL 599A/B

**Internship/Portfolio III**

Counseling internship is a 600 hour clinical experience required of all MC/CC students. Divided into 300 hours sections, each lasting 15 weeks, CNSL 599 A&B comprise Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies for 20 to 32 hours per week where they provide clinical services to clients under the direction of an approved agency site supervisor. 6 credits.  
*Prerequisite: CNSL 591*

## COM 515+

**Managerial Communication**

This course provides new graduate students with an introduction to the graduate-level program and strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication and resources; individual and group presentation techniques; electronic research resources; introduction to the purpose and uses of the electronic portfolio; critical thinking, stress and time management, and Learning Team processes. 1credit.

## CSS 553+

**Software Engineering**

This course explores the framework and strategy for creating an environment to develop and engineer software according to the business needs of an organization. The course teaches the techniques of software engineering while focusing on the quality of development and the support of business objectives during the software engineering process. 3credits.  
*Prerequisite: POS 568*

## CSS 558+

**Database Concepts I**

This course examines database concepts from a business perspective. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, logical design, data administration, and normalization. The course emphasizes organizing data resources within a business enterprise from a managerial perspective. The course uses *Microsoft Visio*. 3credits.

*Prerequisite: CMGT 555*

## CSS 559+

**Data Base Concepts II**

This course continues the subject of CSS 558, Database Concepts I. The course focuses on database management systems from a business managerial perspective. MS Access, Oracle, DB2, and SQL Server are compared and contrasted. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses *Microsoft Access* and simulations of *Oracle* software. 3credits.

*Prerequisite: CSS 559*

## CSS 561

**Programming Concepts**

This course covers the basic concepts of computer programming. Topics include program structure and syntax, documentation, input/output, constants and variables, calculations, logic structures, control structures, arrays, file access, and design considerations. The purpose of this course is to insure that managers have experience with computer programming in order to make more informed "build vs. buy" software decisions. The course uses C++.

## CSS 586

**Information Technology Application Project**

This course provides the student with an opportunity to develop a topic in the CIS field under the direction and supervision of a faculty member. A project proposal will be submitted to and approved by the faculty member. Upon completion of the project, the student will prepare a written management report and an oral presentation on the results of the project. The focus of this course will be on the reinforcement of the critical thinking skills that are necessary for managerial success in the IS/IT environment. Students will apply the knowledge they have gained in the prior courses of the MSCIS program to identify problems, to evaluate solutions and alternatives, to synthesize recommendations, to successfully communicate and present their ideas, and to understand the process of reaching a winning solution. 3credits.

*Prerequisites: Completion of at least 32 MSCIS graduate credit hours including all MSCIS foundation courses.*

*Prerequisite: All other courses in the Required Course of Study.*

## CUR 524+

**Instructional Design**

This course is designed to provide students with the instructional planning skills they need to develop educational course and materials. Students will study the relevant theories of instructional design and apply proven procedures for designing, developing, implementing, and evaluating objectives-based instruction. Specific focus will be given to the creation of materials appropriate for adult learners in classrooms and learning at a distance, including attention to life experiences, entry level skills, motivational needs, and modes of delivery. 3 credits.

## CUR 558+

**Foundations of Curriculum and Instruction**

This course provides a foundation for understanding and analyzing curriculum and instruction theories. The history of curriculum as it relates to social, political, and scholarly discourse is examined in-depth. Students will investigate the various state, national, and institutional based movements occurring within the field of curriculum studies. This course also will cover the philosophies of curriculum their relevancy to different instructional settings including the elementary, middle/junior , and high school. 3credits.

**CUR 562+**

**Standards-Based Curriculum and Instruction**

This course focuses on the development of strategies for linking standards-based education to classroom curriculum. This course will utilize local, state, and national standards as well as current research on standards as a basis for understanding standards-based instruction. An in-depth analysis of standards is explored and focus is on improving student learning in the areas of language arts, mathematics, social studies, and science. Students will learn to create effective standards-based performance assessment tasks for their classrooms. This course will also cover how content standards affect all students, including students with Individualized Education Plan, students who are consistently exceeding standards, and students who are falling below standards. 3 credits.

**CUR 578+**

**Evaluation of Curriculum**

This course is designed to provide students with the evaluation skills necessary to analyze curriculum, educational resources, and instructional strategies. Students will apply procedures for evaluating and recommend strategies for improving the quality and effectiveness of curriculum and instruction. Specific focus will be given to the creation of materials appropriate for learners in classrooms and learning at a distance, including attention to entry level skills, motivational needs, and various modes of delivery. 3credits.

**EBUS 500.1+**

**e-Business Principles and Practices**

This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management, how to leverage technology to enhance business processes, the unique characteristics of e-marketing, and how the legal, ethical, and regulatory environments act as a filter for conducting e-business. 3credits.

*Prerequisite: CIS 564.4, LAW 529, MGT 554, MKT 551.*

**EBUS 510+**

**e-Business Operations**

This course integrates business processes and technology for new and existing organizations conducting e-business. Key business processes included are Enterprise Resource Planning, Customer Relationship Management, Selling Chain Management, Supply Chain Management, e-procurement, and Knowledge Management. These are linked to the appropriate application architecture for different business models. 3credits.

*Prerequisite: EBUS 500.1*

**EBUS 520+**

**e-Marketing Theory and Application**

This course examines the theory and application of electronic marketing. In addition to looking at the new marketing mix, which applies the Internet to the traditional marketing functions of products, price, distribution, and promotion, students will gain experience in Web site evaluation and development and determine how different industries can use the tool of the Internet in creating new markets. 3credits.

*Prerequisite: EBUS 500.1*

**EBUS 530+**

**e-Law and Risk Management**

This course examines the process of risk management in multifaceted e-business context. Operational, financial, legal, strategic, and technical aspects of risk management are analyzed. Students will be exposed to emerging and global issues in e-commerce risk management. Each student will prepare a risk management assessment of an existing e-business. 3credits.

*Prerequisite: EBUS 500.1*

**EBUS 540+**

**e-Strategy Formulation and Implementation**

This course develops the concepts of strategy as applied to the dynamic e-business environment. Students will learn to formulate, implement, and evaluate global e-business solutions. This is the capstone course for the e-business curriculum and integrates strategy and policy formulation, e-business architecture, marketing strategy, and legal and ethical considerations. 3credits.

*Prerequisite: EBUS 500.1, EBUS 520, and EBUS 530*

**EBUS 550+**

**Creating the e-Business**

This is an integrative course and the capstone for the MBA/EB. The outcome is for students to design an e-business while drawing upon skills learned from the previous e-business specialty courses. Students will complete a design for all elements of an e-business, whether creating an original business as an e-business or converting an existing business. An integral part of the design will be a convincing argument for why the business will be financially successful. 3 credits.

*Prerequisite: All other required courses.*

**ECN 518**

**Educational Counseling Theories**

This course is a study of selected theories/schools of thought in counseling and psychotherapy as they apply to a school guidance setting. The focus is on examining key concepts, therapeutic processes, and interventions and procedures of each theory. Emphasis is placed on the integration of theory for students' professional development as school guidance counselors. 3 credits.

ECN 520

**Legal and Ethical Issues in School Counseling**

This course emphasizes the legal and ethical responsibilities of the school counselor. Students become familiar with the code of ethics and legal parameters of their discipline in order to effectively interpret and act upon situations in an appropriate and effective manner. Content includes such issues as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision making models. 3 credits.

ECN 531

**Professional Assessment, Part I**

This one-credit assessment course samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the learning and practice of school counseling. This course helps determine the student's appropriateness for the program. The purpose of the assessment process is to help the student evaluate his or her aptitude for the school program and to evaluate the candidate's readiness for admission. 1 credits.

ECN 532

**Professional Assessment Portfolio, Part II**

This course helps students integrate and evaluate their learning to this point. Like the activities in an assessment center, this course provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program, and to demonstrate professional competence and personal growth. 3 credits.

*Prerequisite:* ECN 531

ECN 540

**Introduction to School Guidance Counseling**

This course examines the evolution of counseling/guidance programs in the schools. The process of assessing current programs, and designing, planning and implementing a comprehensive competency-based counseling and guidance program are emphasized. 3 credits.

ECN 545

**Student Career Counseling**

This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in school, including the development of individual career life plans for students and adults in transition. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. The course provides an historical perspective of career counseling on which to base predictions of future trends. Issues related to career counseling for individuals from special populations are addressed. 3 credits.

ECN 550

**Critical Issues in Educational Counseling**

This course is designed to allow students to explore current social and cultural issues which require specific counseling and intervention strategy techniques within the comprehensive guidance model. Students focus on the professional issues and the societal demands placed on the school counselor 3 credits.

ECN 551

**Seminar in School Counseling**

This course includes the study of models of curriculum design, implementation and evaluation; post-secondary educational opportunities to include coverage of scholarships, financial aid, and job placement; the use of technology for data management and analysis; and collaboration issues to support program goals. 3 credits.

ECN 555

**Student Assessment and Evaluation in Education Counseling**

This course focuses primarily on the school guidance counselor's role in the selection, administration, interpretation, and technical support of testing in the school setting. Test construction and standardization are studied along with the use of tests for K-12 student placement decisions. Interpretation of test information also is examined and students learn ways to convey test results to various audiences, including teachers, parents, and administrators, as well as elementary and secondary students. Authentic assessment and its place in the entire scope of school-based testing is also examined. 3 credits.

ECN 560

**Educational Counseling of the Individual**

This course covers individual counseling practices based on individual case management. Techniques and skills for intervention and guidance are investigated and applied to situations commonly faced by school guidance counselors in the context of the population they serve. 3 credits.

*Prerequisites:* ECN 518, and ECN 540

ECN 565

**Educational Counseling of Groups**

This course provides the student with both group facilitation experience and skills and group participation experience. The student learns what effective group counseling is, how group counseling is implemented in the school setting, and the techniques, strategies, and activities that facilitate a successful group experience for guidance counselors and students. 3 credits.

*Prerequisite:* ECN 518 and ECN 540

ECN 571

**Family Interventions in Educational Counseling**

This introduces fundamental concepts and practices in family interventions in the educational organizations. Emphasis is on strategies used for a wide range of populations and school-related issues. 3credits.

ECN 572

**Dependency and Addictions in Families**

This course addresses chemical abuse-dependency counseling practices and practices related to eating disorders, codependency, sex addiction, compulsive spending, gambling and other problem dependencies. The course provides a thorough orientation to chemical dependency and other problem dependencies counseling. Throughout the course, comparisons will be made between counseling people with problem dependencies and traditional counseling approaches. Topics include assessment of the chemically abusing or dependent, as well as eating disorders, codependency, sex addiction, compulsive spending, gambling and other problem dependencies, and the application of appropriate counseling methods and techniques. 3credits.

ECN 573

**Social and Multicultural Issues in Educational**

This course is designed to be a comprehensive foundation for understanding diversity among clients and family systems in a pluralistic society. Emphasis will be on counseling differences based on age, race, family background, ethnicity, religious preferences, gender identification, physical/mental limitations, etc. 3credits.

ECN 574

**Analysis and Evaluation of Research**

The goals of this course are to help students to become critical consumers of research, to analyze statistics presented in research findings, and to develop basic skills used in the research process. 3credits.

ECN 581

**Educational Counseling Practicum**

This practicum is designed to help students make a transition from studying school guidance and counseling concepts to the practical application of these concepts in school setting. Students will complete a minimum of 100 clock hours of field experiences under supervision as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsive services, and system support. *Offered in Colorado only.* 3credits.  
*Prerequisites: ECN 560, ECN 565*

ECN 582

**Educational Counseling Internship, Part I**

This internship will provide opportunities for the student, under the supervision of a licensed professional school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform, including individual counseling, group work, developmental classroom guidance and consultation. Students will complete a minimum of 300 clock hours of field experiences in this course at the appropriate grade level(s). *Offered in Colorado only.* 3 credits.

*Prerequisite: ECN 581*

ECN 583

**Educational Counseling Internship, Part II**

This course is a continuation of the internship experience. Students will be supervised in a school setting at the appropriate grade level(s) for which endorsement is being sought. It will provide opportunities for the student, under the supervision of a licensed professional school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform, including individual counseling, group work, developmental classroom guidance and consultation. Students will complete a minimum of 300 clock hours of field experiences in this course. *Offered in Colorado only.* 3credits.

*Prerequisite: ECN 582*

ECN 590

**Counseling Practicum: Elementary Education**

This practicum is designed to help the student make a transition from studying school guidance and counseling concepts to the practical application of these concepts in elementary school setting. Students are closely supervised as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsive services, and system support. *Offered in Nevada only.* 3credits.

*Prerequisite: ECN 560 and ECN 565*

ECN 591

**Counseling Practicum: Secondary Education**

This practicum is designed to help the student make a transition from studying school guidance and counseling concepts to the practical application of these concepts in secondary school setting. Students are closely supervised as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsive services, and system support. *Offered in Nevada only.* 3credits.  
*Prerequisite: ECN 565 and ECN 560*

ECN 592

**Educational Counseling Practicum: Elementary**

This practicum is designed to help students make a transition from studying school guidance and counseling concepts to the practical application of these concepts in elementary school settings. Students are closely supervised as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsive, and system support. *Offered in Hawaii only.* 3 credits.

*Prerequisite:* ECN 560 and ECN 565

ECN 593

**Educational Counseling Practicum: Secondary**

This practicum is designed to help students make a transition from studying school guidance and counseling concepts to the practical application of these concepts in secondary school settings. Students are closely supervised as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsive services, and system support. *Offered in Hawaii only.* 3 credits.

*Prerequisite:* ECN 560 and ECN 565

ECN 596

**Educational Counseling Practicum**

This Practicum is designed to help students make a transition from studying school guidance and counseling concepts to the practical application of these concepts in school settings. Students are closely supervised as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsive services, and system support. A minimum of 120 practicum hours is required.

*Offered in Arizona only.* 3 credits.

*Prerequisites:* ECN 560 and ECN 565

ECN 597/598

**Educational Counseling Practicum I & II**

The Practicum is designed to help students make a transition from studying school guidance and counseling concepts to the practical application of these concepts in both school and clinical settings. Students are closely supervised as they develop skills in the comprehensive guidance areas of: Responsive Services, Guidance Curriculum, Individual Planning, and System Support. The Practicum experience is divided into two parts and each carries a different course prefix and number. ECN 597 is 5 workshops and 20 practicum hours and takes place in the University classroom and a school setting, while ECN 598 is 4 workshops and 15 practicum hours and takes place in the University classroom and a clinical site. *Offered at Utah only.* 2credits for ECN 597 and 1credit for ECN 598.

*Prerequisites:* ECN 597is prerequisite to ECN 598

ECO 515 +

**Economics of the Marketplace**

This course provides the foundation for the basis of human behavior in dealing with the conflict associated with scarcity of resources and unlimited human wants and needs. It looks at the impact of the marketplace upon the individual, the organization, and society. It helps to describe and predict human behavior under the constraint of scarce resources. The course also looks at the long-term economic viability of the organization in the global environment. 3credits.

ECO 533 +

**Economics for Managerial Decision Making**

This course develops principles and tools in economics for managers to use in making business decisions. Topics draw from both microeconomics and macroeconomics and include pricing for profit maximization, understanding and moving among market structures, management of business in expansions and recessions, monetary policy, and the new economy. The focus is on the application of economics to operating and planning problems using information generally available to the manager. 3 credits.

EDA 520

**Leadership Assessment Seminar I**

This course utilizes the Developmental Assessment Center from the National Association of Secondary School Administrators to assess a candidate's readiness as a school leader to effectively implement Oregon's Plan for the 21st Century. This serves as a source of information for a candidate to develop a professional development plan that will be utilized throughout their MAED program an into their administrative career. The course samples behavior in interpersonal skills, administrative skills, communication skills, and knowledge of self. Simulation exercises are utilized by trained faculty to assess the skills and performances of candidates. Candidates also participate in an interview process to assess administrative qualities. The interview will emphasize the themes of purpose, human interaction, human development, and resource awareness. 1credit.



EDA 525

**Oregon's Plan For the 21st Century**

This course is designed to introduce the history of school reform and frame Oregon's educational act within a national and historical perspective on the formal "change process." The course will examine the major historical reform initiatives from the 20th century, and include a brief survey of epistemology to support an understanding of the foundations of current education reform and the many changes over the years. With that framework, the course will take a detailed look at Oregon's 21st Century Act and analyze its components in terms of what it means for school administrators for short and long term restructuring and change. Finally, the course will look at similar reform initiatives around the nation. 1credit.

EDA 532

**Human Relations and Organizational Behavior in Education**

This course examines human relations and organizational behavior concepts, strategies, and theories from the public and business sectors, and applies them to the educational realm. The key processes of conflict resolution and organizational change are explored, along with how they influence educational organizations in the areas of leadership communication, problem solving, and multicultural issues. 3credits.

EDA 538

**Education Finance and Budgeting**

This course examines the concepts and theories that form the foundation of public school finance in American and the practical application of those concepts and theories in the areas of taxation and revenue sources, budget planning and development, court reform, risk management, and other associated school finance considerations. 3credits.

EDA 545

**School Law for Educators**

This course allows students to examine legal theory and practice in context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practice. 3credits.

EDA 550

**Human Resources Management in Education**

This course is designed to provide a practical overview of human resources management from a district and school perspective. The role of the human resource department and its influence on individual schools is discussed. Current practices of planning, selection, retention, and evaluation of personnel and their legal ramifications are emphasized. Updated views of bargaining/negotiating are also discussed. 3credits.

EDA 554

**Instructional Program Management and Evaluation**

The purpose of this course is to help the administrator-in-training to examine instructional supervision, organizational techniques, and other skills needed to manage and evaluate the instructional program. The course focuses on methods of staff supervision, curriculum development, instructional improvements, assessment, evaluation of instructional standards, and staff development. Students are expected to demonstrate that they can engage staff and community as they develop student standards and assessments, help staff evaluate learning, coach effective instruction, and promote a school climate for learning. 3 credits.

EDA 564

**The Role and Functions of the Principal**

This course examines the changing roles and functions of the principalship and explores leadership in the context of schooling. Research, theory, and practice are studied and integrated to develop principals who are collaborative instructional leaders for schools of the 21st century. 3credits.

EDA 590A/B/C

**Administrative Internship**

This course provides students interested in school administration with a comprehensive, supervised internship experience at a school site outside the University environment. 3credits.

EDD 520

**Critical Issues in Education**

This course is designed to allow students to explore current educational issues in the context of their social and philosophic foundations. By analyzing these controversial topics and their impact on education in today's society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences, and values clarification are discussed in relation to schooling. 3credits.

EDD 523

**Adult Learning: Theories, Principles and Applications**

This course focuses on adult development and learning theories. Students will identify the stages of adult development and examine the concept of andragogy versus pedagogy. Major theories of adult learning and how they relate to instructional practices will be explored. Intelligence, learning styles, and motivation are discussed in the context of teaching adult learners. Emphasis will be placed on teaching and learning models and strategies and effective practices in distance education. 3credits.

EDD 558

**Curriculum Design and Development**

This course focuses on understanding what curriculum is and how it is developed in schools. Foundations of curriculum planning is briefly examined, as is the role of philosophy in curriculum planning. Procedures of curriculum development, planning, implementation, and evaluation are major topics of the course, with an emphasis on practical applications. Curricular practices in elementary, middle, and high schools are explored. Current topics include standards-based education and authentic assessments. 3 credits.

EDD 562+

**Standards-Based Instruction**

This course focuses on the development of strategies for linking standards-based education to classroom curriculum. This course will utilize local, state, and national standards as well as current research on standards as a basis for understanding standards-based instruction. An in-depth analysis of standards are explored and focus is on improving student learning in the areas of language arts, mathematics, social studies, and science. Students will learn to create effective standards-based performance assessment tasks for their classrooms. This course will also cover how content standards affect all students, including students with Individualized Education Plans, students who are consistently exceeding standards, and students who are falling below standards. 3credits.

EDD 571+

**Introduction to Research and Graduate Studies in Education**

This course is designed to provide students with the basic knowledge and skills needed to be successful in their graduate studies at the University of Phoenix. An emphasis will be placed on using effective oral and written communications skills, understanding the importance of academic standards, and working successfully in groups. Additionally, students will be introduced to elements required to begin their individual action research project, including purpose/rationale, technical writing style, literature reviews, Internet basics, data collection, and components of the final report. 2credits.

EDD 573+

**Applications of Research**

This course reviews various applications of the individuals research project. Students explore factors related to presenting at conferences, submitting for publication and communicating findings to various agencies and organizations. The process of using research projects as the basis for grant writing is examined. 2credits.

EDD 574+

**Action Research Outline**

Students may begin work on the outline component of the action research project upon successful completion of EDD 571 and the approval of their problem statements and matrices by their research advisors. Students complete a sentence outline of Chapters 4 for their action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy and possible methods for analyzing results. The outline is used as a basis for writing the formal proposal. 1credit.

*Prerequisite: EDD 571*

EDD 575+

**Action Research Proposal**

Student may begin work on the proposal component of the action research project upon successful completion of EDD 574. Using their outlines as a framework, students create an implementation proposal for their research project. The proposal contains the same chapters, headings and subheadings as the outline, but is re-written in formal text. A timeline for specific actions is included. 1credit.

EDD 576+

**Action Research Report and Presentation**

This final phase of the research project is the formal report and proof of outside presentation. After implementation, students analyze their results and re-write the proposals into report form, including Chapter 5. The final chapter of the research report includes an analysis of findings and recommendations for change. 1credit.

*Prerequisite: EDD 575*

EDL 547

**Synthesis and Demonstration of Mastery**

In this one credit course students will deliver a multimedia presentation to an audience such as the School Board, parent group, professional organization or group of district and administrators. Students will present demonstrations of learning from their Professional Learning Portfolios and summarize, as well as synthesize, their Professional Growth Plan with an emphasis on authenticity and the impact of program learning on personal and professional growth. 1credit

EDTC 510 +

**Foundations of Distance Education and Training**

This course focuses on the principles of distance education as a medium for course, degree or training-based instruction. The history, philosophies and best practices associated with distance learning will be presented and analyzed. Current critical issues that impact the teaching/learning environment in distance delivery modalities also will be examined. 3credits

**EDTC 524+**

**Instructional Design**

This course is designed to provide students with the instructional design skills they need to develop educational courses and materials for adult learners. Students will study the relevant theories of instructional design and apply proven procedures for designing, developing, implementing, and evaluating objectives-based instruction. Specific focus will be given to the creation of materials appropriate for adult learners in classrooms and learning at a distance, including attention to life experiences, entry level skills, motivational needs, and modes of delivery. 3credits.

**EDTC 526+**

**Assessment and Evaluation in E-Education**

This course focuses on developing the skills necessary to become effective assessors of adult learners. Students learn the fundamentals of traditional testing and explore how to design alternative assessments in an electronic environment. Interpretation of assessment data, strategies for tracking student progress, and communicating results based on clear criteria and standards will be presented. Critical assessment issues facing distance education programs will be analyzed and debated. 3credits.

**EDTC 550+**

**Information Technology**

This course is an overview of information technology and covers hardware, software, programming, operating systems, databases, networking, telecommunications, and the Internet. The purpose is to give a basic understanding of information technology that can be used as a foundation on which to build e-education application courses. 3credits.

**EDTC 555+**

**Internet and Distance Education Delivery**

This course compares and contrasts different education delivery systems. Both asynchronous and synchronous deliveries are explored. An emphasis is placed upon Internet delivery and Internet course management solutions. 3credits.

**EDTC 560+**

**Applications of Multimedia and Web Page Design**

This course examines different elements of multimedia and then applies them to presentations solutions that range from Microsoft PowerPoint to Web pages. Basic HTML is covered as well as the integration of multimedia into Web page design. 3 credits.

**EDTC 570+**

**Courseware Authoring**

This courses compares and contrasts different approaches to courseware authoring. A development life cycle model is examined that includes analysis, design, development, implementation, evaluation, deliver, and support. An emphasis is placed upon the design and development of Web delivered courseware. 3credits.

