Online

University of Phoenix

Academic Catalog

Volume 60

Effective July 1, 2026
Through June 30, 2027

With Updates Added:
October 1, 2026

2026-2027

UNIVERSITY OF PHOENIX

ONLINE

ACADEMIC CATALOG

Volume 60

July 1, 2026 through June 30, 2027 catalog

With Updates Added:

October 1, 2026

(see addenda pages for a summary of updates added by month)

"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

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification.
Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence.
The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported Clery Act 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 information on the sex offender registry, institutional policies and programs concerning alcohol and other drugs, crime prevention measures, the reporting of crimes, sexual assault, domestic violence, dating violence, stalking and other related matters. The annual security report is available at https://www.phoenix.edu/about/campus-safety.html. If you'd like a paper copy of the report, please contact a Campus Safety Coordinator to request one.

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON OCTOBER 1, 2026

GENERAL POLICY UPDATES

- The Tuition and Fees were updated. (see TUITION AND FEES)
- The Candidacy Statuses, Multiple University Credentials, Directed Study Information, Non-Degree Students, California Early Completion Option, and Multiple University Credentials sections were updated. (see UNIVERSITY POLICIES)
- The Undergraduate Admission Requirements section was updated. (see UNDERGRADUATE PROGRAMS)
- The Graduate Admission Requirements section was updated. (see GRADUATE PROGRAMS)
- The Admission Requirements section was updated. (see CREDIT-BEARING CERTIFICATE PROGRAMS)
- The Admission Requirements section was updated. (see COLLEGE OF DOCTORAL STUDIES)
- The Competency-Based Programs Admission Requirements section was updated. (see COMPETENCY-BASED PROGRAMS UNIVERSITY POLICIES)
- The Direct Assessment Admission Requirements section was updated. (see DIRECT ASSESSMENT PROGRAMS UNIVERSITY POLICIES)

PROGRAM POLICY UPDATES

- The Academic Standing and Minimum Grade Requirements section was updated for the MSC/MFCT. (see GRADUATE PROGRAMS - COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES)
- The California Intern Credential section was updated for the MAED/TED-S (California). (see GRADUATE PROGRAMS - COLLEGE OF EDUCATION)
- The prerequisites were updated for the CERT/G-HRM. (see CREDIT-BEARING CERTIFICATE PROGRAMS)

TABLE OF CONTENTS

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON OCTOBER 1, 2026 iii
GENERAL POLICY UPDATES ... iii
PROGRAM POLICY UPDATES ... iii

UNIVERSITY OF PHOENIX ... 1
Official School Colors ... 1
Ownership Information ... 1
Our Mission Statement ... 2
Our Purpose ... 2
Accreditation and Affiliations ... 2
University of Phoenix Colleges and Academic Programs ... 3
Professional Track Bachelor's Degrees ... 3
University Program Lifecycle ... 4
University Library ... 4
Current Resources of the University Library ... 5

THE UNIVERSITY'S TEACHING AND LEARNING MODEL ... 7
Collaboration ... 7
Emphasis on Application and Relevance ... 7
University Learning Goals ... 7
Curriculum ... 7
Awarding Credit Hours ... 7
Access and Convenience of Time and Format ... 8
Academic Calendars ... 8
Class Size ... 9
Learning Teams ... 9
Technology Enhanced Courses ... 9
Faculty ... 9
Employee Screening ... 9
Student Technology Requirements and Competencies ... 9
MyPhoenix: Student Portal ... 11
Classroom Recording Policy ... 11

CONSUMER INFORMATION ... 13
ABOUT UNIVERSITY OF PHOENIX ... 13
Accreditation, Licensures, Reviews and Approvals ... 13
General Contact Information ... 15
Student Demographics, Metrics and Outcomes ... 15
Graduation Rates ... 16
Retention Rates ... 17
Student Diversity ... 18
Title II of Higher Education Act ... 20
Cost of