**EDTC 575+**

**E-Education in the Global Environment**

This course focuses on the business of distance education from a global perspective. Educational systems, cultural differences as well as curricula of various global environments are explored. Students will study political and cultural issues that impact education and its delivery of education through distance (education) modalities. 3 credits.

**EDTC 590+**

**E-Education Capstone**

This is the final course in the E-Education program. Students will synthesize and integrate theories and practices learned from all courses in the program and apply them toward the development of a culminating design project. This course is an exercise in the practical application of new knowledge learned so that students exiting the program will be proficient in constructing courses and rich learning environment for effective instruction with a variety of learners. 3 credits.

**EDV 530**

**Assessment: Theory and Practice**

This course focuses on developing the skills necessary to become effective assessors of student learning. Student explore how to design alternative assessments and traditional testing tools which yield information on student progress to parents, administration, and the community are reviewed. Critical assessment issues facing our schools are analyzed and debated from the perspective of the researcher and the practitioner. 3 credits.

*Prerequisite: CMP 565*

**EDV 542**

**Diversity in the Classroom**

This course examines the implications and parameters of diversity in the classroom and in the school. It explores techniques and strategies to assist teachers in adapting curriculum and teaching methods to meet student needs for greater equality within the macroculture and to improve the quality of life. 3credits.

EDV 544

**Inclusion Methods for the Regular Classroom Teacher**

This course prepares the regular classroom teacher for the challenges of inclusive education. It covers typical characteristics and learning styles of various handicapping conditions and effective curricular modifications that can be implemented in the regular classroom setting. Collaboration and teacher networks in inclusive settings are also addressed. 3 credits.

EDV 548

**Educating the Gifted Student**

This course focuses on the task of understanding gifted and talented students and on the practices that are most appropriate for facilitating their educational development. Methods for identifying of these students are explained. Curriculum modifications in different content areas are presented and discussed. Strategies for developing creative thinking are described in order to motivate students and enhance gifted products. This course considers problems in identifying, programming, and evaluating underachievers, minority students, disabled youngsters, and other underserved groups within the gifted population. 3credits.

EDV 553

**At-Risk Programs and Instructional Strategies**

This course provides a dual focus to the problem of children "at risk": (1) environmental/societal influences outside of the school, and (2) academic programming to prevent failure and/or dropping out. Each segment of the school system is analyzed for the unique issues facing the school-age population as it "grows up" in school. Programs both in and out of school are reviewed for effectiveness in dealing with at-risk issues. Factors that contribute to a student's potential for becoming a dropout, from kindergarten through high school, are considered, and emphasis is placed on the role of the school as a part of the total community solution process. 3 credits.

EDV 563

**Critical Thinking Models and Methods**

This course is an investigation of various thinking models and their implications for educators. Students examine current research related to the course topics, create thinking models, and review teaching/learning methods which foster creativity. The course provides practice in creating classroom/school materials which may be used to facilitate the teaching of critical thinking in relevant contexts. 3 credits.

EDV 566

**Classroom Management**

This course examines the strategies used in managing a classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing rules and procedures, controlling disruptive students, motivating students, parent communication, and dealing with stress. The course focuses on helping students to develop an individual classroom management plan appropriate for their targeted grade levels and needs. 3credits.

EDV 569

**Assessment and Remediation of Diverse Learners**

This course provides information about students with disabilities, gifted, and talented learners, students from culturally and linguistically diverse backgrounds, and at-risk students. Practical strategies for assessing learning and adapting instruction to meet learners' needs are explored to empower educators to deal effectively with diverse learners in school environments. 3credits.

ESL 506

**Understanding Language Acquisition and Cognition**

This course examines second language acquisition theories, strategies, and the nature of cognitive and effective language development to assist the teacher of the bilingual-bicultural student. The course focuses on language acquisition development opportunities within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It examines the critical elements of learning styles and interconnected variables that interact in second language learning and thought processes. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct pronunciation and intonation for those working with linguistically diverse populations. 3credits.

ESL 507

**Identification and Assessment of Linguistically Diverse Populations**

This course focuses on methods and techniques used for languages and academic identification, assessment and placement of linguistically diverse populations. It provides an understanding of the historical perspective and pertinent information surrounding issues related to current policies and practices for identification and assessment of students for placement in BLE/ESL programs. Evaluations instruments used in areas such as language proficiency, achievement and learning styles are examined. 3credits.

ESL 508

**Family and Community Involvement in Education Programs**

This course provides communications and human relation skills to facilitate positive student self-concept, parent-teacher cooperations, interaction among professional educators, the community, and social groups. It presents several models for parent empowerment and involvement in the education of the linguistically diverse learner that explicitly and implicitly convey a set of goals, assumptions, attitudes, behaviors, and strategies. The course also examines strategies to build partnerships between schools and communities and to improve minority family involvement in BLE/ESL programs. 3credits.

ESL 510

**Foundations of ESL in Education**

This course provides a comprehensive overview of historical, philosophical, and legal perspectives and ramifications in ESL in education. It establishes the rationale for ESL in education, and examines current issues in limited English proficiency (LEP) identification and assessment and second language acquisition in the public school. The course provides knowledge and sensitivity to the history and culture of other languages, groups, and multiethnic curriculum and instruction. 3credits.

ESL 520

**Foundations of ESL Education**

This course provides a comprehensive overview of historical, philosophical, and legal perspectives and ramifications in ESL education. It establishes the rationale for ESL education, and examines current issues in limited English proficiency (LEP) identification and assessment and second language acquisition in the public school. The course provides knowledge and sensitivity to the history and culture of other languages, groups, and multiethnic curriculum and instruction. 3credits.

ESL 521

**Understanding Language Acquisition and Cognition**

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the teacher of the bicultural student. The course focuses on language acquisition development opportunities within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning and thought processes. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct pronunciation and intonation for those working with linguistically diverse populations. 3credits.

ESL 522

**Identification and Assessment of Linguistically Diverse Populations**

This course focuses on methods and techniques used for language and academic identification, assessment and placement of linguistically diverse populations. It provides an understanding of the historical perspective and pertinent information surrounding issues related to current policies and practices for identification and assessment of students for placement in ESL programs. Evaluation instruments used in areas such as language proficiency, achievement and learning styles are examined. 3 credits.

*Prerequisite: ESL 520*

ESL 523

**Methods and Materials for ESL Classrooms (Part I, Language Arts and Literacy)**

This course focuses on instructional strategies and methodologies for the bicultural student, especially in the areas of teaching oral language and literacy skills. The course provides a knowledge base and allows for development of teaching skills used in alternative language service programs. Included are methods, techniques, materials developments, and adaptations of existing curriculum to facilitate the second language reader and writer in developing critical thinking and effective decision-making skills. 3credits.

*Prerequisite: ESL 520*

ESL 524

**Methods and Materials for ESL Classrooms (Part II, Content Area Instruction)**

This course provides knowledge and teaching skills in alternative language service programs including methods, techniques, and materials development and adaptation to facilitate teaching in the content areas of math, science, and social studies. It provides a variety of strategies and models of lesson plan development and instruction for linguistically diverse populations including the gifted/talented and special education student. 3credits.

*Prerequisites:* ESL 520, and ESL 523

ESL 525

**Family and Community Involvement in Educational Programs**

This course provides communication and human relation skills to facilitate positive student self-concept, parent-teacher cooperation, interaction among professional educators, the community, and social groups. It presents several models for parent empowerment and involvement in the education of the linguistically diverse learner that explicitly and implicitly convey a set of goals, assumptions, attitudes, behaviors, and strategies. The course also examines strategies to build partnerships between schools and communities and to improve minority family involvement in ESL programs. 3credits

ESL 527

**Methods and Materials for ESL Classrooms**

This course provides knowledge and teaching skills in alternative language service programs including methods, techniques, and materials development and adaptation to facilitate teaching in the content areas of math, science, and social studies. It provides a variety of strategies and models of lesson plan development and instruction for linguistically diverse populations including the gifted/talented and special education student. 3credits.

*Prerequisite:* ESL 520

ESL 530

**Special Project in Assessment of Linguistically Diverse Populations**

This course is designed to give students the opportunity to develop assessment tools which specifically meet the needs of their particular setting. Students will review assessment techniques currently in use within their school and revise or develop tools which will more accurately assess linguistic skills. 1credit.

*Prerequisite:* ESL 522

ESL 531

**Special Project in Methods and Materials for ESL Classrooms**

This course is designed to give students the opportunity to develop materials and revise methods to specifically meet the needs in their particular setting. Students will review materials and methods currently in use and make recommendations for improvement. Students will also develop materials which will be used in their own classrooms. 1credit.

*Prerequisite:* ESL 527

ESL 532

**Special Project in Family and Community Involvement**

This course is designed to give students the opportunity to evaluate family and community involvement in their particular setting. Students will assess strengths and weaknesses and design a program to increase parent involvement in the schools. 1credit.

*Prerequisite:* ESL 525

ESL 598

**Integrating Language Acquisition and Content Instruction (Part I, Language Arts and Literacy Practicum Seminar)**

This course involves the student in field experiences with a ESL certified cooperating teacher and a building-based mentor teacher who is skilled in teaching those who are linguistically diverse. Students will have the opportunity to develop lesson plan, design and implement small and large group instruction, and engage in the observation of other classrooms and pogroms. Students will attend workshop seminars to analyze current issues relevant to language proficiency and ESL education, as well as to discuss and resolve issues pertaining to his/her own practicum experience. 3credits.

*Prerequisites:* ESL 520 and 15 ESL credits.

ESL 599

**Integrating Language Acquisition and Content Instruction (Part II, Content Area Instruction Practicum Seminar)**

This course involves the student field experiences with a ESL certified cooperating teacher and a building-based mentor teacher who is skilled in teaching students who are linguistically diverse. Students will have the opportunity to develop lesson plans, design and implement small and large group instruction, and engage in the observation of exemplary teachers giving lessons in math, science and social studies to multicultural student. Students will attend workshop seminar to analyze current issues relevant to language proficiency and ESL instruction in the content areas, as well as to discuss and resolve issues pertaining to his/her own practicum experience. 3 credits.

*Prerequisites:* ESL 520 and ESL 598

**FIN 510 ✦**

**Money: The Bottom Line**

This course focuses on financial considerations and their implications in all types of organizations. It provides students with the skills to understand and evaluate the profit and loss, balance sheet, and cash flow statements for an organization. The course introduces the financial criteria for project evaluation. Students will also learn how to evaluate investment opportunities. The budget cycle will be analyzed along with strategies for controlling costs. Finally, the critical relationship between financial controls and organizational ethics will be examined. 3credits.

**FIN 544 ✦**

**Finance for Managerial Decision Making**

This course develops the principles of finance and techniques for managers to use in making decisions that add to the financial value of an organization. Topics include working capital management, valuation and investment criteria, capital budgeting analysis, financing and capital structure, and the global transformation. 3credits

**FIN 545 ✦**

**Advanced Problems in Finance**

This course extends the competencies developed in FIN 544 by introducing additional techniques of financial analysis. Topics include corporate governance, IPO's and corporate financing, strategies in capital budgeting and structure, risk management and securities analysis, mergers, acquisitions, and restructuring, and cross-border investment decisions. 3credits.

**GMGT 510 ✦**

**Global Business Organization and Culture**

This course examines the cultural and organization framework within which global business is conducted. Topics include a systems approach to culture, effective communications across cultures, managing diversity, transitions and relocations, and effective leadership. 3credits.  
*Prerequisites: EBUS 500.1, FIN 544, and ECO 533*

**GMGT 520 ✦**

**External Environment of Global Business**

This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes. 3credits.  
*Prerequisites: EBUS 500.1, FIN 544, and ECO 533*

**GMGT 530 ✦**

**Internal Environment of Global Business**

This course examines issues and functions that global business faces within control of the organization. Topics include organizations forms of entry and exit, legal issues, marketing, finance, human resources, and risk management. 3credits.

*Prerequisites: EBUS 500.1, FIN 544, and ECO 533*

**GMGT 540 ✦**

**Global Strategy Formulation and Implementation**

This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategic choices, strategy selection, implementation and control issues, portfolio management, and case analysis. 3 credits.

*Prerequisites: GMGT 510, GMGT 520, and GMGT 530*

**GMGT 550 ✦**

**Global Management Capstone Course**

This course integrates all previous learning in the Master of Business Administration/Global Management (MBA/GM) program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world. 3credits.

*Prerequisite: CMGT 540*

**HCS 501**

**Introduction to Graduate Nursing Studies**

This course introduces students to the basic knowledge and skills needed to be successful during their graduate program at the University of Phoenix. The knowledge base designed into this course includes professional roles, the University's learning model, program policies and procedures, academic and ethical standards, oral and written communication skills, group dynamics and study skills resources. Overall skills mastery in oral and written communications, working in groups, and resource management are integral to this course. 2credits.

**HCS 505 ✦**

**Advanced Pathophysiology**

This course provides students with advanced anatomy, physiology, and pathophysiology of systems related to an individual's health across the life span health. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes which occur in the individuals and family health. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members. 3 credits.  
*Prerequisite: NRP 502*

**HCS 507+****Advanced Pharmacotherapeutics**

This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. The course will integrate basic information regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection and problem solving with discussions of the drug therapy of common acute and chronic diseases. The emphasis will be on the practical application of important concepts used in clinical practice and primary care for clients across the life span. 3credits.

*Prerequisite: NRP 502*

**HCS 520****Health Care Infrastructure**

This course analyzes the concepts of change in the healthcare industry as the only political and organizational constant we can count on. Through the filter of politics, policy, regulatory environments and economics, student will critically analyze relevant topics as applied to healthcare providers and organizations. Students will be introduced to the study of the organizational, political and economic structure of the health care industry through the application of case studies in health services management. 3credits.

**HCS 521+****Health Care Infrastructure**

This course will be a discussion of the fundamentals of ethical decision making and legislative issues followed by an examination of current areas. Topics will include: 1)ethical foundations 2) biomedical ethics issues 3) healthcare jurisprudence 4) legislative impact 5) health policy and 6) confidentiality. 3credits.

**HCS 523+****Health Promotion/Prevention Across the Life Span**

Students analyze disease prevention, disease screening, risk evaluation, and health promotion theories and interventions for individuals, families, and community groups. The incidence and epidemiology of diseases as they impact individuals and groups are explored. Incorporation of health promotion interventions and programs into primary care clinical practice is examined through clinical observation and application and the results are critically analyzed. 3credits.

*Prerequisite: NRP 502*

**HCS 530+****Health Care Organizations**

This course is a comprehensive approach to health care organizations and systems which provides the student with the basic understanding of how health care systems have evolved. These topics will include: 1) evolution of health care delivery systems 2) health care delivery systems 3) regulatory bodies and governance 4) program development and planning 5) strategic alliances and partnerships and 6) population health and demographics. 3credits.

**HCS 534****Human Relations & Organizational Behavior in Health Care**

This course is designed to provide a comprehensive, contemporary examination of human relations theories in relation to organizations, structures, work systems, and employees. A range of oral, written and participatory class work will allow students to study and apply the material. 3credits.

**HCS 579+****Health Care Finance**

This course is devoted to practical aspects of finance in health care, examination of recent developments in financial management of health care organizations, and applications of financial management techniques to specific problems facing health care managers. Topics will include: 1) health care economics 2) contract negotiation 3) reimbursement methods 4) managed care 5) resource allocation and 6) resource management. 3credits.

**HCS 581.3****Change, Negotiation, and Conflict Resolution in Health Care**

This course examines and analyzes the significant issues related to change theory, negotiation, conflict management, and collaboration in the fast-paced changing world of health care. Students will critique and discuss these issues from the perspectives of major health care stakeholders, including policy makers, management, medical care providers, and consumers. 3credits.

**HCS 582****Health Care Finance**

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, financial forecasts, and business plan preparation. Students will be expected to expand their utilization of spreadsheet applications. 3credits.



**HCS 582+**

**Health Care Finance**

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, financial forecasts, and business plan preparation. Students will be expected to expand their utilization of spreadsheet applications. 3credits.

**HCS 583+**

**Data-Based Decision Making**

This course focuses on providing students with the comprehensive knowledge and skill base necessary for making data-based decisions. Methods of critical evaluation of data needed to support project planning, implementation, and evaluation will be emphasized. Students will address concerns in the professional work setting by using guidelines for analysis and evaluation of research reports and strategies for outcome measure development. This course builds on the utilization of baccalaureate education of research and statistical concepts. 3credits.

**HCS 584+**

**Quality and Data-Base Management Quality and Data-Base Management**

Quantitative decision techniques will be applied to problems commonly found in health care systems. Additionally, this course will cover aspects of quality and accountability in health care. These topics will include: 1) database decisions 2) statistical applications 3) quality assurance/principles of CQI 4) professional affairs/compliance 5) risk management, pathways, critical incidents and 6) outcomes. 3credits.

**HCS 586+**

**Health Care Strategic Management**

This capstone course examines the ever-changing nature of this evolving and complex industry with special emphasis on consumer demand, market volatility, and regulatory and fiscal constraints. Topics will include: 1) strategic planning 2) environmental analysis 3) organizational structure 4) plan for change implementation 5) budget and 6) presentation 7) all courses in HCM specialization (capstone). 3 credits.

**HCSX 500**

**School Nursing Practice**

This course examines the contemporary role of the nursing professional in the assessment, development, delivery, and evaluation of comprehensive school health programming. It serves as a theoretical framework for competency skill building in addressing the health needs of school age children as well as service delivery required for an effective school health program. Application of nursing theory to comprehensive school health programming is emphasized. The course will focus on program management, professional development, planned change, research, health education, interdisciplinary collaboration, and adaptation concepts. 3credits.

**HCSX 503**

**Nursing Care of the Developmentally Disabled Child**

This course focuses on congenital and acquired conditions of children that can culminate in development delays and educational dysfunction. Students will develop knowledge and skills in assessment, planning of nursing interventions, and evaluation of supportive community resources. Other topics to be studied include mental retardation, growth and endocrine disorders, sensory deficits, cancer, legal issues, and legislation governing the handicapped student. A "Learning Lab" will provide experience with supportive equipment necessary to assist handicapped students in achieving optimal levels of health and learning. 3 credits.

**HCSX 506**

**Health Assessment of the School-Age Child**

This course provides the foundation for the development of a comprehensive health assessment data base for a school-age child. Students will develop the skills necessary for interviewing, performing health histories, and conducting physical examinations on the school-age child. Students will formulate appropriate nursing diagnoses based on the data base obtained from the comprehensive health assessment. Management of minor illnesses and health care problems common to this age group is integrated into the health assessment process. 3credits.

HCSX 517

**Nursing of High-Risk Populations, Groups, & Communities**

This course focuses on the utilization of nursing and family theories in professional nursing and community health practice to promote the self-care of individuals, families, and population aggregates. Based on community health nursing standards, students learn skills to assess and identify populations at risk and to develop client-centered interventions in collaboration with available community resources. Utilizing the epidemiologic model, students identify levels of prevention and health promotion as related to the individual, family, workplace, and environment. Current social and economic factors are explored. Five workshops provide the framework for development of the nursing professional roles of teacher, caregiver, and manager of care for populations. 3credits.

HCSX 519

**Concepts of Health Care Management**

This course provides a study of management techniques, organizational theory, and leadership, and their application to the development of the nurse's role as a manager of care. The managerial functions of planning, organizing, staffing, leading, and controlling are explored in the context of both individual and group behavior as experienced in health care systems. Health care trends and the impact on the manager and organization are addressed in the context of effective use of change strategies. 3credits.

HIS 515

**U.S. Constitution**

This course provides instruction on the history of the United States Constitution. An in depth study and analysis will be of focus to gain a solid understanding of the Bill of Rights, balance of powers and the roles and responsibilities of the three branches of government. 3credits.

HR 535+

**Advanced Human Resources Management**

This course examines the evolving human resources function within today's organizations. Students will examine the changing roles and responsibilities of human resources managers, the acceptance and integration of the human resources function as a full business partner, and the higher expectations placed on human resources leadership to make a significant contribution to the successful management of the organization. Students will explore the role managers and supervisors play in the successful management of the organization's human resources. Topics to be examined include: relevant laws and court decisions, relationships within the organization, policies and procedures, workplace diversity, conflict resolution, and the role of human resources in a global economy. 3credits.

HR 565+

**Human Resources Issues**

This course educates students on the issues and challenges that will face human resources managers well into the next century. Students will already have a basic grasp of the body of human resources knowledge. This course integrates the new challenges with the development of a new body of human resources knowledge for the human resources professional, their leadership, and line management at all organizational levels. At the completion of this course, students will be able to anticipate and manage forecasted organizational changes and they will be better able to respond to the most compelling problems, challenges, and advancements of the human resources discipline. By its very nature, this course is self-renewing and in a constant state of its own reinvention. 3credits.

*Prerequisites: HR 535*

HRM 521

**Human Resource Management**

(MBA/HRM-PR)

This course presents and analyzes the most critical issues of human resources management (HRM) in a business organization. Priority is placed on the following aspects: analysis of the employer and employee relations, the implications of the rapidly changing environment in which HRM operates, global issues surrounding the HRM function, the laws that affect HRM activities, and HRM functions such as staffing (recruitment and selection), training and development, and the motivation and maintenance functions. In addition the course presents and analyzes appraisal and reward systems, and HRM practices involving the creation of a productive, safe, and fair workplace. 3credits.

HRM 522

**Employment Law**

(MBA/HRM-PR)

This course provides an overview of federal and local regulation of the employer-employee relationship. Among the topics addressed are the legal basis of the employment relationship; laws protecting employees from discrimination based upon protected class status; laws regarding payment of wages and employee benefits; sexual harassment; protection of employee safety and leave from the workplace; employees' rights to organize; and policies, procedures and analysis of wrongful discharge actions. 3credits.

HRM 523

**Strategic Planning in Human Resources**

(MBA/HRM-PR)

This course focuses on the interaction between strategy and human resources from a managerial perspective. The topics provide a foundation in core human resources management areas such as investment orientation toward human resources, strategy formulation and implementations, forecasting techniques, environmental analysis, reward systems, and human resources recruitment, development, and evaluation. This course will provide students with broad knowledge on how the human resources manager can integrate these functions to implement the human resources strategic planning process. 3credits.

HRM 524

**Compensation Management**

(MBA/HRM-PR)

This course involves the study of laws, theories, and practices related to compensation administration and benefits. This course prepares students entering the human resource management field in solving specific problems and avoiding expensive errors to the organization. 3credits.

HRM 525

**Labor Relations**

(MBA/HRM-PR)

This course provides a comprehensive and integral study of federal and state labor laws that regulate labor relations, labor organizations, and collective bargaining in the private and public sectors. All aspects related to and conducive toward a collective bargaining agreement, beginning with the preparation for negotiations, negotiation of the agreement, ratifications, and contract administration. The course also covers certain recurring labor relations topics, e.g., grievance procedures and arbitration, wage rates, benefit packages, "management rights" clauses, and seniority systems. 3credits.

HRM 582

**Research Project in Human Resource Management**

(MBA/HRM-PR)

This course requires the completion of a research project in the field of Human Resources Management. The research project must satisfy the requirements established for its presentation, procedure, theoretical framework development, and content analysis. The research project will reflect the student's ability to apply the knowledge, experiences and skills relevant to the solution of a specific business problem related to human resources management. 3credits.

LAW 529+

**Legal Environment of Business**

This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, partnerships and corporations, anti-trust, environmental law, employment law, and ethical considerations in business. 3credits.

MAT 500

**The Art and Science of Teaching**

This course focuses on the foundations of education, including the basic knowledge and skills necessary to become a successful teacher. Each student will write their educational autobiography, examining personal reason for wanting to teach and create a professional development plan that will focus his/her work throughout the program. Additionally, each student will begin work on a standards-based professional portfolio. Other topics include basic educational philosophies, trends in education, including the role of technology, the professionalization of teaching in the United States, and "teaching as an art and a science." 2credits.

MAT 505

**Child and Adolescent Development**

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practices and decisions in a K-12 environment. Emotional, intellectual, physiological, social and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias are examined. 3 credits.

MAT 510

**Models, Theories and Instructional Strategies**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore a variety of lesson plan designs, and analyze the most effective classroom climates and teaching strategies to promote student learning. 3credits.

MAT 511

**Elementary Student Teaching Seminar I: The Professional Educator**

This course is intended to prepare students for the student teaching experience, as well as for their first year as a classroom teacher. The course focuses on the professional aspects of teaching. Students create individual resumes and cover letters, participate in mock interviews, engage in self-evaluations and develop their own professional growth plans for inclusion in their portfolios. 1credit.

## MAT 512

**Secondary Student Teaching Seminar I: The Professional Educator**

This course is intended to prepare students for the student teaching experience, as well as for their first year as a classroom teacher. The course focuses on the professional aspects of teaching. Students create individual resumes and cover letters, participate in mock interviews, engage in self-evaluations and develop their own professional growth plans for inclusion in their portfolios. 1 credit.

## MAT 520

**The Diverse Classroom**

This course focuses on differentiated methods and techniques used for the identifications, assessment and instruction of academically diverse populations, including culturally and linguistically diverse students, students who are gifted and talented, and students with mild to moderate disabilities. Historical perspectives and information related to current policies and practices are examined. 3credits.

## MAT 523

**Maintaining an Effective Learning Climate**

This course examines ways to create, manage and maintain a positive classroom environment. In addition to behavior management systems, issues related to time, content, budget, materials and procedures management will be explored. 2 credits.

## MAT 524

**Elementary Student Teaching Seminar II: Classroom Management**

This course emphasizes the practical application of the theories and methods introduced in MAT 523, *Maintaining an Effective Learning Climate*. Students design, implement and assess an individual or a classroom management plan. 1 credit.

## MAT 525

**Secondary Student Teaching Seminar II: Classroom Management**

This course emphasizes the practical application of the theories and methods introduced in MAT 523, *Maintaining an Effective Learning Climate*. Students design, implement and assess an individual or a classroom management plan. 1 credit.

## MAT 530

**Curriculum Constructs and Assessment: Reading and Language Arts**

This course focuses on the most current research, theory and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements. 4credits.

## MAT 532

**Curriculum Constructs and Assessment: Science and Math**

This course focuses on the methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science, along with current research on pedagogy are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and resources, as well as appropriate assessment strategies. 4credits.

## MAT 533

**Elementary Student Teaching Seminar II: Instruction and Assessment**

This course emphasizes the practical application of the theories and methods introduced previous course work. Students design and implement an instructional unit, including a variety of appropriate assessment strategies. 1credit.

## MAT 536

**Curriculum Constructs & Assessment: Social Studies & Fine Arts**

This course defines and provides a context for teaching and assessing students in the areas of social studies and fine arts, based on scope, sequence and national and state standards. Instructional approaches for both content areas within the framework or an integrated curriculum are explored. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress. 2 credits.

**MAT 540**

**Curriculum Constructs & Assessment: Secondary Methods**

This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials, and appropriate assessment strategies. 4credits.

**MAT 542**

**Curriculum Constructs & Assessment: Secondary Reading Methods**

This course focuses on the most current research, theory and methods of teaching reading at the secondary level, while providing students with the background knowledge necessary to prepare integrated units of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a 7-12 grade setting, is incorporated into the course requirements. 3credits.

**MAT 543**

**Secondary Student Teaching Seminar III: Instruction & Assessment**

This course emphasizes the practical application of the theories and methods introduced previous course work. Students design and implement an instructional unit, including a variety of appropriate assessment strategies. 3credits.

**MAT 545**

**Curriculum Constructs and Assessment: Distance Education Methods**

This course examines methods for incorporating distance learning into middle and high school settings. Various instructional platforms and assessment strategies are explored, along with ethical issues related to the online learning environment. Students are given the opportunity to participate in an interactive, online environment. 3credits.

**MAT 550**

**Legal and Ethical Issues in Education**

This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices. In discussing critical issues in education, an emphasis is placed on the ways ethics affect thinking, decision-making, professional conduct and learning. 2 credits.

**MAT 551**

**Elementary Student Teaching Seminar IV: Parent & Community Involvement**

This course focuses on the importance of family and community involvement within an educational setting. Students design and implement a process or strategy to increase parent communication of family and community involvement. 1credits.

**MAT 552**

**Secondary Student Teaching Seminar IV: Parent & Community Involvement**

This course focuses on the importance of family and community involvement within an educational setting. Students design and implement a process or strategy to increase parent communication or family and community involvement. 1credit.

**MAT 560**

**Action Research**

This course is designed to provide students with the basic knowledge and skills necessary to conduct research within a classroom setting. Students will be introduced to the elements required to begin an action research project, including purpose/rationale, writing style, literature reviews, online resources, data collection, and components of an action research project. Students will also identify ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, confidentiality, and research using human subjects. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined and methods for evaluating and analyzing data are discussed. 4credits.

**MFCC 535**

**Child Therapy**

This course exposes students to a multi systemic model used in treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to the treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavioral and learning problems are explored. 3credits.

**MFCC 540**

**Family Development**

This course introduces students to systems theory frameworks in family development. It presents various systems based models for assessment of family functioning, including assessment of the interaction of biological and psychological variables. 3credits.

MFCC 545

**Family Dynamics and Communications**

This course introduces students to theories of family interaction and communication, the behavioral effects of communication, the style in which information is transmitted, and the clarity of the communication transmission. Students learn can practice modeling and teaching communication skills to couples and families. Approaches for working with families presenting cultural, gender, and value differences are addressed. Students also learn skills to apply to communication issues presented by families who are experiencing conflict, divorce, and abuse. 3 credits.

MFCC 550

**Legal and Ethical Issues in Marriage and Family Therapy**

This course familiarizes students with the AAMFT Professional Code of Ethics as well as related codes and standards of practice. Emphasis will be on legal and ethical issues specific to the practice of marriage and family therapy including professional and legal accountability and responsibility. 3credits.

MFCC 555

**Family Systems Theory**

This course provides an overview of the history of the family therapy movement. Fundamental assumptions and concepts of general systems theory, family structural variations and evolving therapeutic models are introduced. This course also introduces multiple systems approaches to diagnosis, treatment, and change, and explores ethnic differences in family patterns and attitudes toward therapy. 3credits.

MFCC 560

**Family Interventions**

This course introduces fundamental concepts that underlie family therapy in human systems. It teaches assessment and diagnosis in family therapy and strategies for a wide range of populations and clinical problems. The course will introduce culture-specific interventions used for the treatment of culturally different families. 3credits.

MFCC 565

**Advanced Marriage and Family Therapy**

This course requires students to utilize theoretical and ethical knowledge in the application of marriage and family therapy. Practical applications of therapeutic interventions for the complex families of today will be emphasized. Students will learn interventions for various ethnic family systems. Students will also learn how to deal with transition points in family development. Interventions with families with specific needs are also included. 3 credits.

MFCC 570A/B/C+

**Internship**

In this course, the student performs the tasks of a practicing therapist in counseling individuals, couples, families, children, and adolescents, under supervision, in an agency. Students have a variety of opportunities to practice, receive feedback, and evaluate their ability to integrate theory about family relationships into clinical practice in a variety of community settings. 9credits.

*Prerequisite: CNSL 530*

MGT 507+

**Management 2000**

This course is an examination of management and leadership as an evolving process of influence on personal and organizational effectiveness for the achievement of organizational goals. The course is all about methods of leading in contemporary organizations. It is a self-renewing course built on information and communication technologies designed to enhance learning through extensive use of current information to refresh the curriculum. Students will have an opportunity to examine, in-depth, the current styles and preferences of leadership, and to further refine and develop their own styles of management throughout the course. 3 credits.

MGT 545+

**Technology and Organizations**

This course examines the history and impact of technology upon the individual, the organization, and society. Students will evaluate methods for the effective integration of information technology to improve organizational performance. They will also evaluate strategies for utilizing technology to support growth. 3credits.

*Prerequisite: ORG 510*

MGT 554+

**Operations Management**

This course examines the design and management of internal capacity as it applies to all organizations. It examines the principles and techniques for designing, analyzing, and managing operations processes. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics include statistical process control, supply chain management, and total quality management. 3credits.

**MGT 563 ✦**

**Managing Change**

This course examines and applies the process of change management. During this course students begin with an overview of change management, then examine change management models and theories, evaluate strategic and tactical factors in change management, implement a change management initiative, and consider steps for evaluating, refining, and sustaining change. The study group project on change requires the planning and implementation of a change process. 3 credits.

**MGT 573 ✦**

**Project Management in the Business Environment**

This course develops the principles and techniques to plan, execute, and manage complex projects. Topics include human aspects of project management, project planning and risk management, project resource management, partnering, and performance measurement. 3 credits.

**MGT 578 ✦**

**Strategy Formulation and Implementation**

This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues. 3 credits.

*Prerequisites: QNT 531, FIN 545, AND MGT 573.*

**MGT 590 ✦**

**Planning the Organization's Future**

This study of Strategic Planning and Management focuses on the process by which an organization, by assessing key factors in its external and internal environments, crafts its overall business strategies and the tactics used in implementing those strategies. The focus of this course is to understand how an enterprise uses these broad-based tools to implement "soft" strategies, especially in the area of human resources and leadership, in order to maximize its organizational performance. Students will learn how to craft, communicate, implement, and monitor an effective strategic plan, reformulating it as the need arises. Additional emphasis is placed on evaluating and modifying, as necessary, the elements of organizational development and culture required to successfully support the strategic plan. 3 credits.

*Prerequisite: HR 565*

**MGT 599 ✦**

**Cases in Decision Making**

This is an integrative course and the capstone for the MBA. The outcome is for students to develop a portfolio of business solutions to problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a business problem of their own choosing. 3 credits.

**MKT 520 ✦**

**Marketing: The Quest For The Consumer**

This is a course for individuals whose primary function in their organizations is complementary with, but not exclusively related to, the marketing activity. It provides a comprehensive overview of marketing activities for managers of private sector, public sector, for-profit, and non-profit organizations. The course combines discussion of basic marketing principles, case studies, individual analysis, and the Learning Team construction of a marketing plan as elements of both traditional and experiential learning. The course utilizes the latest marketplace developments to ensure that students are in touch with the most up-to-date marketing strategies. 3 credits.

**MKT 528**

**Consumer Behavior**

(MBA/MKT-PR)

This course presents and analyzes the most critical issues of consumer behavior. Priority is placed on the economic, psychological and socio-cultural factors that affect consumer behavior and the consumer decision process. By analyzing and understanding consumer behavior in the search of alternatives that can satisfy their needs, we can ultimately understand the influence of this process in management decisions. In addition, this course presents an analysis of the prevailing consumer behavior theories in the marketplace. 3 credits.

**MKT 545.3**

**Sales Management**

(MBA/MKT-PR)

This course is designed to present and analyze management of a sales force in an organization facing the changes coming with the 21st century. These changes are due to the fact that new salespeople will be expected to be involved in customer problem solving (consultative selling) not just selling products. As the nature of personal selling changes, so will the role of the sales manager. Therefore, sales management will not only be required to manage sales people (quota allocations, hiring, motivation, and compensation, among others), but will also be required to assume more responsibilities in the direction and coordination of the marketing efforts of their firms. 3 credits.

**MKT 551 ✦**

**Marketing Management**

This course develops the marketing principles by which products and services are designed to meet customer needs, priced, promoted, and distributed to the end user. The focus is on the application of these marketing principles to a wide range of customers, both internal and external. Topics include new product/service introduction and segmentation and positioning strategy. 3 credits.

*Prerequisite: COM 515.*

MKT 579.3

**Marketing Research**

(MBA/MKT-PR)

This course is designed to integrate theory and practice and develop student's analytical skills in marketing research methodology. Students apply methods and techniques for collection, analysis, interpretation, and presentation of secondary and primary data toward the solution of real marketing problems on each student's place of employment. 3 credits.

MKT 580

**Promotion**

(MBA/MKT-PR)

This course combines advertising, sales promotions, personal selling, direct marketing, public relations, and reseller support to form an integrated promotional mix, or integrated marketing communications program as it is known today. Emphasis is given to the many changes that are occurring in the advertising industry and how they influence advertising and promotional strategies and tactics. This course will also focus on the traditional promotion elements from a practical decision making perspective and on strategic thinking, and how these can be integrated into an effective marketing communications plan that will positively affect the performance of the organization in the market. 3 credits.

MKT 582

**Applied Marketing Science Project**

(MBA/MKT-PR)

This is the final course in the concentration of Marketing in the Master of Business Administration Program. It is the follow-on course to the Marketing Business Project, resulting in the completed Marketing Business Plan, generated from the Marketing Business Plan Proposal developed in MKT 579. In this course students complete the written document and present an Executive Summary of the Marketing Business Plan to the class for peer review and feedback. 3 credits.

NRP 502

**Role of the Nurse Practitioner**

This course explores the many facets of the role of the nurse practitioner including legal parameters, liability, and team relationships. Students will evaluate and discuss different practice settings, as well as become familiar with community resources and regulating and professional groups. Aspects of quality assurance and peer review will be emphasized. Communication theories related to interviewing and counseling techniques and the role of the nurse practitioner are also emphasized. Ethical health issues and the impact of social, cultural, and economic influences impacting the contemporary woman will be critically analyzed. Student will also refine their writing and communication skills, as well as critique nursing literature. 3 credits.

NRP 514 +

**Advanced Physical Assessment**

Emphasis is placed on the advanced practice of history taking, conducting a physical examination, primary care, and obtaining and assessing diagnostic data for clients across the lifespan. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. Appropriate interventions and consultations will be derived from the identified health problems. This course incorporates 48 hours of practice laboratory experience, allowing students to utilize the techniques and equipment used to perform physical examinations. 4 credits.

*Prerequisites: NRP 502, and HCS 505*

NRP 518 +

**Nursing Management of the Childbearing Client**

This course provides students with the advanced assessment and management skills related to the low risk childbearing client. Students develop a systematic approach to prenatal health care based on physiology and pharmacology. Appropriate educational and collaborative strategies for childbearing women will be explored. Advanced clinical skills will be developed simultaneously with theoretical knowledge. A minimum of 25 concurrent hours of approved preceptor clinical experience and case conferences are required. 4 credits.

*Prerequisites: NRP 514, and HCS 507*

NRP 521 +

**Nursing Management of the High-Risk Childbearing Client**

This course provides the student with the skills for screening high-risk pregnancies and pregnancy complications. Student techniques for management through physician collaboration and referral are acquired. Appropriate education needs and strategies for the high-risk childbearing family will be explored. Clinical skills will be developed simultaneously with theoretical knowledge. A minimum of 25 concurrent hours of approved preceptored clinical experience and case conferences are required 4 credits.

*Prerequisites: NRP 518*

NRP 523 +

**Nursing Management of Women's Health Issues**

This course develops advanced competencies in recognizing gynecologic deviations from normal. Students are taught the management of these deviations as well as those of women's primary and episodic health care needs. Advanced clinical skills will be developed simultaneously with theoretical knowledge. A minimum of 25 concurrent hours of approved preceptored clinical experience and case conferences is required. 4 credits.

*Prerequisites: NRP 514, and HCS 507*



NRP 524 ✦

**Family I: Pediatric and Adolescent Populations**

This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory, guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. 5credits.

*Prerequisites:* NRP 514, and HCS 507

NRP 525 ✦

**Family II: Adult and Geriatric Populations**

This combined theory and clinical course focuses on management of normal and common pathological conditions in the primary care of adult women, men, and geriatric populations, both as individuals and within the family. Theory and clinical experiences emphasize assessment, prevention, and management utilizing the nursing model. Identification and application of pharmacological therapies is incorporated. Emphasis is placed on various roles for the individual, aging theories, and on the effects of culture on these roles. (75 clinical hours) 7 credits.

*Prerequisites:* NRP 514, and HCS 507

NRP 526 ✦

**Nursing Management of Complex Women's Health Issues**

This course explores care of women with significant reproductive health problems. Evaluation, management, and referral strategies will be examined in depth. Complex gynecological issues will be addressed as students learn to prioritize problems and develop solutions which promote clients' homeostatic functions. Clinical skills will be developed simultaneously with theoretical knowledge. A minimum of 25 concurrent hours of approved preceptored clinical experience and case conferences is required. 4 credits.

*Prerequisite:* NRP 523

NRP 528 ✦

**Women's Health Issues**

This combined theory and clinical course focuses on management of normal and common pathological conditions which occur in the primary care of women's health across the life span. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, episodic problems, and childbearing. Students develop a systematic approach to prenatal health care and hormonal therapy based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed. (45 clinical hours) 4credits.

*Prerequisite:* NRP 514, and HCS 507

NRP 530

**Women's Health Care Preceptorship**

During the next five to six months students will complete 460 hours of preceptored clinical experience in a clinical setting. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that allows them to function upon completion of the preceptorship independently in the nurse practitioner role. 3credits.

*Prerequisites:* All Nurse Practitioner courses

NRP 533

**Family Preceptorship**

During the next five to six months, students will complete 425 hours of preceptored clinical experience in a clinical setting. Students will consolidate and refine their acquired skills in assessment, primary care, and client management in order to attain a level of competency and proficiency that allows them to function upon completion of the preceptorship independently in the nurse practitioner role. 3credits.

*Prerequisite:* All nurse practitioner courses

NUR 515.3

**Advanced Nursing Theory**

This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course, students examine the use of theory and nursing knowledge in professional environments. 3credits.

## NUR 517

**Nursing Research Methods**

This course focuses on the refinement of the ability to critically analyze and evaluate nursing research. Through exploration of nursing research methods, the findings of research are examined for their use in evidence based nursing practice. Ethical issues in research and the value of nursing and health care research are explored in order to advance the integrity of nursing practice. 2credits.

## NUR 540

**Advanced Nursing Management: Individuals and Families**

This course analyzes the management of individual and family health in relationship to theoretical concepts and the current managed health care environment. Students integrate the cultural, socioeconomic, ethnic, and related health beliefs that influence the approach to family interactions by nurses and health professionals. This course builds on the baccalaureate nursing education of delivering nursing care to individuals and families. Students will use the clinical course concepts in a 16 hour clinical application project. 3credits.

## NUR 543

**Advanced Nursing Management: Communities**

In this course, students analyze the theory and role of nurses working with aggregates including assessing communities through use of epidemiological methods; defining and prioritizing health problems; and developing proposals for resolution of diagnosed problems. Course content is designed to build on baccalaureate education to further promote critical thinking skills necessary to perform autonomously in a community health environments. Students will use the course concepts in a 16 hour clinical application project. 3credits.

## NUR 576

**Ethical Issues in Nursing**

This course focuses on ethical theories and principles and decision-making models in nursing. Students evaluate client- and organization-related situations and determine appropriate action within an ethical framework. Implications of decisions are discussed in relation to legal, economic, environmental, technological and cultural issues. 2credits.

## NUR 584

**Dynamics of Nursing Administration**

This course provides students with opportunities to critically analyze leadership and management in nursing. Nursing delivery systems, the role and challenges of the nursing management, and provider relationships and interactions are explored in depth. Through a clinical application project, students will develop strategies to facilitate professional practice and human resource functions in health care organizations. 3credits.

## NUR 586.3

**Curriculum Development and Program Design**

This course focuses on the theories and models for conducting needs assessments, developing curriculum, and designing programs in nursing and health care. Students develop an educational program utilizing instructional design methodology and appropriate teaching methods and learning resources. 3credits.

## NUR 590A/B

**Nursing Practicum**

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects. 3credits.

*Prerequisites: Completion of 21 graduate credits prior to NUR 590A.*

## NUR 598

**Nursing Research Utilization Project**

This is a graduate-level research course that focuses on utilization of a body of scientific knowledge in the practice setting. The student will develop a research proposal based on problems identified in nursing practice, evaluate the relevance of existing research, set forth a plan for implementation, and identify evaluation criteria to measure the outcomes of the research implemented. 3credits.

## ORG 502+

**Human Relations and Organizational Behavior**

This course examines human relations theory and practice through individual, group, and organizational performance. Topics include perspectives on organizational behavior, optimizing individual performance, leadership and power, organizational design and structure, dynamics and change, and improving organizational effectiveness. 3credits.

## ORG 510+

**The Cultures of Organizations**

This course focuses on defining the origins of organizational culture, why they are important, and how leadership, individuals, and stakeholders affect culture. The goal of the course is to provide frameworks, tools, and techniques for understanding organizational culture. These are then applied to dealing with the changes that occur as a result of global competition, economic fluctuation, generational norms, social values, technology, and leadership. Emphasis is placed on developing skills and strategies needed to achieve organizational agility for the 21st century. . 3credits.

**ORG 525 ♦**

**The Learning Organization**

This course examines the concept of the learning organization, viewing learning from both an individual and an organizational perspective. The course covers conditions for readiness to implement and maintain the principles, applications, and practices of a learning organization. The overall goal of the course is to focus on creating and maintaining an environment conducive to organizational agility and competitiveness. 3credits.

*Prerequisite: MGT 563*

POS 568

**Operating Systems**

This course is designed to introduce the student to different operating systems (OS) and discuss the commonalities and differences between common operating systems in use today. Students will learn about tradeoffs between different operating systems and the advantages and disadvantages of each. Concepts of interoperability versus portability will be analyzed in the context of distributed computing environments on heterogeneous platforms. Trends in the development of operating systems will be covered and students shall have the opportunity to apply their knowledge to real world case studies and applications. 3credits.

PSYCH 538

**Lifespan Development and Learning**

This course integrates learning theories and principles with advanced study of childhood and adolescent development in relation to educational practice. The professional in the classroom explores perspectives on behaviorism and cognitive and social learning in the context of their practical application. 3credits.

**QNT 530 ♦**

**Statistics and Research Methods for Managerial Decision Making**

This course focuses on the role of statistics and business research as a tools for the manager to use when making planning and operating decisions. The course prepares the manager to be a critical consumer of statistics capable of assessing the validity and reliability of statistics and business research prepared for the manager's use. Topics include research design and data collection, survey design and sampling theory, probability theory, hypothesis testing, and research reporting and evaluating. 3credits.

**QNT 531 ♦**

**Advanced Problems in Statistics and Research Methods**

This course extends the competencies developed in QNT 530 by introducing additional research methods and tools of statistical analysis, with the emphasis on case study and data analysis to further develop evaluative abilities in managerial decision making. Topics include analysis of variance, regression, non-parametric statistics, and time series and forecasting. 3credits.

**QNT 540 ♦**

**Research and Ethics in E-Education**

This course is an overview of the fundamentals of research and is designed to provide students with the basic knowledge and skills needed to be successful in graduate level studies. Ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, confidentiality, and present and future controversies surrounding the integration of technology into instructional processes will be of focus. Students will address the issues of information and intellectual property, privacy issues in a digital environment and the relationship of individual, governmental and societal concerns in an ever advancing and changing electronic community. 3 credits.

**QNT 575 ♦**

**Measurement, Evaluation and Ethics in Research**

In this course, students identify ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, confidentiality, and research using human subjects. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined and methods for evaluating and analyzing data are discussed. Students are required to synthesize information presented in this class by appropriately addressing each element in their individual action research projects. 2 credits.

SP-TED 500

**Survey of Exceptional Students**

This course provides an overview on the different categories of exceptionality in regard to the student with special needs. Students will also be introduced to special education law, identification and placement procedures, current delivery systems, and basic philosophies relating to special education practice. 3credits.

SP-TED 520

**Instruction in Content Courses**

This course explores the application of basic instructional methods in elementary and secondary classrooms. Students will identify the educational needs of students by exploring current instructional theory, national, state, and local curriculum content standards. 3 credits.

SP-TED 540

**Diagnosis and Assessment of Mild Disabilities**

This course is designed to introduce individuals to the principles and practices of special education evaluations, as well as remediation techniques for learning problems often encountered when teaching students with exceptional needs. Intelligence testing, behavior rating scales, observation tools, limitations of testing tools, interpretation of test results, ethics legal guidelines, procedures for classification and record keeping will be addressed. 3credits.

*Prerequisite: SP-TED 500*

## SP-TED 545

**Foundations of and Methodologies in Mental Retardation**

This course provides an in-depth examination of teaching the student with mental retardation. Attention is given to etiology, characteristics, identification, service programs available and methods of instruction. Specific focus will be placed on career/vocational transition and teaching life skills through community-based learning. 3credits.

*Prerequisite: SP-TED 500*

## SP-TED 546

**Foundations of and Methodologies**

This course provides an in-depth examination of teaching the student with learning disabilities. Attention is given to etiology, characteristics, philosophies, service programs available, methods of instruction and utilization of classroom materials. Emphasis will be placed on current and future trends relating to field of learning disabilities. 3credits.

*Prerequisite: SP-TED 500*

## SP-TED 547

**Foundations of and Methodologies in Emotional Disabilities**

This course provides an in-depth examination of teaching student with emotional disabilities. Attention is given to state and federal regulations, service programs available, student characteristics, etiology, and current and future program models. Emphasis is placed on behavioral techniques, management skills and methods. 3credits.

*Prerequisite: SP-TED 500*

## SP-TED 548

**Foundations of and Methodologies in Physical/Health Impairment**

This course provides an in-depth examination of teaching the student with physical/health impairment. Attention is given to characteristics, etiology, secondary health care issues, adaptations and accommodations, vocation/career training, communication and assistive devices, and methods of instruction. Focus will be given to community and state resources available for these students. 3credits.

*Prerequisite: SP-TED 500*

## SP-TED 549

**Characteristics and Strategies in Communication Disorders**

This course introduces students in various aspects of communication disorders in children. Topics examined will include typical language development and acquisition, language disorder versus delay, articulation/phonological disorders, stuttering, hearing impairment, and voice. Strategies for classroom interventions and collaboration with school speech-language professional will be explored. 3 credits.

## SP-TED 550

**Managing Student Behavior**

This course examines strategies used managing the inclusive or special education classroom environment. Attention is given to writing behavioral goals for individualized education plans, models of discipline, controlling severely disruptive students, motivating students, communication techniques, crisis intervention, and parent involvement in the design and implementation of a management model. 3credits.

## SP-TED 555

**Collaboration and Resource Management for the Special Educator**

This course provides an overview of the collaborative/consultative role of the special educator. Specific attention will be placed on collaboration between the regular classroom teacher and the special educator. This course will also address how to work effectively and efficiently with parents and the community and will provide information on training the para-professional for both the special education and inclusive settings. 3 credits.

## SP-TED 565

**Synthesis of Learning and Collaboration**

This course serves as a transition between the Post Baccalaureate Program course work and the student teaching experience. The class focuses on the ability of the student to demonstrate integrating of all prior course work in a shared and defended Professional Teacher Portfolio which communicates critical elements such as creativity, self-knowledge and self-direction, diversity appreciation, and a life-long commitment to learning. 3 credits.

## SP-TED 580

**Special Education Student Teaching, Part I**

This course is the capstone experience in the Special Education Program in the state of Hawaii. Students will participate in a thirteen-week, field-based experience with a special education population. This course covers the first half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for five topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4credits.

SP-TED 581

**Special Education Student Teaching, Part II**

This course is the capstone experience in the Special Education Program in the state of Hawaii. Students will participate in a Thirteen-week, field-based experience with a special education population. This course covers the second half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for five topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4 credits.

*Prerequisite: SP-TED 580*

SP-TED 582

**Special Education Student Teaching: Cross Categorical, Part I**

This course is the capstone experience in the Special Education Program in the state of Arizona. Students will participate in a nine-week, field-based experience with across categorical special education population. This course covers the first half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for five topical assignments designed to demonstrate practical of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4credits.

SP-TED 583

**Special Education Student Teaching: Cross Categorical, Part II**

This course is the capstone experience in the Special Education Program in the state of Arizona. Students will participate in a nine-week, field-based experience with a cross categorical special education population. This course covers the second half of that experience. STudents experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for five topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successfully completion of Part I. 4 credits.

*Prerequisites: SP-TED 582*

SP-TED 584

**Special Education Student Teaching: Learning Disabilities, Part I**

This course is the capstone experience in the Special Education Program in the state of Arizona. Students will participate in a nine-week, field-based experience with a focus on students with learning disabilities. This course covers the first half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilize observation, analysis, reflection, and conferencing components. Additionally, students teacher will be responsible for five topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Student cannot advance to Part II without successful completion of Part I. 4credits.

## SP-TED 585

**Special Education Student Teaching: Learning Disabilities, Part II**

This course is the capstone experience in the Special Education Program in the state of Arizona. Students will participate in a nine-week, field-based experience with a focus on students with learning disabilities. This course covers the second half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for five topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specified standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4 credits.

*Prerequisite: SP-TED 584*

## TCM 537✦

**Networks/Data Communication I**

This course provides an overview of the organization and management of the broad and evolving field of telecommunications, including both voice and data communication. Standards, architectures, topologies, and media for both traditional and high-speed local area networks are described. Networking operating systems and management are included. The course uses simulations of *UNIX* and *Microsoft Windows* software. 3credits.

*Prerequisite: CMGT 555*

## TCM 538✦

**Networks/Data Communication II**

This course continues the subject of TCM 537, Networks/Data Communications I. Key principles and components required to support enterprise-wide networking, including wide area networks and wireless, are described. The computer network is described and evaluated as part of an organization's strategic plan. The Open Systems Interconnection model is emphasized. The course uses simulations of *UNIX*, *Microsoft Windows*, and *Cisco* software. 3 credits.

*Prerequisites: TCM 537*

## TED 501

**Introduction to Teaching and Learning**

This course introduces students to the basic knowledge and skills needed to be successful during the Post Baccalaureate Teacher Education Program. Special emphases are placed on the enhancement of oral and written communication skills and working in groups. This course focuses on effective classroom planning and teaching strategies, factors that influence teaching methods, teaching children in a diverse society, evaluating children's learning, and reflecting on teaching. 2 credits.

## TED 503

**American Education Foundations**

This course provides the prospective teacher with an introduction to the major issues and challenges in American education. The course focuses on the political, historical, sociological, economic and philosophical issues in education. Other issues addressed include school organization and teaching, curriculum and pedagogic practices, education and inequalities, and school reform and improvement. 2credits.

## TED 508

**Theories and Educational Approaches to Human Development**

This course explores the range of human development. The focus of the course is on defining the developmental stages of life from prenatal through adolescence and examining these stages as they impact instructional practices and decisions in a K-12 environment. 3credits.

## TED 509

**American Education Foundations**

This course provides the prospective teacher with an introduction to the major issues and challenges in American education. The course focuses on the political, historical, sociological, economic, and philosophical issues that affect education. Other issues addressed include school organization and teaching, curriculum and pedagogic practices, education inequities, and school reform and improvement. 3credits

## TED 511

**Theories and Educational Approaches to Human Development**

This course explores range of human development. The focus of this course is on defining the stages of life from prenatal through adolescence and examining these stages as they impact instructional practices and decisions in a K-12 environment. 2 credits.

TED 512

**Adolescent Development**

This course covers major developmental issues regarding the adolescent by looking at the influence of emotional, intellectual, physiological, social, and cultural factors. Emphasis is placed on peer and family influence, as well as media themes and gender bias and their effect on the development of the adolescent. 2credits.

TED 521

**Technology and Instruction**

This course addresses the fundamental techniques and procedures for working in a multimedia environment, focusing on resources designed for the classroom. Students will learn applications which effectively use multimedia-based information and resources within instructional units, lesson plans and student projects. 3credits.

TED 522

**Current Educational Models and Theories, Part I**

This course focuses on the theoretical models that underlie teaching and learning processes. It allows the student to examine methods for teaching all students, explore lesson plan designs, and analyze effective teaching strategies to promote student learning. 3 credits.

TED 523

**Current Educational Models and Theories, Part II**

This course focuses on the application of the theoretical models that underlie teaching and learning processes. This course allows the student to practice ways to teach all students, explore classroom climates necessary for learning, analyze classroom management systems, and develop an interdisciplinary thematic teaching unit. 3 credits.

*Prerequisite: TED 522*

TED 526

**Assessment in Education**

This course focuses on developing the skills to become effective assessors of student learning. Students explore how to design alternative assessments and traditional testing tools which yield information on student progress based on clear criteria and standards. Methods of reporting student progress to parents, administration and the community are reviewed. Critical assessment issues facing our school are analyzed and debated from the perspective of the researcher and the practitioner. 3 credits.

TED 527

**Curriculum Integration Methods for Language Arts and Reading**

This course focuses on the theories, models and methods, and their application in the teaching and learning processes involved in communication through language arts. The course is aligned with the RICA (Reading Instruction Competence Assessment) to prepare beginning teachers to deliver effective reading instruction that is based on the results of ongoing assessment; reflects knowledge of state and local reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students." (RICA, 1999) The course addresses language arts as a component of an integrated curriculum, and is designed to prepare beginning teachers to develop reflective readers who can derive meaning from a variety of text. 3credits.

TED 534

**Reading Methods: Decoding, Reading Skills and Practicum**

This course focuses on current theory and methods of reading instruction for the exceptional learner. Various instructional techniques related to teaching or improving student's reading skills are modeled with a practicum experience integrated into the course which allows for the application of the strategies and techniques learned through direct work on reading skills with a student with special needs. The course will specifically examine reading problems exhibited by students and will introduce remediation techniques to meet the needs of exceptional learners. 3credits.

TED 535

**Curriculum Integration Methods for Language Arts and Reading**

This course focuses on the theories, models, and methods that underlie the teaching and learning processes involved in communicating through the language arts. These language arts areas include thinking, speaking, listening, writing, and reading. It presents information and explores current research and theory on processes and methods of communicating through language. 4credits.

TED 536

**Curriculum Integration Methods for Social Studies and Fine Arts**

This course explores the connections between past and present issues and trends in the social studies and fine arts. This includes the knowledge of cultural understanding and the development of individual thinking skills and values. The course provides an opportunity for future teachers to present their own interdisciplinary techniques through the design and development of an integrated teaching lesson. 4credits.

## TED 537

**Curriculum Integration Methods for Math and Science**

This course focuses on the methodology and skills of teaching that enhance the learning of mathematics and science. The theory underlying each content area is explored along with the skills, techniques, and methods necessary to teach the subject matter. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science and current research on math and science pedagogy are explored. Students learn and develop the ability to use and evaluate instructional and curriculum materials and resources. Students also develop and use appropriate assessment strategies of teaching and student learning. 4credits.

## TED 538

**Curriculum Integration Methods for Social Studies and Fine Arts**

This course defines the nature of social studies education in a broad context and examines specific knowledge and skills associated with effective social studies instruction at the elementary and middle school levels. Students will actively use the Internet to search for background information on content and standards and to develop units that integrate social studies content with literature, fine arts, and other disciplines. Emphasis will be placed on instructional strategies designed to promote higher order thinking among children with diverse learning styles and from different cultural backgrounds. 3credits.

## TED 542

**Methods in Secondary Education**

This course explores the application of basic instructional methods to the specific content areas. Participants identify the educational needs of secondary students by exploring current instructional theory, national, state, and local standards, and social issues that impact the secondary classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations. 3credits.

## TED 546

**Curriculum Integration Methods for Math and Science**

This course focuses on the methodology and skills of teaching that enhance the learning of mathematics and science. The theory underlying each content area is explored along with the skills, techniques, and methods necessary to teach the subject matter. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science, and current research on math and science, and pedagogy are explored. This course provides students with an opportunity to learn and develop the ability to use and evaluate instructional and curriculum materials and resources, as well as appropriate assessment strategies of teaching and student learning. 3 credits.

## TED 548

**Multiple Subjects/CLAD Student Teaching, Part I**

This course is the first part of the capstone experience in the Multiple Subject CLAD program in California. It provides students with a field-based teaching experience at the appropriate grade and content level. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and emphasize the achievement of state-specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 3credits.

## TED 549

**Multiple Subject/CLAD Student Teaching, Part II**

This course is the second part of the capstone experience in the Multiple Subject/CLAD program in California. It provides students with a field-based teaching experience at the appropriate grade and content level. Students experience a clinical supervision model during the instructional phase of the course that utilizes preservation, analysis, reflection, and conferencing components. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and emphasize the achievement of state-specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 3credits

*Prerequisite: TED 548, Part I*



### **Reading Methods: Decoding, Reading Skills and Practicum**

This course focuses on the most current theory and methods of reading instruction and is aligned with the expectations of RICA and other state (see appendix) and national standards for oral and written language development. Various instructional techniques related to teaching or improving students; reading skills are modeled with a practicum experience integrated into the course which allows the application of the strategies and techniques learned through direct work on reading skills with a student from the public school setting. 3credits

TED 565

### **Synthesis of Learning and Collaboration**

This course serves as a transition between the Post Baccalaureate Program course work and the student teaching experience. The class focuses on the ability of the student to demonstrate integration of all prior course work in a shared and defended Professional Teacher Portfolio, which communicates the critical elements of creativity, self-knowledge and self-direction, diversity appreciation and a life-long commitment to learning. The course is designed to ensure that prospective teachers are prepared for student teaching. In addition to the Professional Teacher Portfolio, student are expected to design an individual Professional Growth Plan that will be implemented prior to their student teaching experience. The successful completion of the Professional Growth Plan, Portfolio, and Lesson Presentation will certify, with faculty agreement that the student is ready to advance to the student teaching experience. 3 credits.

*Prerequisite: All program courses except Student Teaching.*

TED 578

### **Secondary Student Teaching, Part I**

This course is the capstone experience in the Post Baccalaureate Secondary Teacher Education Program in the state of Hawaii. Students will participate in a thirteen-week, field-based experience at the appropriate grade and content level. This course covers the first half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for five topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4credits.

TED 588

### **Secondary Student Teaching, Part II**

This course is the capstone experience in the Post Baccalaureate Secondary Teacher Education Program in the state of Hawaii. Student will participate in thirteen-week, field-based experience at the appropriate grade and content level. This course covers the second half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for five topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4credits.

*Prerequisite: TED 578*

TMGT 510+

### **Project Management in the Technological Environment**

This course presents project management concepts, methodologies, and tools that assist in effectively managing complex, inter-functional technology development projects and programs. The course casts the project manager in the role of systems integrator, and focuses on the need for leadership, teamwork, and organizational skills. Important performance parameters for planning, cost control, scheduling, and productivity are introduced and are accompanied with discussions on traditional and state-of-the-art tools and systems. 3credits

*Prerequisite: EBUS 500.1, FIN 544, and ECO 533*

TMGT 540+

### **Management of R&D and Innovation Processes**

This course presents specific system concepts, methodologies, and tools to strategically plan technology developments, to effectively manage core competencies, and to integrate these technologies into existing or future products in order to remain competitive in the world economy. It casts the Research and Development (R&D) Manager into the strategic development process used in the front end of the business to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are the techniques used to stimulate and manage innovation in the workplace. 3credits.

*Prerequisite: MGT 554, EBUS 500.1, FIN 544, and ECO 533*

**TMGT 550✦****Technology Transfer in the Global Economy**

This course introduces the student to the concept of multinational enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilize technology transfer within a global business to meet the goals of the strategic plan.

3 credits

*Prerequisite: TMGT 540, TMGT 510, and TMGT 578*

**TMGT 578✦****Strategy Formulation and Implementation**

This course is designed to illustrate development, implementation, and reformulation of business strategy, with both domestic and international implications. Emphasis is placed on the need for, awareness of, and accommodation to changes in a organization's internal and external environments. Generic types of business strategies and techniques for analyzing strategies are also covered. 3 credits

*Prerequisite: EBUS 500.1, FIN 544, ECO 533*

**TMGT 590✦****Applications of Technology Management**

This is an integrative course and the capstone for the MBA/TM. The outcome is to apply a range of skills from the individual courses preceding this course by developing a business model for a new venture of the student's choosing. The course will require students to differentiate between entrepreneurial and intrapreneurial processes when contemplating their new venture.

*Prerequisite: TMGT 550*

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## PROFESSIONAL PROGRAMS

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Courses are listed alpha numerically based on the academic discipline prefix. Each course description is followed by the number of credits the course carries and any required prerequisites.

CIT 280

### **Networking Essentials**

This course is designed to provide students with the background necessary to understand the local area networking information in Microsoft courses on workstations and networking. This course serves as a general introduction for students who need a foundation in current networking technology for local area networks, wide area networks, and the Internet. *Helps students prepare for Microsoft Exam #70-58.* 1 credit.

CIT 286

### **Administering Windows NT 4.0**

This course provides student with the knowledge and skill necessary to perform post installation and day-to-day administration tasks in a single domain or multiple domain Microsoft Windows NT based network. *Helps students prepare for Microsoft Exam #60-67 and Microsoft Exam #70-73.* 1credit.

CIT 287

### **Supporting Windows NT 4.0 – Core Technologies**

This course provides the core foundation for supporting the Microsoft Windows NT 4.0 operating system. It provides students with the skills necessary to install, configure, customize, optimize, network, integrate, and troubleshoot Microsoft Windows NT 4.0. *Helps students prepare for Microsoft Exam #70-67 and Microsoft Exam #70-73.* 2 credits.

CIT 288

### **Supporting Microsoft Windows NT Server 4.0 – Enterprise Technologies**

This course provides the foundation for working in a Microsoft Windows NT Server 4.0 based enterprise environment. The four major units presented in this course include: Implementing Microsoft Windows NT Server 4.0 Directory Services, Microsoft Windows NT Server 4.0 Network Analysis and Optimization, Troubleshooting Microsoft Windows NT Server 4.0 in the Enterprise Environment. *Helps students prepare for Microsoft Exam #70-68.* 2credits.

CIT 289

### **Internetworking Microsoft TCP/IP on Microsoft Windows NT 4.0**

This course provides students with the knowledge and skills required to set up, configure, use, and support the Transmission Control Protocol/Internet Protocol on Microsoft Windows NT 4.0 operating systems. *Helps students prepare for Microsoft Exam #70-59.* 2credits.

CIT 290

### **Creating and Configuring a Web Server Using MS Tools for Microsoft Internet Information Server**

This course teaches students how to support the various features on Microsoft Internet Information Server. Students will gain understanding of the product's architecture and perform the procedures to install, configure, and support Microsoft Internet Information Server. *Helps students prepare for Microsoft Exam #70-87.* 1credit.

CITC 100.1

### **A+, Managing and Maintaining Personal Computers**

Part I- This is the first in a two-part series designed to prepare the student to become an A+ certified technician. PC and software skills will be learned through a balanced series of lectures and discussions on the theory and practical application of computer hardware and software as well as completion of a large number of comprehensive, hands-on lab exercises designed to teach PC configuration and troubleshooting skills. Learned skills will be reinforced by analysis of review questions and completion of a careful selection of hardware and software application projects specifically designed to test the students understanding of the course material. This course is primarily designed to teach and improve PC hardware, software, and troubleshooting skills that are necessary to configure and work with PCs in their environment. Topics in this course include a brief history of computers, how computers work, how software and hardware work together, the systemboard and its components, floppy drives and other devices, introduction to hard drives, hard drive installation and support, troubleshooting fundamentals, customizing a PC with peripherals, and understanding and managing memory. Part II- This is the second in a two-part series designed to prepare the student to become an A+ certified technician. PC and software skills will be learned through a balanced series of lectures and discussions on the theory and practical application of computer hardware and software as well as completion of a large number of comprehensive, hands-on lab exercises designed to teach PC configuration and troubleshooting skills. Learned skills will be reinforced by analysis of review questions and completion of a careful selection of hardware and software application projects specifically designed to test the students understanding of the course material. This course is primarily designed to teach and improve PC hardware, software, and troubleshooting skills that are necessary to configure and work with PCs in their environment.

Topics included in this course include basic electricity and power supplies, supporting Windows 3.x and Windows 95/98, understanding Windows NT Workstation, multimedia technology, purchasing or building a PC, telecommunication and networking fundamentals, the Internet, viruses, disaster recovery, maintenance planning, and the professional PC technician. The A+, Part I course is a prerequisite for this course. *Helps students prepare for the CompTIA A+ exam.* 3credit.

CITC 110.1

**Network+: Networking Technology Essentials**

This course provides an introduction to networking technologies utilizing extensive hands-on exercises and case projects that allow skills to be practiced as they are learned. The course covers a wide range of material related to networking, from careers in networking to local area networks, wide area networks, protocols, topologies, transmission media, and security. While introducing students to a variety of networking concepts, many in-depth aspects of TCP/IP protocol suite, will be discussed. In addition to explaining certification objectives, the course adds a multitude of real world examples of networking issues from a professional's standpoint, making it a practical preparation for the real world. 3credits.

CITM 230.1

**System Administration for Microsoft SQL Server 7.0**

This course covers material and provides the skills necessary to install, configure, plan, analyze, optimize, and troubleshoot SQL Server 7.0. Topics included are SQL Server 7.0 overview, installing and configuring SQL Server 7.0, security, backing up and restoring databases, automating administrative tasks, transferring data, monitoring, maintenance, and replication. Successful completion of this course will assist students to prepare for Microsoft Exam #70-028. 3credits.

CITM 240

**Microsoft Windows 2000 Network & Operating System Essentials**

This course maps to Microsoft course #2151. Combined with CIT/M242, it prepares for Microsoft Exams #70-120 and #70-215. It is designed to provide individuals who are new to Microsoft Windows 2000 with the knowledge necessary to understand and identify the tasks involved in supporting *Windows 2000* networks. It also provides an overview of networking concepts and how they are implemented in *Windows 2000*. 4credits.

CITM 242.1

**Supporting Microsoft Windows 2000 Professional and Server**

This course maps to microsoft Course No. 2152A. Combined with CIT/M240, it prepares for Microsoft Exams #70-210 and #70-215. It provides students with the knowledge and skills necessary to install and configure *Microsoft Windows 2000 Professional* on stand-alone computers and on client computers that are part of a workgroup or a domain. In addition, this course provides the skills and knowledge necessary to install and configure *Windows 2000 Server* to create file, print, and terminal servers. 3credits.

CITM 244.1

**Supporting a Microsoft Windows 2000 Network Infrastructure**

This course is for new-to-product support professionals who will be responsible for installing, configuring, managing and supporting a network infrastructure that uses the Microsoft Windows 2000 Server products. It also provides stoutness with the prerequisite knowledge and skills required for course CIT/M246, *Implementing and Administering Microsoft Windows 2000 Directory Services*. . *Helps students prepare for Microsoft Exam #70-216.* 3credits.

CITM 246.1

**Implementing and Administering Microsoft Windows 2000 Directory Services**

This course is designed to provide students with the knowledge and skills necessary to install, configure, and administer Microsoft Windows 2000 Active Directory Services. The course also focuses on implementing Group Policy and understanding the Group Policy tasks required to centrally manage users and computers. *Helps students prepare for Microsoft Exam #70-217.* 3 credits.

CITM 248

**Designing a Microsoft Windows 2000 Directory Services Infrastructure**

This course provides students with the knowledge and skills necessary to design a *Microsoft Windows 2000* directory services infrastructure in an enterprise network. Strategies are presented to assist the student in identifying the information technology needs of an organization, and then designing an Active Directory structure that meets those needs. 2credits.

## CITM 250.1

**Designing a Microsoft Windows 2000 Networking Services Infrastructure**

This course is designed to present to students the skills and concepts needed to create an *Microsoft Windows 2000* networking services infrastructure design utilizing the tools and components offered by Microsoft. The course will prepare students for the Microsoft certification exam #70-221 that is an elective examination in the *Microsoft Windows 2000* MCSE track. This is a theory-based course that requires the student to apply the skills learned to formulate and implement practical network architectural applications. 3 credits.

## CITM 252.1

**Designing a Secure Microsoft Windows 2000 Network**

*This course provides students with the knowledge and skills necessary to design a security framework for small, medium, and enterprise networks using Microsoft Windows technologies. Topics include planning an administrative structure so that permissions are granted only to appropriate users. This course also provides knowledge on planning an Active Directory structure that facilitates secure and verifiable user account creation and administration.* Exam #70-220. 3 credits.

## CITM 254.1

**Implementing a Database on Microsoft SQL Server 7.0**

This course maps to Microsoft Course #833B. It prepares for Microsoft Exam #70-029, and provides students with the technical skills that are required to implement a database solution with the *Microsoft SQL Server 7.0* relational database management system. 3 credits.

## CITM 256.1

**Updating Support Skills from Makeshift Windows NT 4.0 to Microsoft Windows 2000**

This course provides Microsoft Windows NT 4.0 support professional with the knowledge and skills necessary to support Microsoft Windows 2000 networks. This is a performance-based course designed to address the job-related tasks that a support professional must perform by using new or modified features in Windows 2000. 3 credits.

## CITP 100

**Internet and Web Page Authoring Fundamentals**

This course is designed to guide students through the Internet and its wide array of useful resources. Students learn how to use key Internet technologies, such as Web browsers, e-mail newsgroups, File Transfer Protocol (FTP), Telnet, and search engines. Students gain experience configuring both *Netscape Navigator* and *Microsoft Internet Explorer* to access rich multimedia, including *RealPlayer*, *Shockwave* and *Flash* content. Students also use a variety of Web-based search engines to conduct advanced searches and learn the basics of electronic commerce and security issues. Additionally, students learn Web page creation and other aspects of Web authoring. Students gain experience developing Web pages in a text editor and a graphic user interface (GUI) editor. Students also learn how to use Cascading Style Sheets (CSS) and study the basics of Extensible Hypertext Markup Language (XHTML), JavaScript, Dynamic HTML (DHTML), and the Document Object Model (DOM). After completing this course, students will be able to create simple Web pages containing text, graphics, hyperlinks, tables, forms, and frames. This course combines with CITP 101 to prepare students to pass the CIW Foundations Exam (1D0-410). 1 credit.

## CITP 101

**Networking Fundamentals**

This course is designed to teach students fundamental networking concepts and practices. Topics include network architecture and standards, networking protocols, TCP/IP, Internet servers, server-side scripting, database connectivity, and security. It builds on the concepts taught in CITP 100, and combined with course CITP 100, prepares the student to pass the CIW Foundation Exam (1D0-410). 1 credit.

## CITP 104

**Internet Systems Management**

This course is designed to present the fundamental concepts of Internet services. Students will learn Internet management techniques on *Microsoft Windows NT*, and *Linux* network operating systems. Students will also learn to configure DNS, WINS, Samba, Telnet, and FTP for Web Server Management. Students should have passed the CIW Foundations exam (1D0-410), or have equivalent experience prior to taking this course. Courses CITP 104 and CITP 106 are designed to prepare students for the CIW Server Administrator Exam (1D0-450). 1 credit.

#### CITP 106

##### **Advanced Internet Systems Management**

This course is designed to present fundamental concepts of client Internet services. Students will learn to use *Microsoft Internet Explorer* and *Netscape Navigator* as a tool to access business information. Students will also learn research techniques using search engines to locate information on the Internet. Concepts on Internet security and electronic commerce will be presented. Students should have passed the CIW Foundation exam (1D0-410), or have equivalent experience prior to taking this course. Courses CITP 104 and CITP 106 are designed to prepare the student for the CIW Server Administrator Exam (1D0-450). 1credit.

#### CITP 108

##### **TCP/IP Internetworking**

This course is designed to teach key Transmission Control Protocol/Internet Protocol (TCP/IP) concepts and protocols so network professionals can effectively plan, deploy and manage a TCP/IP enterprise network. Students will learn to build an enterprise network and analyze TCP/IP application and protocol information. Students should have passed the CIW Foundation exam (1D0-410), or have equivalent experience prior to taking this course. Courses CITP 108 and CITP 110 are designed to prepare the student to pass the CIW Internetworking Professional Exam (1D0-460). 1credit.

#### CITP 110

##### **Advance TCP/IP**

This course emphasizes Transmission Control Protocol/Internet Protocol (TCP/IP) routing, network troubleshooting, network management, and next generation Internet protocol technologies. It guides students through the concepts and protocols used in Internet routing, and how to troubleshoot TCP/IP networks using a packet sniffer and TCP/IP utilities. Students will configure the Simple Network Management Protocol (SMMP) to effectively manage a network, and implement a functional Internet Protocol version 6 (IPv6) network in the classroom. Students should have successfully completed CITP 104, CITP 106, and CITP 108 prior to taking this course. Courses CITP 108 and CITP 110 are designed to prepare the student to pass the CIW Internetworking Professional exam (1D0-460). 1credit.

#### CITP 112

##### **Networking Security & Firewalls**

This course is designed to teach students how to secure networks from unauthorized activity. Students learn about establishing an effective security policy, different types of hacker activities, the hacker's mind-set, and preventing and managing hacker penetration. The course covers authentication procedures, encryption standards and implementations, ports and protocols that hackers manipulate, and how to engage in proactive detection and response/reporting methods. Students should have successfully passed the CIW Foundations exam (1D0-410), CIW Server Administrator exam (1D0-450), and CIW Internetworking Professional exam (1D0-460), or have equivalent experience. Courses CITP 112 and CITP 114 are designed to prepare the student to pass the CIW Security Professional Exam (1D0-470). 1 credit.

#### CITP 114

##### **Operating Systems Security & Auditing**

This course is designed to teach students the least security industry recommendations and how to protect *Windows NT* and *Linux* servers in a variety of settings. Students will learn how to protect *Windows NT* and *Linux* systems from attacks, reconfigure the operating systems to fully protect it, and scan hosts for known security issues. Students will also learn how to perform different phases of a security audit, including discovery and penetration, and how to defeat unauthorized users from controlling company networks. The course discusses how to use *Windows NT* and *Linux* to identify security issues and suggests industry-standard solutions. Students will also learn how to generate effective audit reports that can help organizations improve their security and become current with industry security standards. By the end of the course, students will have a solid understanding of the security architectures used by *Windows NT* and *Linux*. Students should successfully pass the CIW Foundation exam (1D0-410), CIW Server Administrator exam (1D0-450), CIW Internetworking Professional exam (1D0-460), and course CITP 112, or have equivalent experience. Courses CITP 112 and CITP 114 are designed to prepare the student to pass the CIW Security Professional Exam (1D0-470). 1credit.

#### CITP 120

##### **Design Methodology and Technology**

*Design Methodology and Technology* is a course that teaches students how to create and manage Web sites with tools such as Macromedia Dreamweaver 3.0 and Flash 5.0, FrontPage 2000, Dynamic HTML, and various multimedia and CSS standards. Students will also implement the latest strategies to develop third-generation Web sites, evaluate design tools, discuss future technology standards, and explore the incompatibility issues surrounding current browsers. The course focuses on theory, design and Web construction, along with information architecture concepts, Web project

management, scenario development and performance evaluations. Students should have a passed the CIW Foundation exam (1D0-410), to have equivalent experiences, prior to taking this course. Course CITP 120 designed to prepare a student to pass the CIW Internetworking Professional Exam (1D0-420). 2credits.

CITP 122

**E-Commerce Strategy and Practices**

*E-Commerce Strategy and Practices* is a course that teaches students how to conduct business online and the technological issues associated with constructing and electronic-commerce Web site. Students will implement a genuine transaction-enabled business-to-consumer Web site, examine strategies and products available for building electronic-commerce sites, examine how such sites are managed, and explore how they implement an existing business infrastructure. Students get hands-on experience implementing the technology to engage cardholders, merchants, issuers, payment gateways and other parties in electronic transactions. Students should have passed the CIW Foundations exam (1D0-410), or have equivalent experience, prior to taking this course. Course CITP 122 designed to prepare a student to pass the CIW Internetworking Professional Exam (1D0-425). 2credits.

CPMGT 326

**Managing Project Organizations in a High Performance Environment**

This course presents specific system concepts, methodologies, and tools used to effectively manage complex, multifunctional projects and programs. The course places the project manager in the role of systems integrator, and focuses on the need for leadership, teamwork, and organizational skills. Important organizational performance parameters are introduced and are accompanied with discussions on traditional and state-of-the-art tools and systems. 3credits.

*Prerequisite: CPMGT 438*

CPMGT 438

**Project Management**

This course examines project management roles and environments, the project life cycle, and various techniques of working, planning, control, and evaluation for project success. 3credits.

CPMGT 441

**Strategic Management of Cross-Functional Projects**

The strategy of project management will be presented and discussed. The course will explore how each individual's efforts and involvement dovetail with the strategic plan of the total organization. 3credits.

*Prerequisite: CPMGT 438*

CPMGT 442

**Contracting and Risk Management for Project Managers**

This course addresses the contract management process, global contracting, methods and phases, and contract administration and pricing. The course also examines risk in the context of project life cycles. Students will learn how to identify critical risk factors and engage in case studies and scenarios to apply their skills. 3credits.

*Prerequisite: CPMGT 438*

CPMGT 443

**Project Estimating and Control Techniques**

Project managers of the most successful project groups critically analyze alternative and control the performance of their organizational by relying heavily on accounting and financial tools. This course develops the skills required to analyze, evaluate, and control programs and projects. Students work in groups to analyze cases, problems, and work situations. 3credits.

*Prerequisite: CPMGT 438*

CPMGT 444

**Project Management Capstone**

This course consists of a project that is designed to apply the key concepts studied in prior classes. The project simulates a common situation found in the workplace environment; that is, how to implement and then maximize the value of a project management group within the organization. 3credits.

*Prerequisite: Completion of all course work*

ECN 518

**Educational Counseling Theories**

This course is a study of selected theories/schools of thought in counseling and psychotherapy as they apply to a school guidance setting. The focus is on examining key concepts, therapeutic processes, and interventions and procedures of each theory. Emphasis is placed on the integration of theory for students' professional development as school guidance counselors. 3 credits.



ECN 520

**Legal and Ethical Issues in School Counseling**

This course emphasizes the legal and ethical responsibilities of the school counselor. Students become familiar with the code of ethics and legal parameters of their discipline in order to effectively interpret and act upon situations in an appropriate and effective manner. Content includes such issues as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision making models. 3 credits.

ECN 531

**Professional Assessment, Part I**

This one-credit assessment course samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the learning and practice of school counseling. This course helps determine the student's appropriateness for the program. The purpose of the assessment process is to help the student evaluate his or her aptitude for the school program and to evaluate the candidate's readiness for admission. 1credits.

ECN 532

**Professional Assessment Portfolio, Part II**

This course helps students integrate and evaluate their learning to this point. Like the activities in an assessment center, this course provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program, and to demonstrate professional competence and personal growth. 3 credits.

*Prerequisite:* ECN 531

ECN 540

**Introduction to School Guidance Counseling**

This course examines the evolution of counseling/guidance programs in the schools. The process of assessing current programs, and designing, planning and implementing a comprehensive competency-based counseling and guidance program are emphasized. 3credits.

ECN 545

**Student Career Counseling**

This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in school, including the development of individual career life plans for students and adults in transition. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. The course provides an historical perspective of career counseling on which to base predictions of future trends. Issues related to career counseling for individuals from special populations are addressed. 3credits.

ECN 555

**Student Assessment and Evaluation in Education Counseling**

This course focuses primarily on the school guidance counselor's role in the selection, administration, interpretation, and technical support of testing in the school setting. Test construction and standardization are studied along with the use of tests for K-12 student placement decisions. Interpretation of test information also is examined and students learn ways to convey test results to various audiences, including teachers, parents, and administrators, as well as elementary and secondary students. Authentic assessment and its place in the entire scope of school-based testing is also examined. 3credits.

ECN 560

**Educational Counseling of the Individual**

This course covers individual counseling practices based on individual case management. Techniques and skills for intervention and guidance are investigated and applied to situations commonly faced by school guidance counselors in the context of the population they serve. 3credits.

*Prerequisites:* ECN 518, and ECN 540

ECN 565

**Educational Counseling of Groups**

This course provides the student with both group facilitation experience and skills and group participation experience. The student learns what effective group counseling is, how group counseling is implemented in the school setting, and the techniques, strategies, and activities that facilitate a successful group experience for guidance counselors and students. 3credits.

*Prerequisite:* ECN 518 and ECN 540

ECN 573

**Social and Multicultural Issues in Educational**

This course is designed to be a comprehensive foundation for understanding diversity among clients and family systems in a pluralistic society. Emphasis will be on counseling differences based on age, race, family background, ethnicity, religious preferences, gender identification, physical/mental limitations, etc. 3 credits.

ECN 590

**Counseling Practicum: Elementary Education**

This practicum is designed to help the student make a transition from studying school guidance and counseling concepts to the practical application of these concepts in elementary school setting. Students are closely supervised as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsive services, and system support. *Offered in Nevada only.* 3credits.

*Prerequisite:* ECN 560 and ECN 565

ECN 591

**Counseling Practicum: Secondary Education**

This practicum is designed to help the student make a transition from studying school guidance and counseling concepts to the practical application of these concepts in secondary school setting. Students are closely supervised as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsive services, and system support. *Offered in Nevada only.* 3credits.  
*Prerequisite: ECN 565 and ECN 560*

ECN 596

**Educational Counseling Practicum**

This Practicum is designed to help students make a transition from studying school guidance and counseling concepts to the practical application of these concepts in school settings. Students are closely supervised as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsive services, and system support. A minimum of 120 practicum hours is required. *Offered in Arizona only.* 3credits.  
*Prerequisites: ECN 560 and ECN 565*

ECN 598

**Educational Counseling Practicum I & II**

The Practicum is designed to help students make a transition from studying school guidance and counseling concepts to the practical application of these concepts in both school and clinical settings. Students are closely supervised as they develop skills in the comprehensive guidance areas of: Responsive Services, Guidance Curriculum, Individual Planning, and System Support. The Practicum experience is divided into two parts and each carries a different course prefix and number. ECN 597 is 5 workshops and 20 practicum hours and takes place in the University classroom and a school setting, while ECN 598 is 4 workshops and 15 practicum hours and takes place in the University classroom and a clinical site. *Offered at Utah only.* 2credits for ECN 597 and 1credit for ECN 598.

*Prerequisites: ECN 597 is prerequisite to ECN 598*

EDA 520

**Leadership Assessment Seminar I**

Successful schools require leaders who have the prerequisite knowledge and skills to lead schools into the 21st century by effectively implementing a plan for the 21st century. The University of Phoenix, in conjunction with the National Association of Secondary School Principals, will help to identify and/or develop effective school leaders. This seminar is designed to measure leadership potential by diagnosing behavioral strengths and developmental needs of prospective principals and superintendents. 3credits.

EDA 525

**Oregon's Plan For The 21st Century**

This course is designed to introduce the history of school reform and frame Oregon's educational act within a national and historical perspective on the formal "changing process." The course will examine the major historical reform initiatives from the 20th century, and include a brief survey of epistemology to support an understanding of the foundations of current education reform and the many changes over the years. With that framework, the course will take a detailed look at Oregon's 21st Century Act and analyze its components in terms of what it means for school administrators for short and long term restructuring and change. Finally, the course will look at similar reform initiatives around the nation. 1 credit.

EDA 532

**Human Relations and Organizational Behavior in Education**

This course examines human relations and organizational behavior concepts, strategies, and theories from the public and business sectors, and applies them to the educational realm. The key processes of conflict resolution and organizational change are explored, along with how they influence educational organizations in the areas of leadership communication, problem solving, and multicultural issues. 3credits.

EDA 538

**Education Finance and Budgeting**

This course examines the concepts and theories that form the foundation of public school finance in American and the practical application of those concepts and theories in the areas of taxation and revenue sources, budget planning and development, court reform, risk management, and other associated school finance considerations. 3credits.

EDA 545

**School Law for Educators**

This course allows students to examine legal theory and practice in context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practice. 3credits.

EDA 550

**Human Resources Management in Education**

This course is designed to provide a practical overview of human resources management from a district and school perspective. The role of the human resource department and its influence on individual schools is discussed. Current practices of planning, selection, retention, and evaluation of personnel and their legal ramifications are emphasized. Updated views of bargaining/negotiating are also discussed. 3credits.

EDA 554

**Instructional Program Management and Evaluation**

The purpose of this course is to help the administrator-in-training to examine instructional supervision, organizational techniques, and other skills needed to manage and evaluate the instructional program. The course focuses on methods of staff supervision, curriculum development, instructional improvements, assessment, evaluation of instructional standards, and staff development. Students are expected to demonstrate that they can engage staff and community as they develop student standards and assessments, help staff evaluate learning, coach effective instruction, and promote a school climate for learning. 3credits.

EDA 590A/B/C

**Administrative Internship**

This course provides students interested in school administration with a comprehensive, supervised internship experience at a school site outside the University environment. 3credits.

EDA 599

**Practicum in School Administration**

This administrative practicum includes the opportunity for the future school administrator to perform, under supervision, the activities of a regularly employed school administrator. Emphasis is placed on the ability of students to meet all of the standards for administrators set forth by the State Board of Education in the state of Colorado prior to certification. *Offered in Colorado only.* 6credits.

EDA 564

**The Role and Functions of the Principal**

This course examines the changing roles and functions of the principalship and explores leadership in the context of schooling. Research, theory, and practice are studied and integrated to develop principals who are collaborative instructional leaders for schools of the 21st century. 3credits.

EDD 520

**Critical Issues in Education**

This course is designed to allow students to explore current educational issues in the context of their social and philosophic foundations. By analyzing these controversial topics and their impact on education in today's society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences, and values clarification are discussed in relation to schooling. 3credits.

EDD 558

**Curriculum Design and Development**

This course focuses on understanding what curriculum is and how it is developed in schools. Foundations of curriculum planning is briefly examined, as is the role of philosophy in curriculum planning. Procedures of curriculum development, planning, implementation, and evaluation are major topics of the course, with an emphasis on practical applications. Curricular practices in elementary, middle, and high schools are explored. Current topics include standards-based education and authentic assessments. 3credits.

EDTC 524

**Instructional Design**

This course is designed to provide students with the instructional design skills they need to develop educational courses and materials for adult learners. Students will study the relevant theories of instructional design and apply proven procedures for designing, developing, implementing, and evaluating objectives-based instruction. Specific focus will be given to the creation of materials appropriate for adult learners in classrooms and learning at a distance, including attention to life experiences, entry level skills, motivational needs, and modes of delivery. 3credits.

EDTC 526

**Assessment and Evaluation in E-Education**

This course focuses on developing the skills necessary to become effective assessors of adult learners. Students learn the fundamentals of traditional testing and explore how to design alternative assessments in an electronic environment. Interpretation of assessment data, strategies for tracking student progress, and communicating results based on clear criteria and standards will be presented. Critical assessment issues facing distance education programs will be analyzed and debated. 3credits.

EDTC 550

**Information Technology**

This course is an overview of information technology and covers hardware, software, programming, operating systems, databases, networking, telecommunications, and the Internet. The purpose is to give a basic understanding of information technology that can be used as a foundation on which to build e-education application courses. 3credits.

EDTC 555

**Internet and Distance Education Deliver**

This course compares and contrasts different education delivery systems. Both asynchronous and synchronous deliveries are explored. An emphasis is placed upon Internet delivery and Internet course management solutions. 3credits.

EDTC 560

**Applications of Multimedia and Web Page Design**

This course examines different elements of multimedia and then applies them to presentations solutions that range from Microsoft PowerPoint to Web pages. Basic HTML is covered as well as the integration of multimedia into Web page design. 3 credits.

EDTC 570

**Courseware Authoring**

This course compares and contrasts different approaches to courseware authoring. A development life cycle model is examined that includes analysis, design, development, implementation, evaluation, deliver, and support. An emphasis is placed upon the design and development of Web delivered courseware. 3credits.

EDTC 575

**E-Education in the Global Environment**

This course focuses on the business of distance education from a global perspective. Educational systems, cultural differences as well as curricula of various global environments are explored. Students will study political and cultural issues that impact education and its delivery of education through distance (education) modalities. 3 credits.

ESL 520

**Foundations of ESL Education**

This course provides a comprehensive overview of historical, philosophical, and legal perspectives and ramifications in ESL education. It establishes the rationale for ESL education, and examines current issues in limited English proficiency (LEP) identification and assessment and second language acquisition in the public school. The course provides knowledge and sensitivity to the history and culture of other languages, groups, and multiethnic curriculum and instruction. 3credits.

ESL 521

**Understanding Language Acquisition and Cognition**

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the teacher of the bicultural student. The course focuses on language acquisition development opportunities within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning and thought processes. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct pronunciation and intonation for those working with linguistically diverse populations. 3credits.

ESL 522

**Identification and Assessment of Linguistically Diverse Populations**

This course focuses on methods and techniques used for language and academic identification, assessment and placement of linguistically diverse populations. It provides an understanding of the historical perspective and pertinent information surrounding issues related to current policies and practices for identification and assessment of students for placement in ESL programs. Evaluation instruments used in areas such as language proficiency, achievement and learning styles are examined. 3 credits.

*Prerequisite: ESL 520*

ESL 523

**Methods and Materials for ESL Classrooms (Part I, Language Arts and Literacy)**

This course focuses on instructional strategies and methodologies for the bicultural student, especially in the areas of teaching oral language and literacy skills. The course provides a knowledge base and allows for development of teaching skills used in alternative language service programs. Included are methods, techniques, materials developments, and adaptations of existing curriculum to facilitate the second language reader and writer in developing critical thinking and effective decision-making skills. 3credits.

*Prerequisite: ESL 520*

ESL 524

**Methods and Materials for ESL Classrooms (Part II, Content Area Instruction)**

This course provides knowledge and teaching skills in alternative language service programs including methods, techniques, and materials development and adaptation to facilitate teaching in the content areas of math, science, and social studies. It provides a variety of strategies and models of lesson plan development and instruction for linguistically diverse populations including the gifted /talented and special education student. 3credits.

*Prerequisites: ESL 520, and ESL 523*

ESL 525

**Family and Community Involvement in Educational Programs**

This course provides communication and human relation skills to facilitate positive student self-concept, parent-teacher cooperation, interaction among professional educators, the community, and social groups. It presents several models for parent empowerment and involvement in the education of the linguistically diverse learner that explicitly and implicitly convey a set of goals, assumptions, attitudes, behaviors, and strategies. The course also examines strategies to build partnerships between schools and communities and to improve minority family involvement in ESL programs. 3 credits

## ESL 598

**Integrating Language Acquisition and Content Instruction (Part I, Language Arts and Literacy Practicum Seminar)**

This course involves the student in field experiences with a ESL certified cooperating teacher and a building-based mentor teacher who is skilled in teaching those who are linguistically diverse. Students will have the opportunity to develop lesson plan, design and implement small and large group instruction, and engage in the observation of other classrooms and pogroms. Students will attend workshop seminars to analyze current issues relevant to language proficiency and ESL education, as well as to discuss and resolve issues pertaining to his/her own practicum experience. 3credits.

*Prerequisites: ESL 520 and 15 ESL credits.*

## ESL 599

**Integrating Language Acquisition and Content Instruction (Part II, Content Area Instruction Practicum Seminar)**

This course involves the student field experiences with a ESL certified cooperating teacher and a building-based mentor teacher who is skilled in teaching students who are linguistically diverse. Students will have the opportunity to develop lesson plans, design and implement small and large group instruction, and engage in the observation of exemplary teachers giving lessons in math, science and social studies to multicultural student. Students will attend workshop seminar to analyze current issues relevant to language proficiency and ESL instruction in the content areas, as well as to discuss and resolve issues pertaining to his/her own practicum experience. 3credits.

*Prerequisites: ESL 520 and ESL 598*

## HCS 610

**Physical Assessment**

This course provides OB/GYN Nurse Practitioner students with the fundamentals of taking a patient history (medical and psychosocial), conducting a physical examination, and obtaining and assessing laboratory data. Students will begin to assess actual or potential health problems and utilize appropriate interventions and consultation. Verbal and written communication with patients, peers, physicians, and staff will also be addressed. The course incorporates forty hours of practice lab experience for students to utilize the techniques and equipment used to perform physical examinations. 3credits.

## HCSX 500

**School Nursing Practice**

This course examines the contemporary role of the nursing professional in the assessment, development, delivery, and evaluation of comprehensive school health programming. It serves as a theoretical framework for competency skill building in addressing the health needs of school age children as well as service delivery required for an effective school health program. Application of nursing theory to comprehensive school health programming is emphasized. The course will focus on program management, professional development, planned change, research, health education, interdisciplinary collaboration, and adaptation concepts. 3credits.

## HCSX 503

**Nursing Care of the Developmentally-Disabled Child**

This course focuses on congenital and acquired conditions of children that can culminate in development delays and educational dysfunction. Students will develop knowledge and skills in assessment, planning of nursing interventions, and evaluation of supportive community resources. Other topics to be studied include mental retardation, growth and endocrine disorders, sensory deficits, cancer, legal issues, and legislation governing the handicapped student. A "Learning Lab" will provide experience with supportive equipment necessary to assist handicapped students in achieving optimal levels of health and learning. 3credits.

## HCSX 506

**Health Assessment of the School-Age Child**

This course provides the foundation for the development of a comprehensive health assessment data base for a school-age child. Students will develop the skills necessary for interviewing, performing health histories, and conducting physical examinations on the school-age child. Students will formulate appropriate nursing diagnoses based on the data base obtained from the comprehensive health assessment. Management of minor illness and health care problems common to this age group is integrated into the health assessment process. 3 credits.

HCSX 517

**Nursing of High Risk Populations, Groups, and Communities**

This course focuses on the utilization of nursing and family theories in professional nursing and community health practice to promote the self-care of individuals, families, and population aggregates. Based on community health nursing standards, students learn skills to assess and identify populations at risk and to develop client-centered interventions in collaboration with available community resources. Utilizing the epidemiologic model, students identify levels of prevention and health promotion as related to the individual, family, workplace, and environment. Current social and economic factors are explored. Five workshops provide the framework for development of the nursing professional roles of teacher, caregiver, and manager of care for populations. 3credits.

HRM 422

**Employment Practices**

This course addresses the complex roles and practices of human resource professionals as strategic partners in realizing the organization's objectives for market performance and productivity. The topics provide a foundation in important techniques and practices that are critical for effective HR initiatives and performance of the firm in the areas of human resource planning, testing, staffing, appraisal, managing separations, and HR and technology. 3credits.

HRM 424

**Compensation**

This course prepares the student in basic compensation design and decision-making required for planning, developing, and administering compensation programs that are compliant with government laws and regulations. 3credits

HRM 425

**Benefits, Safety, and Health**

This course examines the roles of governments and employers in providing retirement, health, and safety programs for employees' security and well being. Basic types of retirement and medical plans are compared and contrasted. Current trends in legislation and in life, health, and retirement plans are reviewed. Throughout the course, students are given opportunities to practice the selection of employee benefits with the objective of helping to meet corporate goals. 3credits.

HRM 426

**Employee Development**

This course addresses the dynamic and broad range of issues requisite for managers and human resource professionals to make training a strategic factor in organizational success. Coverage includes general information on the mission and challenges facing training managers. Managing the training function, conducting needs analyses, instructional design, the impact of technology on training delivery, job skills for trainers, and future trends in training are covered. 3credits.

HRM 427

**Critical Issues in Human Resource Management**

This course focuses on five key issues that present the greatest opportunities and challenges for HR professionals today and examines the implications of the issues in policy formulation and program development. The course explores ways to realign HR and to explain the professional competencies needed to take a leadership role in realizing organizational change. It examines the opportunities and benefits of planning for and managing a diverse workforce, and defines the role of HR in transition to and in managing in a team environment. This course also evaluates ways to design and implement alternative work schedules, and provides information on the Human Resource Certification Institute's exam and code of ethics. 3 credits.

*Prerequisite: all other HRM course work*

HRM 434

**Employment Law**

This course provides an overview of federal statutes and state-regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge. 3credits.

INT 617

**Survey of Marketing and Strategy Planning Concepts**

This course is designed to introduce the student to the dynamic nature of contemporary marketing and business strategy as a combined topic. The course stresses a need to understand basic marketing and strategy concepts, and to be able to apply them to solve real world business problems in the development, implementation, and reformulation of business strategy. The course accentuates the need for awareness of, and accommodation to, change in a company's internal and external environments, with particular focus on the needs of the customer. generic types of business strategies and techniques for analyzing strategies are also covered. Marketing plans, with specific emphasis on marketing mix considerations are explored. 4credits.

**MGT 304****Service Operations Finance**

MGT 304 covers the basic principles of finance that are essential to Service Operations Managers, including evaluation of profit/loss statements and identification of finance and accounting terminology. Cost/benefit analysis, budgeting, financial mathematics, and cost of capital are also covered. Topics include: 1) Analysis of Profit and Loss Statements, 2) Budgeting, 3) Cost/Benefit Analysis and Financial Statements, 4) Cost of Capital, and 5) Capital Budgeting Tools. 1credit

**MGT 600****Ergonomics/Human Factors**

This course provides an overview of the field of Ergonomics and provides numerous examples to show the settings that can be improved in manufacturing and in the office. Students will learn how to design products and works areas to fit the user. 3 credits.

**MGT 601****System Safety**

course in quantitative and qualitative methods for safety analysis of systems, processes, equipment and other entities. Topics will include hazard analysis, fault tree analysis, behavior justification, HAZOP and PROCESS SAFETY analysis. 3 credits

**MGT 602****Environmental Program Management**

This course will address all of the elements needed to comply with federal and state environmental regulations–SARA, RCRA, Clean Air/Water Acts, storm water, etc., and various state regulations which are models for other states. 3 credits.

**MGT 603****Arizona Environmental Law**

A course covering The Arizona Environmental Law. Topics include, but are not limited to, air quality, solid waste, hazardous, storage tanks, emergency planning, and criminal liability. Students will learn the jurisdiction of state, federal, and county agencies. 3credits.

**MGT 604****Risk Management A: Property/Casualty**

An overview of the risk management process including the development of pre-loss and post-loss goals, identifying loss exposures and the utilization of risk management techniques. Risk financing and risk control aspects will be addressed regarding property and casualty exposures with special emphasis on property protection, builders' risk, business interruption, general and auto liability, employment liability, pollution liability, and disaster planning and procedures. Various domestic and global insurance programs and types of coverage will be addressed. 3credits.

**MGT 605****Risk Management B: Workers' Compensation**

An overview of the risk management process as it pertains to statutory workers' compensation and employer's liability insurance programs, including identifying loss exposures and the utilization of risk management techniques. Worker's compensation program financing and various types of insurance options will be addressed. The identification of pre-loss and post-loss goals will be addressed including establishing claim management and cost-containment programs, safety and loss control programs, and modified duty early return to work programs. The course will also address the interdependence of OSHA compliance, human resources/EEO issues and worker's compensation/ employer's liability in today's diverse workplace. 3 credits.

**NIS 560****Professional Practice/Trends, Issues, and Theories**

This course prepares nurses to define the role of the informatics nurse. Students will identify key trends and issues in nursing informatics standards, technology advancements, health care delivery changes, and regulatory / accreditation requirements. The course will address monitoring systems to ensure that patient's privacy / confidentiality is secure and that allocation of technology-related resources is equitable. Students will use tools to redesign nursing activities to maximize automation utilization while maintaining integrity of professional nursing practice. When redesigning these activities, students will select nursing taxonomies and nomenclatures consistent with professional practice users. The course also will cover incorporating theories, such as communication, information, behavioral, management, systems, and nursing, during all phases of informatics implementation. 3 credits (6 workshops)

**NIS 561****System Analysis/Design and Human Factors**

This course prepares nurses to assess clinician's patient-specific, agency-specific, and domain-specific data and information requirements. Students will evaluate clinical information system design features that address flexibility, connectivity, performance, security and confidentiality, and human factors (both physical and cognitive). Students also will define hardware and software aspects of the clinical information systems and evaluate systems for clinical decision-making capabilities. 3credits. (6 workshops)

NIS 562

**System Implementation, Support, Testing, and Evaluation**

This course prepares nurses to implement, test, support, and evaluate a clinical information system. Students will develop a project plan that includes identifying the project team, activities, and change management considerations for implementing a clinical information system across the enterprise. Students will design and develop training programs, documentation, test plans, and policies and procedures that support the various users and the enterprise's needs. This course also will cover developing evaluation processes to monitor performance and safety of clinical information systems, effectiveness and efficiency of the system, and implementation and support processes, as well as demonstrate cost-benefit of systems. 3credits. (6 workshops)

NIS 563

**Information/Database Management and Computer Technology**

This course prepares nurses to develop approaches to collecting and maintaining uniform information from automated health information records that support clinical patient care or populations, health care management, education, and research. Students will conduct data analysis by developing query criteria and report formats for selected health information databases and institution specific administrative databases. Students also will design their own database on user-defined problems and will examine the hardware and software capacity required to support their database. 3credits. (6 workshops)

OSC 300

**Strategic Supply Chain Management**

This course provides an overview of "lean manufacturing" as an approach companies use to achieve world-class capabilities in satisfying customers. Students will learn how lean manufacturing principles and techniques impact a manager's ability to provide added customer value on the products and services they procure by improving value creating opportunities along the product's supply or value chain. A technique known as the value stream mapping is introduced to help students determine where value be added and waste eliminated. 3 credits.

OSC 301

**Operations Management**

This course utilizes a set of operations management skills and tools that students can use to enable their companies to develop a competitive advantage in commercial environments that encompass global markets and competition, e-business, and supply chain management. This course will include operations management, personnel, purchasing, logistics, engineering, human resources management, accounting, finance, and marketing. 3credits  
*Prerequisite: OSC 300*

OSC 302

**Lean Enterprise**

This course provides an overview of "Lean Enterprise" as an approach companies use to achieve world-class capabilities in satisfying customers. Students will learn how lean manufacturing principles and techniques impact a manager's ability to provide added customer value on the products and services they procure. This is accomplished by improving value-creating opportunities along the product's supply or value chain. A technique known as value stream mapping is introduced to help students determine where value can be added and waste eliminated. 3 credits.

*Prerequisite: OSC 300*

OSC 303

**Global Sourcing & Procurement**

This course provides a managerial perspective of the essential tasks and challenges associated with the sourcing and procurement of materials domestically and globally. Emphasis is on the strategic identification and contribution that purchasing can make to corporate and business strategies through the development of integrated procurement and sourcing strategies. This course further emphasizes the importance of supply chain management in the timely procurement and delivery of materials, especially in the global environment. This course is an essential element of procurement, materials management, supply chain management, sourcing management, logistics, and operations management and procurement. 3credits.



## OSC 304

**Integrated Logistics Management**

This course describes how companies can use logistics and supply chain management practices strategically to satisfy customer requirements, especially in the area of providing lower costs and rapid order fulfillment. Students will learn managerial logistics responsibilities in the following areas: transportation, inventory management planning, warehousing, packaging, materials handling, collaborative planning, forecasting and replenishment activities, and customer service. 3credits.

*Prerequisite:* OSC 300

## OSC 305

**The Role of e-Business in Supply Chain Management**

This course provides an overview of several major benefits of the application of e-business practices to current business enterprises and discusses e-business trends and marketing strategies implemented in numerous industries. Technical areas such as networking and telecommunications, data security, storage and retrieval of multimedia; business areas such as marketing, procurement, billing and payment, and supply chain management; legal aspects such as information privacy, intellectual property, taxation, and contractual and legal settlements are also addressed. Students will learn how incorporating e-business into Supply Chain Management facilitates the reduction of product and service cost, and improvement of customer response time and quality. Implementing initiatives in e-business has emerged as a significant business strategy in the information age. 3 credits.

*Prerequisite:* OSC 300

## PMT 300

**Procurement Fundamentals**

This course introduces the student to the basic procurement process. It covers the evolution of the purchasing function as well as the elements of requirements identification, proposal/negotiation, supplier selection, contract development, supplier development, and performance evaluation. 3credits.

## PMT 302

**Supply Chain Management**

This course is designed to introduce the student to the strategic importance of the procurement process to the organization. The student should be able to incorporate a procurement strategy based on the organization's strategy into the business process with the philosophy of supply chain management. This recognizes the importance of the suppliers in the total process and how one incorporates this philosophy into reducing cost, increasing service, and helping to assure supply using a cross-functional team. 3credits.

## PMT 304

**Procurement Process Management**

This course focuses on the elements of administering and managing the overall supply chain process including alignment with the organizational mission, development of appropriate policies and procedures, determination of workload and staffing, training requirements and functional evaluation to assure maximum efficiency and effectiveness in supporting the organization. 3credits.

## PMT 306

**Materials Management**

This course focuses on strategies to maximize the flow of materials and services to the organization, and the logistics management functions within the supply chain. 3 credits.

## PSYCH 538

**Lifespan Development and Learning**

This course integrates learning theories and principles with advanced study of childhood and adolescent development in relation to educational practice. The professional in the classroom explores perspectives on behaviorism and cognitive and social learning in the context of their practical application. 3credits.

## CMHC 550

**Human Sexuality**

The goal of this course is to learn about the many facets of human sexuality in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families; and clinical applications, including the treatment of sexual difficulty and dysfunction. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations. Learning activities include discussion, reading, out of class visits to learning environments, reflecting on personal experience, and demonstrating skills in class. 3 credits.

## MFCC 540

**Family Development**

This course introduces students to systems theory frameworks in family development. It presents systems based models for assessment of family functioning, including assessment of the interaction of biological and psychological variables. The course also provides an understanding of career and lifestyle development and related life factors from a family systems perspective. 3 credits.

MFCC 545

**Family Dynamics and Communications**

This course introduces students to theories of family interaction and communication, the behavioral effects of communication, the style in which information is transmitted, and the clarity of the communication transmission. Students learn and practice modeling and teaching communication skills to couples and families. Approaches for working with families presenting cultural, gender, and value differences are addressed. Students also learn skills to apply to communication issues presented by families who are experiencing conflict, divorce, and abuse. 3 credits.

MFCC 555

**Family Systems Theory**

This course provides an overview of the development of family systems theory as a discipline and the variety of therapeutic approaches which have emerged as a result. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individualistic theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. This course explores the major systems theories' approaches to diagnosis, treatment, and change, and explores ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed. 3 credits.

MFCC 560

**Family Interventions**

This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, culture, and social roles. Students evaluate clinical situations and assess potential therapeutic interventions in context. 3credits.

MFCC 565

**Advanced Marriage and Family Therapy**

This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families and those with special needs. Students will go through the process of working with a family, in role-play, from intake to termination, incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Therapeutic interventions for the complex families of today will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems. 3 credits.

## FACULTY AND ACADEMIC CABINET

### ACADEMIC CABINET

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Associate Vice President for  
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Education, Health and  
Human Services, College of  
Nursing and Health  
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and Regional Executive  
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Central Region

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Online Region

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Shelton, Charlita, MSED  
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Kaehler, Richard, PhD  
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*Members of the Academic  
Cabinet are chosen from the  
Campus Area Chairs as  
representatives of the  
practitioner faculty.*

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University of Arizona

#### Associate Dean

Poet, Anthony, EdD  
Nova Southeastern  
University

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Babson College

##### *Cleveland Campus*

Tolbert, Barry, MBA  
State University of New  
York

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##### *Detroit Campus*

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##### *Ft. Lauderdale Campus*

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##### *Jacksonville Campus*

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##### *Louisiana Campus*

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MBA, University of New  
Orleans

##### *Maryland Campus*

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Catholic University of  
American

##### *Nevada Campus*

Newman, Richard E., MA  
University of Evansville

##### *New Mexico Campus*

Edelman, Charles, MBA  
University of New Mexico

##### *Northern California Campus*

Price, Donald C., MS  
University of San Francisco

##### *Oklahoma City Campus*

Earnest, Mona S., HRO  
University of San Francisco

##### *Online Campus*

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American Graduate School  
of International Business/  
Webster University

##### *Oregon Campus*

Hanks, Robert, MBA  
George Fox University

##### *Orlando Campus*

McNickle, Edythe A., MBA  
University of Phoenix

##### *Philadelphia Campus*

McCarty, James, MS  
University of Pennsylvania

##### *Phoenix Campus*

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George Washington  
University

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MHRM  
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*Tulsa Campus*

Gazaway, Christopher, MBA  
Louisiana State University

*Utah Campus*

Behunin, Melanie P., MBA  
University of Phoenix

*Washington Campus*

Williams, Stephen T., MBA  
University of Washington

**Campus Area Chairs**

*Area Chairs are appointed at each  
campus in the following areas:*

- Accounting
- Economics
- Financial Planning and Control
- General Business & Strategic Management\*\*
- Law
- Leadership (DM-Online only)
- Management (General & Operations)
- Marketing
- Organizational Behavior and Development
- Quantitative Analysis & Applied Research

**Faculty**

Abbas, Joseph, MBA  
University of Texas,  
El Paso

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University of California,  
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California State University,  
Dominguez Hills

Abram, Marie, PhD  
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Abramov, Vladimir Y., MBA  
California State University,  
Hayward

Ach, Kay A., MPH  
University of Minnesota

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George Washington  
University

Ackerman, Bruce A., MBA  
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St. Joseph's University

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College for Financial  
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San Bernardino

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Allan, Bruce S., MBA  
University of London

Allen, David, PsyD  
Kansas State University

Allen, Donald D., JD  
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Yates, Paul L., MACY Brigham Young University	Zinter, Leah M., JD Thomas Jefferson School of Law	
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*Colorado Springs*  
Vacant

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Zajac, Charles, JD  
Detroit School of Law

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Hammond, Lois, DBA  
Nova Southeastern University

*Grand Rapids Campus*  
Vacant

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Polding, Brian E., PhD  
University of Florida

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Arnaud, Wanda L, EdD  
Nova Southeastern University

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Kellogg, E. Susan, PhD  
The Union Institute

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Tilley, Merten A., PhD  
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Cobb, Christine, MBA  
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University of Illinois

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Devin, Tricia W., EdD  
Pepperdine University

*Philadelphia Campus*  
Thompson, Gloria, MBA  
York College

*Phoenix Campus*  
Doran, George t., PhD  
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Zderkowski, Jerzy, MBA)  
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Mjutaba, Bahaudin, DBA  
Nova Southeastern University

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Lassen, Gregg, JD  
University of Houston

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Gravett, Wanda S., PhD  
University of Nebraska

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*Area Chairs are appointed at each campus in the following areas:*

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Economics  
Financial Planning and Control  
General Business & Strategic Management\*\*  
Law\*\*  
Leadership (DM-Online only)  
Management (General & Operations)  
Marketing  
Organizational Behavior and Development  
Quantitative Analysis & Applied Research

\*\*This is a name change.

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Shields, Joseph C., MPA George Washington University	Simpson, Jerry I., MPA The American University	Snyder, Ronald L., DBA Nova Southeastern University	Starkweather, Michael W., JD University of Wisconsin, Madison
Shields, Richard J., MAOM University of Phoenix	Sinatra, Salvatore, DRMGMT University of North Carolina	Soares, Gordon W., MS Massachusetts Institute of Technology	Starling, Michael, MAOM University of Phoenix
Shinners, Donald W., MBA University of Phoenix	Sinclair, Timothy R., JD Wayne State University	Sofranac, Rodo, MBA Arizona State University	Starrett, Dawn M., PhD United States International University
Shipley, Lanny R., MM Northwestern University	Singh, Adolf, MIM American Graduate School of International Management	Solinger, Carol, MBA University of Maryland	Staub, Ian J., MBA City University of New York
Shipley, Margaret G., MA Texas Tech University	Singh, Raj, PhD University of Southern California	Soto, Dorene E., MBA University of Nevada, Reno	Stead, James A., MA Brigham Young University
Shockley, Sarah A., MA Monterey Institute of International Management	Sitaraman, Kumar H., PhD University of Arizona	Southern, Derek L., MBA Fairleigh Dickinson University	Steinbrecher, Steven, MPA California State University
Shook, Jonathan E., JD University of Tulsa	Sitkewich, Jorge, MS Carnegie Mellon University	Speers, Mitchell L., MBA University of Chicago	Steiner, Joseph, MBA/MS Golden Gate University/ California State Polytechnical University
Short, Vincent E., MHRM University of San Francisco	Siu, Alfred C., DBA Golden Gate University	Speeth, Lauren M., DBA Golden Gate University	Stell, Warren J., MBA Loyola University
Shrater, Joel S., MSEE Newark College of Engineering	Skertich, James G., DBA United States International University	Speights, David, PhD University of California, Los Angeles	Stelma, Louise, MHRM University of San Francisco
Sidrow, Michael R., PhD University of California, Riverside	Skubish, W. Steve, MBA Regis University	Spencer, Terry R., PhD Utah State University	Stenvall, John T., DBA Arizona State University
Sienkiewicz, Walter J., MBA University of Chicago	Slike, Sherril, MA University of Colorado	Spiselman, David MA/MBA New School of Social Research/New York University	Stephens, Leslie R., MBA University of Portland
Sigalow, David L., JD Illinois Institute of Technology	Sloboda, Brian W., PhD Southern Illinois University	Spiteri, Daniel J., MA Northwest University	Stern, James M., JD University of San Francisco
Silber, Mark B., PhD Ohio State University	Small, Margaret, MHROD University of San Francisco	Spivey, Philip C., MIM American Graduate School of International Management	Sternieri, James T., MBA Dowling College
Silberman, Cary J., JD John F. Kennedy University	Smedley, Bonnie L., MBA University of North Florida	Spotswood, Robert K., MBA Pepperdine University	Stevens, Drew J., MBA University of Phoenix
Silveira, Emilia E., PhD Karl Marx University of Economics	Smith, Ann F., MPA University of New Orleans	Spradley, Suzanne, MSCis Golden Gate University	Stevens, Gregory L., PhD Florida State University
Silver, Gregg L., MBA Clemson University	Smith, Brian R., MBA Brigham Young University	Sprague, Sara K., EdD Arizona State University	Stevens, Jonathan C., JD Loyola Marymount University
Silver, Susan, MA Santa Clara University	Smith, Edwin W., MA Vermont College	Sriparavastu, Loknath, MSEA Western Michigan University	Stevens, Paul T., MBA California State University, Fullerton
Simmerer, Mary C., MPA Grand Valley State University	Smith, Judith M., PhD The American University	Stabno, Carolee A., MC College of Notre Dame	Stewart, Vivienne H., LLM University of British Columbia
Simmons, Ronald J., JD Golden Gate University	Smith, Larry W., MS Utah State University	Staheli, Max, MBA University of Utah	Stillman, Martha, MA/MCis Yeshiva University/ Columbia University
Simmons, Timothy J., JD University of North Carolina	Smith, Morris A., MBA University of Pittsburgh	Stalberger, Thomas, MBA University of Colorado	Stinson, Jeff, MPA California State University, Fresno
	Smith, Morton M., MS University of Maryland		

## COLLEGE OF GRADUATE BUSINESS AND MANAGEMENT

Stoddard, Ralph C., JD University of Florida	Szafranski, Michael, MBA University of Tampa	Thompson, Douglas I., MBA Columbia University	Toombs, Deborah, J., EMBA Nova Southeastern University
Stout, Charlotte A., MAOM University of Phoenix	Szaniawski, Ted, MBA New York University	Thompson, Evelyn, MS Northwestern University	Torbit, Jerry B., MBA/MS National University/ The Naval Postgraduate School
Stratton, M. Beth, JD University of San Diego	Szczepanski, David N., MS Central Michigan University	Thompson, Ronald F., MS University of Tennessee	Torres Dilan, Adelaida, MABA Inter American University of Puerto Rico
Straub, Steven O., MS Pepperdine University	Tabah, Albert, MBA Western International University	Thompson, Victoria R., MBA Pepperdine University	Torrez, Michael L., MPA Bernard Branch College
Stretch, Robert, MAEd/MS University of Phoenix/ Troy State University	Taheran, Majid (James), MS West Coast University	Thomson, Arlene, MSW/MBA University of Central Florida/City University of New York	Trabin, Jack C., PhD Wayne State University
Stringham, Dell S., MIM University of South Carolina	Tallman, Richard J., MA Ohio State University	Thorn, Michael, EMBA/MSSM Pennsylvania State University/University of Southern California	Tracy, Kevin P., MCS Oakland University
Strockis, Jan, MBA New York University	Tan, Renee J., MA San Francisco State University	Threet, Douglas, MA/MA/ MBA, Pepperdine University/University of California, Los Angeles/ Santa Clara University	Tran, Tuan, MA/MSCis/MBA/MS Virginia Polytechnic Institute/University of California, Santa Cruz/ Winona State University/ University of Missouri
Strube, Michael D., MBA University of Oklahoma	Tanner, James, MS Utah State University	Thurman, Lorna G., DBA United States International University	Trapp, David J., JD University of Santa Clara
Stucker, Darryl G., EdD University of San Francisco	Tansil, Abner J., JD Wayne State University	Thyfault, Michelle R., MBA University of Texas, El Paso	Tredway, Ron, EdD North Carolina State University
Stultz, Thomas L., MAOM University of Phoenix	Tarr, Jeffrey S., JD Loyola Marymount University	Tibbles, Ronald E., MBA St. Louis University	Trenor, Curtis F., MBA Golden Gate University
Stumpo, David M., MS LaSalle University	Taylor, Bruce E., MS Chapman University	Tierney, Keith J., JD California Western School of Law	Treu, Dennis L., MBA Lake Forrest College
Sturgess, Eric, MIM American Graduate School of International Management	Taylor, Charles P., MS Colorado State University	Tijerina, Manuel, JD Stanford University	Triplett, Johnnie R., MS Purdue University
Sturm, Philip R., PhD Virginia Commonwealth University	Taylor, Eileen Z., MACY University of Southern Florida	Tillman, Cheri L., MIM American Graduate School of International Management	Trombley, James, MBA/MA University of Phoenix/ Eastern Michigan University
Suhar, Richard A., ME Lehigh University	Taylor, John, MBA National University	Tilman, G. Wayne, MBA University of Richmond	Trosino, Shirley J., PhD Claremont Graduate University
Sumner, Sara A., MBA University of Redlands	Taylor, John C., MBA Stanford University	Tipton, David J., PhD St. Louis University	Tsui-Tam, Fanny, MBA/MA Brigham Young University
Sundararajan, Venkagesan (Prasa), MBA Rollins College	Taylor, Sears R., MBA Southern Illinois University, Edwardsville	Tolbert, Joseph, MBA Golden Gate University	Tubbs, Alisa M., MBA/MIM Arizona State University/ American Graduate School of International Management
Sunday, David A., MBA San Diego State University	Tellier, Mark J., MS University of Central Florida	Tolman, Larry R., MBA University of Phoenix	Tucker, David S., PhD University of Arkansas
Sunderman, Jeffrey S., MBA University of Southern California	Terrell, Kelly L., MS National-Louis University	Tomas, Sam, MS Arizona State University	Tulk, Thomas K., PhD Colorado School of Mines
Sutherland, Richard R., JD Harvard University	Teufel, Robert A., JD Southwestern University	Tombazian, Charles, MBA University of Colorado, Boulder	
Svensden, Paul W., MBA Portland State University	Thacker, Vernon, MAOM University of Phoenix	Tongren, John D., MBA University of Michigan	
Swanson, Elizabeth, JD University of Utah	Thode, Paul D., MBA Golden Gate University		
Swenson, Craig D., PhD Walden University	Thomas, Michael L., MA University of West Florida		
Swink, Mark E., MBA Southern Illinois University	Thomas, Satish, MBA Oral Roberts University		
Syring, Leslie, J., MBA Eastern Michigan University	Thompson, Cecil B., MA University of California, Los Angeles		

Turkowski, Gerald, MA/MA University of Denver/ University of IllinoisTurner, Bruce E., MPA University of Nevada	VanDerWerff, Jan Henk, DE Eramus University	Vroman, Rhonda L., MBA Arizona State University	Watkinson, James W., MBA College of St. Thomas
Tuschler, Melvin F., EdD University of Southern California	Vandermark, Michael, PhD The Fielding Institute	Vukanovich, Kimberly, MBA, University of Nevada, Las Vegas	Watson, Christine L., MA University of Denver
Tvorik, Stephen J., PhD Walden University	Vanta, Reynaldo S., MBA University of San Diego	Wagner, Autumn M., MBA University of San Francisco	Watts, Merrill M., MBA Harwood University
Twarynski, Angeline, MA Central Michigan University	Varco, Walter, MBA University of Chicago	Wagner, Jack G., MBA University of Phoenix	Weaver, Harry L., MS University of Arizona
Twing, Glenna K., MAOM University of Phoenix	Vartebedian, Richard, MBA Wayne State University	Wagner, Michael J., PhD University of Arizona	Weaver, Mark A., MA/MA George Washington University?San Francisco State University
Tyner, Judy A., DPA University of LaVerne	Vasquez, William L., DBA Nova Southeastern University	Wahl, Lien T., MBA Golden Gate University	Weaver, Terry L., MPS Lynn University
Tyschper, Thomas J., MBA Western International University	Vazquez, Jose R., MBA University of Puerto Rico	Walitsch, James K., MS University of California, Los Angeles	Webb, Kenneth A., DA The Union Institute
Ulfers, David P., MS California State University, Fresno	Vazquez-Negron, William, MBA, University of Pittsburgh	Walker, Charles G., MS The Naval Postgraduate School	Weckesser, Robin, MAOM University of Phoenix
Umshler, Sue E., MSCe University of New Mexico	Vélez, Rolando, MBA Inter American University of Puerto Rico	Walker, Elaine, MA Webster University	Weedman, Clifford, PhD United States International University
Unger, Judith A., MA University of Michigan	Vera, Lionel A., MBA Sacred Heart University	Wallace, Ronald J., MBA University of Phoenix	Wegner, Kevin R., MBA Lewis University
Unland, Michael S., MA New Mexico State University	Vercillo, Tony M., MBA United States International University	Walro, Ronald A., JD University of Oregon	Weibel, AnneMarie, MBA University of California, Los Angeles
Vacin, Edward M., MBA National University	Verma, Kewal K., PhD Alfred University	Walsh, John F., MS/MBA Pepperdine University	Weight, Robert, MSAE University of Michigan
Vaish, Harish, PhD Georgia Institute of Technology	Vermeer, Richard D., MBA Lehigh University	Walsh, Richard C., MS United States Air Force Institute of Technology	Weiner, David H., MBA Case Western Reserve University
Valentin, Antonio R., PhD Empresarial University of Costa Rico	Vesper, Ethel R., PhD University of Missouri	Walton, William L., MBA National University	Weiner, Sara P. PhD University of Connecticut
Valenty, John (Jack), MS The Naval Postgraduate School	Vicuna, Edward F., MS Chapman College	Waltz, Robert L., MAOM University of Phoenix	Weingarten, Kenneth, MBA California State Polytechnic University
Valenzuela, Ana, MBA Georgetown University	Vigil, Frank E., MS University of Texas, El Paso	Ward, Arthur E., MBA Wayne State University	Weinstein, Gloria F., PhD Southwest University
Valeri, Don P., MBA University of Alberta	Vigil, Juan I., MS/MPA Troy State University/ University of New Mexico	Ward, Eddie R., MBA University of Oregon	Weltzer, Robert E., PhD University of Texas, Arlington
Valeske, Joy R.,MIM American Graduate School of International Management	Vilaro-Nelms, Paul, JD University of Puerto Rico	Waremburg, Robert N., MBA University of North Florida	Wengreen, Cory A., MIM American Graduate School of International Management
Vanacour, Martin, DPA Arizona State University	Vincent, John E., PhD Stevens Institute of Technology	Warner, Joel W., MS St. Thomas University	West, Donald W., JD University of the Pacific McGeorge School of Law
Vandenberg, Judith, MBA University of California, Berkeley	Viswanathan, Shekar, PhD University of Windsor	Warsavage, Barbara, DA Stanford University	Whitcomb, David, MS University of Southern California
VanDerHoeven, Gerrit, ME Erasmus University	Vobejda, Vern V., MPA University of Colorado	Washington, Barbara., MA Pepperdine University	White, Kenneth, PhD University of Washington
	Von Ber, Ina, PsyD United States International University	Washington, Warren, PhD United States International University	
	Von Leffern, Edward, MA The American University	Wasserman, Nicole C., MBA/MHSC University of Florida	
		Wasson, James W., MBA University of Phoenix	

White, Montone, MS Utah State University	Woo, Antonio, MS University of Texas, El Paso	Zembala, Sara A., MBA Keller Graduate School of Management
Whiteley, James M., MBA Gonzaga University	Wood, Kelly A., MBA University of Nevada, Las Vegas	Zepeda, Fernando, MAEd/MBA/MPA Inter American University of Puerto Rico/Pepperdine University/University of Southern California
Whorton, Wayne W., MBA University of Santa Clara	Wood, R. Spencer, JD Widener College	Zicarelli, John D., PhD University of Minnesota
Wijnen, Alex G., MBA University of Oregon	Wood, Richard N., PhD University of Arizona	Zimmerman, Anita, PsyD Indiana University
Wilder, Lawrence R., EdD Western Michigan University	Woodfield, Terry J., PhD Texas A & M University	Zimmerman, Jon, MBA St. John's University
Wilhelm, Mark R., MA Rensselaer Polytechnic Institute	Woods, Scott M., MBA University of Redlands	Zmuda, Catherine B., MBA Golden Gate University
Wilkerson, James F., PhD Florida State University	Wootenh, Rebecca D., MAM University of South Florida	Zmuda, Richard J., MBA Pepperdine University
Williams, Albert A., PhD University of Georgia	Worth, Richard C., MC Arizona State University	Zobisch, Paula J., MBA University of Central Oklahoma
Williams, George A., JD West Virginia University	Wu, Nicky K., MBA University of Colorado	Zodl, Joseph A., MA/MBA New School for Social Research/Western International University
Williams, James D., DBA United States International University	Wynne, Steven M., JD Loyola University	Zucca, Gary J., DAA University of Florida
Williams, Michael, MBA Louisiana State University	Wyrick, Richard D., MSIE University of Tennessee	Zuckerman, Anne D., JD University of Bridgeport
Williams, Steve M., MS Purdue University	Yen, Les, MS University of California, Los Angeles	Zuffoletto, James, JD Western State University
Wills, Lisa D., JD University of the Pacific	Yessman, Allen J., MACY Nova Southeastern University	Zutler, Carolyn L., MSHA California State University, Fresno
Wilmes, Karl W., MAM Webster University	Yim, Herbert K., MHSA Baylor University	Zweig, Jay A., JD University of Texas
Wilson, Charles G., MBA University of Pennsylvania	Yim, Kevin H., MBA California State University	
Wilson, Katherine S., JD Howard University	York, Jr., Robert E., MA Central Michigan University	
Wilson, Stefanie D., MBA University of Miami	Yoro, Kimberly A., MBA Chaminade University	
Wilson, Walter P., PhD United States International University	Young, James D., PhD Auburn University	
Winner, Darrell S., MBA University of California, Riverside	Young, Stephen B., MBA West Coast University	
Wiseman, Eric G., PhD Harvard University	Yount, Dan A., MBA University of Phoenix	
Wisner, Preston A., MS University of Alabama	Yung, Vicki S., MA Texas Tech University	
Witty, Willis J., MBPA Golden Gate University	Zachlod, Craig E., EdD University of San Francisco	
Wolf, Robert B., PhD Santa Clara State University	Zaid, Khalid K., MABA University of Florida	
Wong, Albert, PhD University of Windsor	Zeidler, Larry W., MBA University of Colorado	
	Zelinka, Fredrick, MBA Hofstra University	

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## COLLEGE OF GENERAL STUDIES AND PROFESSIONAL STUDIES

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### Dean

Tice, Elizabeth T., PhD  
Saybrook Institute

**Associate Dean**

Schuttler, Richard, PhD  
Walden University

**Campus College Chairs**

*Cleveland Campus*  
Deckard, Gary, EdD  
Graduate Theological Union

*Denver Campus*  
Kuhlman, Clara K., PhD  
The Fielding Institute

*Detroit Campus*  
Muhammad, Judith K., MA  
University of Detroit, Mercy

*Ft. Lauderdale Campus*  
Weiss-Handcock, Wendy, PhD  
Saybrook Institute

*Grand Rapids Campus*  
Kirchmer, Martha D., MA  
University of New Mexico

*Hawaii Campus*  
Shiroma, Stacy H., MEd  
University of Hawaii

*Jacksonville Campus*  
Lowell, James, EdD  
New York University

*Louisiana Campus*  
Ryerson, Sunny, MS  
University of Arizona

*Maryland Campus*  
McKinley, Michael D., MA  
The American University

*Nevada Campus*  
Miah, Mohammed, PhD  
University of Pittsburgh

*New Mexico Campus*  
Kimbrough, William, MDiv  
Conservative Baptist  
Theological Seminary

*Northern California Campus*  
Frese, Dennis W., PhD  
University of San Francisco

*Oklahoma City Campus*  
Wilson, Michael,  
University of Oklahoma

*Online Campus*  
Moser, Lee T., MFA  
University of Montana

Oleson, Angela S., MA  
Marquette University

### *Oregon Campus*

Adams, Elizabeth, DA  
State University of New  
York, Albany

*Orlando Campus*  
Shepard-Tew, Diane, PhD  
University of Florida

*Philadelphia Campus*  
Shatzman, Aaron, PhD  
Stanford University

*Phoenix Campus*  
Levin, Victoria, MA  
Boston College

*Pittsburgh Campus*  
Muench, Sharon, MAOM  
University of Phoenix

*Sacramento Campus*  
Sommer, Stephen M., MA  
University of Nevada, Reno

*St. Louis Campus*  
Portscheller, Mary, EdD  
Illinois State University

*San Diego Campus*  
Jeremiah, James D., MA  
Dallas Theological Seminary

*Southern Arizona Campus*  
Lewis, Jonathan, MAEd  
Chapman University

*Southern California Campus*  
Shahzadi, Jacqueline, PhD  
University of Southern  
California

*Southern Colorado Campus*  
Vacant

*Tampa Campus*  
Dollar, Nancy A., MA  
University of Phoenix

*Tulsa Campus*  
Wilburn, Judith, MEd  
University of Central  
Oklahoma

*Utah Campus*  
Haines, Jeffrey A., MS/MA  
Kansas State University/  
The Naval Postgraduate  
School

*Washington Campus*  
MacAndrea, Lannie, MA  
Eastern Washington  
University

### Campus Area Chairs

*Area Chairs are appointed at each campus in the following areas:*

Communications

Humanities

General Studies

Science

Social Science

Math

BSM (discretion of campus)

**Faculty**

Abdullayev, Alisher S., PhD  
Institute of Mathematics of  
Academy School of USSR

Aberasturi, Paul, MA  
San Diego State University

Abernathy, Robert A., MA  
Center for Humanistic  
Studies

Abram, Suzanne L., JD/PhD  
University of Louisville/  
Indiana University

Abrishamkar, Farhad, MS  
Technical University of  
Aacheu, West Germany

Ackerman, Lowell J., DVM  
University of Guelph

Ackermann, Harald W., MS  
Brigham Young University

Acree, Delores F., MPA  
University of Oklahoma

Acton, James J., MA  
LaSalle University

Adamson, Darryl R., MA  
University of Texas, Tyler

Adkins, Carl A., PhD  
Kansas State University

Adler, John J., MS  
The Naval Postgraduate  
School

Aehagma, Aelbert C., MA  
Beacon College

Aguiar, Elizabeth J., MA  
George Washington  
University

Ahearn, Jonathan C., MFA  
Claremont Graduate  
University

Ainsworth, Charles H., PhD  
Washington State University

Albano, John T., MBA  
St. Mary's College

Albert, Stephen L., MA  
University of Colorado

Albonetti, Michael J., MA  
California State University,  
Haywood

Alcantra, Paul A., MBA  
University of Phoenix

Anderson, Sue R., MS  
San Diego State University

Aldouri, Raed, PhD  
University of Texas,  
El Paso

Alfero, Socorro, MA/MBA  
Western New Mexico  
University/New Mexico  
State University

Allan, David E., PhD  
Louisiana State University

Allison, Bob, MS  
Oklahoma State University

Amato, Carol J., MA  
California State University,  
Sacramento

Amezaga-Rivera, Lesbia, MA  
New York University

Amos, Janice L., MA  
Northeastern Illinois  
University

Anderson, Hal, MS  
Brigham Young University

Anderson, Marilyn K., MA  
California State University,  
Fullerton

Anderson, Mary Lou, MS  
Central Washington  
University

Anderson, Richard E., EdD  
Wayne State University

Anderson, William R., PhD  
Walden University

Andrade III, Joseph L., MS  
California State University

Annand, Sherye P., MA  
Louisiana Technical College

Anselmo, Salvatore, MAEd  
Tulane University

Anthony, Peter, MS  
Chapman University

Anthony, Wilhelmina, PhD  
Claremont Graduate  
University

Apegian, Diane H., MA  
Pepperdine University

Arguello, Carlos G., MS National University	Badger, Alfred J., MA Ohio State University	Bean, David M., MBA Aibilene Christian University	Benton, George O., JD University of California, Berkeley
Arjmand, Shahriar (Sean), MS University of Illinois	Bailes, Dale A., MA/MFA University of South Carolina/University of Southern California	Bean, Erik P., MA Michigan State University	Benton, Lani L., MFA Utah State University
Arkeketa, Susan M., MA University of Oklahoma	Bailey, Gary E., MA Elmira College	Beatty, Gregory T., MA University of Iowa	Berea, Francois A., MSE State University of New York
Armitage, Jacquelyn D., EdD University of Massachusetts, Amherst	Baird, Michael W., PhD Southwestern Baptist Theological Seminary	Beauchamp, Tom, MAEd Arizona State University	Berg, Jeannine C., MA University of Tulsa
Arnold, Joan, MBA/MA/MA University of Notre Dame/ Harvard University/ Catholic University of America	Baker, Sunny Jo, DrMgmt Arizona State University	Becker, John D., MA Emory University	Berg, Nancy A., MA Stanford University
Arreguin, Esteban (Steve) MPA/MS, University of Southern California	Balistrock, Joseph M., JD Temple University	Becker, Paula L., MBA Southern Methodist University	Berger, Sheldon N., PhD University of Illinois
Asburn, John E., MA Michigan University	Ball, David C., MA Webster University	Beckwith, Douglas C., JD University of Nebraska, Lincoln	Berman, Lester H., MSCE Wayne State University
Ashley, Juliet, MA California State University, Northridge	Balshor, Susan M., MA/MA, California Institute of Asian Studies/California State University, Sacramento	Bednarczyk, Adalbert, MS Massachusetts Institute of Technology	Bernitt, Thomas, MA/MBA/ MS/MS The Naval Postgraduate School/Hawaii Pacific University/Central Michigan University
Atwal, Rajinder S., MS California State University, Fresno	Barker, Brad C., MPA Brigham Young University	Bedore, Joan M., PhD University of Oklahoma	Bernstein, Richard A., PhD University of South Florida
Aurand, Eric W., PhD University of North Texas	Barker, Connie M., MSE University of Southern California	Bedrosian, Tod, MA University of Denver	Bernstein, Steven, MA City University of New York
Austin, Linda A., MA Southern Illinois University	Barker, Patrick M., PhD Claremont College	Beekman, Carl E., PhD The Union Institute	Berry, MaryAnne S., MA Mills College
Avery, Lynn F., MA Sonoma State University	Barnes, Richard L., MS Boston University	Beeson, Denise D., MA San Francisco State University	Bessel, Jennifer L., PhD California School of Professional Psychology
Avery, Virginia, MS University of Oregon	Barnett, Carolyn R., MAEd University of Phoenix	Behman, Magdy B., MA Fuller Theological Seminary	Best, Heather M., MA University of British Columbia
Aytch, Dyan, MA Wayne State University	Barnett, Delia M., MA University of Denver	Beizer, Nanci B., MS Emerson College	Bettino, Carol, MAEd Northern Arizona University
Aytch, Dyan, PhD Wayne State University	Barnett, Katherine, MEd, Arizona State University	Bell, Coleman B., MEd University of South Florida	Bettridge, Carol C., MA University of Northern Colorado
Babb, James B., MA Liberty University	Barnett, Joseph P., MA Michigan State University	Bell, Corlette L., MA Howard University	Bevans, Scott R., MBA/MS Pepperdine University/ Columbia University
Bach, Peter J., PhD/EdD University of Southern California/University of Southern California	Barney, Joseph P., MA Michigan State University	Bell, Rebecca S., MBA University of California	Bhargava, Jayaseetha, PhD Bangalore University
Backer, Hans A., DPM California College of Podiatric Medicine	Baron, Connie, MA Iowa State University	Bell, Whitney A., JD Wayne State University	Bhatt, Kailash, MS Iowa State University
Badal, Ashour, MA The Fielding Institute	Barrett, Francis L., MSAE Purdue University	Bellinghiere, Janice K., MA San Diego State University	Bhuta, Nirajan, MS Technical Higher Education Institute, Munich
Badal, Fred B., MSEE San Jose State University	Barrientos, Antionette J., MC Lewis & Clark University	Belmonte, Trina M., MS National University	Bickford, David L., MS University of North Carolina
Baddour, Bandaly N., MS Middle Tennessee State University	Battaglia, William A., MA San Jose State University	Benecke, Robert C., MBA University of Maryland	Billingsley, Gayle, PhD Walden University
Baden, Robert B., MS New York University	Bau, William P., MS University of Southern California	Bennett, Anne-Louise, MA University of Nevada	
	Baumgartner, Peter, MSIE Polytechnic Institute of Brooklyn	Bennett-Johnson, Ernestine, EdD Grambling State University	
	Baxendale, William R., PhD University of Kansas	Bentham, Aubrey F., EdD Morgan State	

## COLLEGE OF GENERAL STUDIES AND PROFESSIONAL STUDIES

Bingley, Craig G., MA University of San Diego	Bouagnon, Valerie D., MBA LaVerne University	Bright, Charles E., MBA University of Central Florida	Buickians, Zaven, MS West Coast University
Bishop, David R., MAT/MDiv St. Louis University/ Loyola University	Bowen, Danika E., MA California State Polytechnic University	Bright, Honore H., MS Boston University	Bukowski, James, PhD Indiana University
Bishop, Paul W., MA National University	Bowers, Jr., Anne, PhD University of Toledo	Brokopp, Charles D., DrPh University of North Carolina	Bulling, Leila T., MA Claremont Graduate University
Bissell, Byron L., PhD, RN Drake University/ University of Iowa	Bowley, Gina L., MA California State University, Long Beach	Bronsnard, Patricia, MAT/MS, Jacksonville University/ Southern Connecticut State University	Bunker, John K., MBA San Francisco State University
Bjabobok, Faith, MPHil Duquesne University	Bowman, Deanna, EdD Auburn University	Brooks, Rodney S., DM California Graduate School of Theology	Burgess, Sara A., MEd/MA University of Idaho/ Washington State University
Blackford, Marfy E., MA California State University, Sacramento	Bowser-Anderson, Darin, MA/ MS, Fuller Theological Seminary	Brown, Christopher, MSEE Drexel University	Burleson, Rita A., MA University of Texas, El Paso
Blackman, Annette, MA/MPH San Francisco State University/University of California, Berkeley	Bowsher, Holly L. MEd University of Texas, El Paso	Brown, Daniel P., MA Colorado State University	Burns, Robert D., PhD Purdue University
Blackman, Bernard, PhD Florida State University	Boyajian, Timothy, MPH University of California, Los Angeles	Brown, Ellen W., MS Grand Valley State University	Burrough, LeAllan L., MS University of Wyoming
Blair, Nicole, PhD University of Tennessee	Boyer, Linda A., PhD Pennsylvania State University	Brown Kenneth, MDiv New Orleans Baptist Theological Seminary	Burpeau-Di Gregorio, Michele, PhD, University of Arizona
Blashak, Ted C., MA University of New Mexico	Brackett, Lyza M., MS Eastern Illinois University	Brown, Linda (Lynn), MA University of Denver	Bushen, Roanne M., MA Western Michigan University
Bloyd, Rebekah A., PhD University of Cincinnati	Bradburn, Bruce R., MDiv Biola University	Brown, Pamela H., MA University of California, Berkeley	Butchart, Robert B., MEd Boston University
Blue, Nancy J., MSSW University of Texas, Austin	Bragg, Kristin E., MA California State University, Fullerton	Brown, Queen E., MS North Carolina A & T University	Butler, James P., MS University of Denver
Blum, Todd A., MEd Duke University	Bramlett, Bruce R., PhD Graduate Theological Union	Brown, Robert E., MS Michigan State University	Byford-Brown, William S., MS California State University, Sacramento
Blundell, Irene, MAM/HRob University of Phoenix	Bray, Eileen, MSCis Fairleigh Dickinson University	Brown, Vickie M., MA Southern A & M College	Byrd, Larry L., MS New Mexico State University
Boetig, Donna E., MA Johns Hopkins University	Breen, Robert, MS St. Louis University	Brum, Aiko M., MS Troy State University	Byrnes, Jane M., MSHA Central Michigan University
Boghossian, Peter G., MA Fordham University	Brendza, Daniel A., MA California State University	Bryan, Joe S., MPA/MS Golden Gate University West Coast University	Cahill-Weisser, Daniel, DA University of California, Berkeley
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Kellet, Cyril F., MA University of Massachusetts	Kinney, Kathy L., MS Utah State University	Kunkle, Jim J., MS U. S. Air Force Institute of Technology	Lazzarini, Robert L., MBA University of Washington
Kelley, James F., JD University of Santa Clara	Kirby, Judy M., MA St. Cloud University	Kunze, Robert W., MBA University of Phoenix	Lee, Jessica A., PhD California School of Professional Psychology
Kelley, Nancy A., MA Brigham Young University	Kistler, Kevin G., EdD Pepperdine University	Kupecz, Kathryn A., MPH Indiana University	Lee, Margaret R., MS Illinois State University
Kelly, Daniel J., MAEd University of New Mexico	Kivisto, Margaret A., MA Wayne State University	Labbe-Morrell, GERALYN, MSW Southern University of New Orleans	Lee, Mei Toy, MBA Baldwin-Wallace College
Kelly, Mark P., MS Louisiana State University	Klein, Lisa R., MA Pacific School of Religion	Lackpour, Sepideh, MSOM Samra University of Oriental Medicine	Lee, Raymond M., MA Louisiana Technical University
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Meldman, Louis W., PhD University of Michigan			



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		Ortego, Sheila R., PhD University of New Mexico	

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Peery, Harry E., MS Ohio State University	Picraux, Danice R., PhD Claremont Graduate University	Porter Sondra L., MA California State University, Fullerton	Rasak, Michael, MA University of Detroit
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Schmitter, Laura J., MBA Webster University	Seigel, Gary A., PhD Rutgers University	Shecket, Bill, PhD Gonzaga University	Simmons, Thurman, MA New Mexico Highlands University
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## COLLEGE OF EDUCATION

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### Dean

McAuliffe, Jane L., PhD  
Arizona State University

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LaRue, Marla L., EdD  
Nova Southeastern  
University

### Assistant Dean

Londer, Gary B., EdD  
University of Arizona

### Campus College Chairs

#### *Denver Campus*

Smith, Brian Q., EdD  
University of Pittsburgh

#### *Hawaii Campus*

Anzelon, Kathleen, MNEd, RN  
University of Phoenix

#### *Louisiana Campus and Puerto Rico Campus*

Agosto-Delgado, Soledad, PhD  
Pennsylvania State  
University

#### *Nevada Campus*

Robinson, Michael, EdD  
University of Nevada

#### *On-Line Campus*

Knott, Cindy K., MEd  
Arizona State University

#### *Orlando Campus*

Vacant

#### *Phoenix Campus*

Mathur, Sarup, PhD  
Arizona State University

#### *Southern Arizona Campus*

Vacant

#### *Southern California Campus*

DeSantos, Donald A., EdD  
University of Southern  
California

#### *Utah Campus*

Vacant

### Campus Area Chairs

*Area Chairs are appointed at each  
campus in the following areas:*

Admin. & Supervision

Counseling

Curriculum & Instruction

Curriculum & Technology

E-Education

Special Education

Teacher Education

### Faculty

Aaroe, Lisa A., PhD  
Arizona State University  
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Adair, Tory L., MS  
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Adams, Ann, PhD  
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Adaauto, Inez E., PhD  
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*Utah Campus*  
Sardoni, Kenneth, MCIS  
University of Denver

*Washington Campus*  
Gould, David, EdD  
Seattle University

**Campus Area Chairs**  
*Area Chairs are appointed at each  
campus in the following areas:*

Business Systems Development

Databases

Networks &  
Telecommunications

Programming & Operating  
Systems

Web Development

**Faculty**

Abel, Dan R., MS  
University of Denver

Abraham, Samuel, PhD  
Nova Southeastern  
University

Achatz, Thomas, MSE/MS  
University of Michigan/  
Rensselaer Polytechnic  
Institute

Ackerman, Allan J., MS  
University of Nevada,  
Las Vegas

Adams, Lonnie R., MBA  
University of Phoenix

Agbayani, Nestor A., MSCE  
Massachusetts Institute of  
Technology

Ahern, Thomas M., MSE  
Dowling College

Ahn, Michael Y., MS  
University of Oregon

Alameldin, Tarek, DA  
University of Pennsylvania

Aldemir, Mustafa (Tony), MS  
National University

Alder, Reuel, MS  
University of Utah

Alexander, Philip M., MPA  
Northern Arizona  
University

Algorri, Gregory A., MBA  
University of Phoenix

Alikhani, F. Brian H., MBA  
University of Phoenix

Allen, Lucius B., MS  
Wayne State University

Ames, Scott E., MBA  
Oklahoma City University

Andelin, Roger M., MBA  
Pepperdine University

Anders, Greg E., MS  
Case Western Reserve  
University

Anderson, Lynda F., MBA  
Jacksonville University

Anderson, Patrick A., MBA  
National University

Anderson, Timothy J., MSCS  
Santa Clara University

Anderson, Tomothy R., MBA  
University of Phoenix

Antill, Richard I., MS  
Idaho State University

Arlen, Robert E., MS  
Colorado School of Mines

Arnold, Harold L., MS  
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Arthur, VIII, Prince, MBA/TM  
University of Phoenix

Ascencio, Fernando, MBA  
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Ashford, Robin K., MS A  
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Ashraf, Jamal, MSE  
California State University,  
Long Beach

Attia, Mohamed, MBA  
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Ayer, Sirdhar K., MCS  
Indian Institute of  
Technology of Bombay

Aylstock, Roger G., MBA  
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California

Babinski, James E., MAM  
Claremont Graduate  
University

Bagarozzi, August J., MS  
West Coast University

Bagley, Richard C., MBA  
University of Phoenix

Bagwell, Robert W., MBA  
University of Phoenix

Baird, Robert W., MBA  
Washington University

Baker, Thomas M., MCS  
Colorado Technical  
University

Ball, Jr., John R., MBA  
University of Phoenix

Banerjee, Sujoy, ME  
Princeton University

Barba, Stephen J., MSCIS  
Claremont Graduate  
University

Barker, James W., PhD  
Nova Southeastern  
University

Bar-Ness, Jack, MBA/MCS  
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Barnier, Kay D., MS/MBA  
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Bawa, Harpreet S., MS Wayne State University	Bobis, Kenneth G., PhD Illinois Institute of Technology	Brooks, Stanton M., MA Webster University	Cass, Richard J., MFA University of New Hampshire
Baxter, Doug, MSCS Stanford University	Bocage, Charles, MSCIS Hawaii Pacific University	Broome, Davide W., MSCIS Lawrence Technological University	Celano, Joseph, MBA Southern Illinois University
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Beck, Jonathan F., MBA Portland State University	Bohn, Thomas M., MBA Marylhurst College	Brown, Mary E., MS Arizona State University	Chandler, Gerald, MA/MS Troy State University/ Naval War College
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Beckley, Ernest F., MS United States Air Force Institute of Technology	Bokil, Ernest, MS Kiev Polytechnical Institute	Brown, Steven T., MA Webster University	Chatman, Reginald, MBA University of Colorado
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Hine, Paul M., MBA National University	Hushbeck, Jr., MBA University of Phoenix	Johnson, Edward L., MSCIS University of Phoenix	Khan, Abdul H., MS/MBA Loyola University/ Colorado State University
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Kim, Young S., PhD Purdue University	Langdon, Joseph, MAM/ HROB United States International University	Lewis, Timothy K., MA California State University, Northridge	Maddrey, Elizabeth R., MS Illinois Institute of Technology
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King, John R., MBA University of Phoenix	Lazarevich, Aleksandar, MS University of Arizona	Lim, Siew-Ghee (John), MS/MBA University of Missouri	Maio, Joseph R., MA College of Notre Dame
Kinsman, Karen M., MSSM Antioch University	Lechner, Richard A., MBA University of Phoenix	Linke, David R., MBA/MS University of Denver	Makar, Janice M., MS Florida Institute of Technology
Kirkland, Sandra L., MBA Arizona State University	Lee, Allan W., MBA Simon Fraser University	Linker, Bruce I., MBA Long Island University	Malison, Diane E., MAEd Northwestern State University
Klieb, Leslie, PhD State University of Groningen	Lee, Bertram I., MS University of LaVerne	Lischka, Joseph J., DAA University of Colorado	Maloney, John J., MMIS American Intercontinental University
Kloepfer, William S., MBA University of Chicago	Lee, David A., MS University of Reno	Lisle, Frank C., PhD Syracuse University	Maloney, Thomas F., MBA Russell Sage College
Knutson, Darrel R., MS Webster University	Lee, Jack, MSCIS University of Phoenix	Little, Bradley, MAM/MS Bellevue University	Marcellus, Gregory E., MA University of South Carolina
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Kolesinsky, Mark J., MSCIS University of Phoenix	Lee, Robert E., MSSM University of Southern California	Loftis, Jacki L., MBA University of Nebraska	Marlett, Robert L., MS Naval Postgraduate School
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Kollas, Philip L., JD Lewis and Clark College	Lee, William, MBA California State University, Sacramento	Long, Timothy H., MCS University of California, Davis	Marshall, Jack K., MS Northern Illinois University
Koontz, Jr., Theodore, MBA Hawaii Pacific University	Leers, Terry, MS Antioch University	Lopez, Jose A., MBA University of Phoenix	Marshall, Larry W., MBA University of Phoenix
Koppy, David L., JD University of Miami	Legatski, Richard D., MBA University of Denver	Lubanski, Mike, MBA University of Phoenix	Martin, Janet J., MBA Regis University
Korzh, Yakov, ME Electrotech-Kiev University	Leigh, Stephanie R., MBA/TM University of Phoenix	Lucas, James D., MEd Boston University	Martin, Thomas C., MAEd Sam Houston State University
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Porter, James H., MBA Georgia State University	Ramos, Alexander J., MSE University of Michigan	Robinson, Earl, MCIS University of Detroit, Mercy	Sanders, Greg C., MSCIS University of Phoenix
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Wu, Penn, MPM  
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Management

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Xu, Jonathan J., MBA  
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Yager, Catherine L., MSCIS  
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Yost, Jon, MS  
West Coast University

Yothers, Jack L., MA  
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Alabama

Young, Ivon R., MS  
The Naval Postgraduate  
School

Young, John W., MS  
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Young, Michele I., MBA  
Mercy College

Young, Peter, F., MA  
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Zee, Gabriel, PhD  
University of Hawaii

Zhang, Ning, MSCS  
University of Arizona

Zhuk, Jeff, MS/MCS  
Belorussian University  
(formerly USSR)

Zimba-Turner, Buba, MSCIS  
University of Phoenix

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University of North  
Carolina, Chapel Hill

### Associate Dean

Patton, Beth, MA/MN, RN  
University of Phoenix

### Assistant Dean

Fuller, Pamela K., MN, RN  
University of Phoenix

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Colorado Campus*

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University of Phoenix

*Detroit Campus*

Dziedzic, Antoinette,  
MSN, RN  
Madonna University

*Grand Rapids Campus*

Ruhlandt, Ronell (Roni), MSN,  
RN  
Grand Valley State  
University

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Mitchell, Adele, MS/MS, RN  
Adelphi University /  
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*Jacksonville Campus*

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Simoneaux, Jan, MN, RN  
Louisiana State University

*New Mexico Campus*

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*Northern California Campus*

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Francisco

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Indiana University

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University of Florida

*Phoenix Campus*

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University of Texas

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University of California,  
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University of San Diego

### Southern Arizona Campus

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University of Arizona

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University of California,  
Los Angeles

### Tampa Campus

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Rutgers University

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Case Western Reserve  
University

### Campus Area Chairs

*Area Chairs are appointed at each  
campus in the following areas:*

Health Sciences

Nursing

Nurse Practitioner

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California State University,  
Long Beach

Adams, Catherine, EdD, RN  
University of Massachusetts

Adams, Sue, MS, RN  
Arizona State University

Ahern-Smith, Fran, DNS, RN  
Boston University

Aiken, Tonia M., JD, RN  
Loyola University

Akes-Caves, Sharon A., MS  
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Los Angeles

Albrecht, Kari M., MS, RN  
California State University,  
Dominguez Hills

Alsip, Andee S., MS, RN  
California State University,  
Dominguez Hills

Anderson, Beverly A., MS  
Texas Woman's University

Anderson, Evelyn, PhD, RN  
University of Surrey,  
England

Anderson, Jeanne L., MS, RN  
Arizona State University

Anderson, Margaret, EdD, RN  
University of San Francisco

Andrews, Mary L., MSN  
University of Phoenix

Andrus, Kathleen H., MSN, RN  
University of California,  
San Francisco

Anema, Marion G., PhD, RN  
University of Iowa

Anzelon, Kathleen, MNEd, RN  
University of Phoenix

Apodaca, Riva M., MS, RN  
California State University

Archer-Gift, Cynthia, PhD, RN  
Wayne State University

Arehart, Penny B., MN, RN  
Florida State University

Arellano, Fred, MSN, RN  
University of Texas,  
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Armstrong, Julie, PsyD, RN  
Pepperdine University

Arnold, Jean M., EdD  
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University

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Aylesworth, Priscilla B., MS,  
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Bacon, Jacqueline G., MA  
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Bailey, Bougainville, MS, RN  
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Baird, Martha J., MSN, RN  
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Baker-Mosley, Brenda,  
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Bang, Hyeson, MHA, RN  
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Barnum, Karl R., DPH, RN  
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Barrow, Dorothy A., MS  
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Bartholomeaux, Fran, MS, RN  
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Bartlett, Deborah L., MSN, RN  
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Bartnick, Deborah L., MSN, RN  
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Batchlor, Diane E., MSN, RN  
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Bauer, Barbara J., MS, RN  
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Beasley, Sharon K., PhD, RN  
Southern Illinois University,  
Carbondale

Bechtel, Gregory, PhD, RN  
Texas Woman's University

Bell, Joy Florence, PhD, RN  
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Bell, Shirley, PhD, RN  
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Boston University

#### *Phoenix Campus*

Kerstner, Patricia L., PhD  
Arizona State University

#### *Puerto Rico Campus*

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Margarita, EdD  
University of Puerto Rico

#### *Sacramento Campus*

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University of San Francisco

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Hagenburger, Paul, MA/MAEd  
Chapman University/  
California State University,  
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#### *Southern Arizona Campus*

Gray, C. Malcolm, PhD  
University of Colorado

#### *Utah Campus*

Beck, Don, PhD  
University of Utah

### Campus Area Chairs

*Area Chairs are appointed at each campus in the following areas:*

- Clinical
- Community
- Criminal Justice
- Human Services
- Marriage & Family
- Mental Health

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17740 Laurel Park Drive  
North  
Livonia, MI 48152-3906  
734 591-9133  
734 591-7767 FAX

**Southfield Campus**

26261 Evergreen Road,  
Suite #500  
Southfield, MI 48076-4174  
248 354-4888  
248 354-5969 FAX

**Troy Campus**

5480 Corporate Drive,  
Suite # 240  
Troy, MI 48098-2641  
248 925-4100  
248 267-0147 FAX

### Missouri Campuses

#### St. Louis Campus

Riverport Executive Center  
II, Suite # 100  
13801 Riverport Drive  
St. Louis, MO 64043  
314 298-9755  
314 291-2901 FAX

### Ohio Campuses

#### Cleveland Campus

5005 Rockside Road,  
Suite # 325  
Independence, OH 44131-  
2194  
216 447-8807  
216 447-9144 FAX

#### Dayton-Troy Campus

510 West Water Street  
Suite 150  
Troy, OH 45373  
937 332-7400  
937 335-4367 FAX

### Wisconsin Campus

13890 Bishops Drive,  
Suite # 110  
Brookfield, WI 53005  
262 785-0608  
262 785-0977 FAX

### Central Region

### Colorado Campuses

800 441-2981

#### Colorado Campus

10004 Park Meadows Drive  
Lone Tree, CO 80124-5453  
303 694-9093  
303 694-0911 FAX

#### Aurora Campus

3151 South Vaughn Way,  
Suite # 100  
Aurora, CO 80014-3517  
303 755-9090  
303 694-9496 FAX

#### Turnpike Campus

8700 Turnpike Drive  
Westminster, CO 80031  
303 487-7155  
303 487-7161 FAX

#### Northglenn Campus

10190 Bannock Street  
Northglenn, CO 80260-6083  
303 755-9090

### Southern Colorado Campus

5475 Tech Center Drive,  
Suite #130  
CO Springs, Colorado  
80919-2335  
719 599-5282  
719 5199-7973 FAX  
800 834-4646

### New Mexico Campuses

800 333-8671

#### New Mexico Campus

7471 Pan American Freeway  
N.E.  
Albuquerque, NM 87109-  
4645

505 821-4800

505 821-5551 FAX

#### Kirtland AFB Campus

Albuquerque, NM 87116  
505 268-5383  
505 254-9709 FAX

#### Santa Fe Campus

2201 Miguel Chavez  
Santa Fe, NM 87501-6914  
505 984-2188  
505 984-2365 FAX

#### Santa Teresa Campus

1270 Country Club Road  
Santa Teresa, NM 88008  
505 589-0116  
505 589-1711 FAX

### Oklahoma Campuses

#### Oklahoma City Campus

Broadway Executive Park  
6501 North Broadway,  
Suite # 100  
Oklahoma City, OK 73116-  
8246

405 842-8007

405 841-3386 FAX

#### Tulsa Campus

Town Center Office Com-  
plex  
10810 East 45<sup>th</sup> Street, #103  
Tulsa, OK 74146-3818  
918 622-4877  
918 622-4981

### Texas Campuses

#### Dallas/Ft. Worth Campus

Churchill Tower  
12400 Coit Road, Suite # 100  
Dallas, TX 75251-2009  
972 385-1055  
972 385-1700 FAX

#### Houston Campus

11451 Katy Freeway,  
Suite # 200  
Houston, TX 77079-1903  
713 465-9966  
713 465-2686 FAX

### Northeast Region

### Maryland Campus

8830 Stanford Boulevard,  
Suite # 100  
Columbia, MD 21045-5424  
410 872-9001  
410 536-5727 FAX

#### Rockville Campus

9601 Blackwell Road,  
Suite # 100  
Rockville, MD 20850-3472  
240 314-0511  
240 314-0139 FAX

#### Timonium Campus

1954 Greenspring Drive,  
Suite # 100  
Timonium, MD 21093-4111  
410 560-0055  
410 560-134 FAX

### Massachusetts Campuses

#### Boston Campus

150 Grossman Drive,  
Suite # 207  
Braintree, MA 02184-4949  
781 843-0844

### Pennsylvania Campuses

#### Philadelphia Campus

170 South Warner Road  
Suite # 200  
Malvern, PA 19355-1460  
610 989-0880  
619 989-0881 FAX

#### Pittsburgh Campus

Penn Center West Four,  
Suite #100  
Pittsburgh, PA 15276-0101  
412 747-9000  
412 747-0676 FAX

### Northwest Region

### Oregon Campuses

13221 SW 68<sup>th</sup> Parkway #500  
Tigard, OR 97223-8368  
503 403-2900  
503 670-0614 FAX

#### Albany Campus

Linn Benton Community  
College  
IA Building Room 225  
6500 Pacific Boulevard SW  
Albany, OR 97321-3755  
541 917-4277

#### Clackamas Campus

One Monarch Center  
12550 SE 93rd Avenue, #300  
Clackamas, OR 97015-9986  
503 403-2900

#### Hillsboro Campus

3600 SW John Olsen Place,  
Bldg., #1  
Hillsboro, OR 97124-5807  
503 495-1900  
503 629-8926 FAX

### Utah Campuses

4393 South Riverboat Road,  
Suite # 250  
Salt Lake City, UT 84123  
801 905-4150  
801 268-1214 FAX

#### Salt Lake City Campus

5251 Green Street  
Salt Lake City, UT 84123-  
4617  
801 263-1444  
801 269-9766 FAX

#### Ogden Campus

2484 Washington Blvd.,  
Suite # 600  
Ogden, UT 84401-2319  
801 393-3160  
801 394-2702 FAX

#### Provo Campus

561 East 1860 South  
Provo, UT 84606-7312  
801 373-6475  
801 373-8808 FAX

**Salt Lake City Downtown Campus**

675 East 500 South,  
Suite # 400  
Salt Lake City, UT 84102-2818  
801 579-0065  
801 579-0522 FAX

**Taylorsville Campus**

4393 South Riverboat Road,  
Suite #100  
Salt Lake City, UT 84123-2527  
801 268-1111  
801 268-1924 FAX

**Vancouver Campus**

4401 Still Creek Drive,  
Suite # 200  
Burnaby, British Columbia  
V5C 6G9  
604 205-6999  
604 205-9049 FAX

**Washington Campuses**

877 877-4867

**South Center**

7100 Fort Dent Way,  
Suite #100  
Seattle, WA 98188-7500  
206 268-5800  
206 241-8848 FAX

**Bellevue Campus**

13231 SE 36<sup>th</sup> Street #200  
Bellevue, WA 98006-1328  
206 268-5800  
425 373-0423 FAX

**Mountlake Terrace Campus**

6100 219<sup>th</sup> Street SW,  
Suite # 200  
Mountlake Terrace, WA  
98043-2282  
206 268-5800  
425 670-3727 FAX

**Southeastern Region**

**Florida Campuses**

**Ft. Lauderdale Campus**

600 N. Pine Island Road,  
Suite # 500  
Plantation, FL 33324-1393  
954 382-5303  
954 382-5304 FAX

**Baymeadows Campus**

8131 Baymeadows Circle  
West #101  
Jacksonville, FL 32256-1811  
904 636-6645  
904 443-7657 FAX

**Jacksonville Campus**

4500 Salisbury Road,  
Suite # 200  
Jacksonville, FL 32216-0959  
904 636-6645  
904 636-0998 FAX

**Orlando Campus**

2290 Lucien Way, Suite # 400  
Maitland, FL, 32751-7057  
407 667-0555  
407 667-0560 FAX

**Tampa Campus**

100 Tampa Oaks Blvd,  
Suite # 200  
Temple Terrace, FL 33637-1920  
813 626-7911  
813 630-9377 FAX

**St. Petersburg/Clearwater Campus**

1901 Ulmerton Road,  
Suite # 150  
Clearwater, FL 33762-2300  
727 561-9008  
727 592-9423 FAX

**South Orlando Campus**

5750 N. Major Blvd.,  
Suite # 300  
Orlando, FL 32819-7946  
407 345-8868  
407.352-2208 FAX

**Louisiana Campuses**

888 700-0867  
One Galleria Boulevard,  
Suite # 725  
Metairie, LA 70001-2082  
504 461-8852  
504 464-0373 FAX

**Baton Rouge Campus**

2431 South Acadian Thru-  
way, Suite # 110  
Baton Rouge, LA 70808-2375  
225 927-4443  
225 927-9233 FAX

**Puerto Rico Campuses**

**Puerto Rico Campus**

Carr, 177 KM2 (Los Filtros)  
P.O. Box 3870  
Guaynabo, PR 00970-3870  
787 731-5400  
787 731-1510 FAX  
800 981-0688

**Mayagüez Extension Center**

KM.3.2. Camino Pitillo  
Sector Miradero Barrio  
Sabanetas  
Mayagüez, PR 00680  
787 834-2150  
787 265-2500 FAX

**Online Region**

**Online Campus and Administrative Offices**

3157 East Elwood Street  
Phoenix, AZ 85034-7209  
602 387-7000  
602 387-6020 FAX  
800 366-9699

**International Campuses**

**The Netherlands Campus**

Rivium le straat 1  
2909 LE Capelle a/d IJssel  
The Netherlands  
011 31 10 288-6344  
011 21 10 288-6349 FAX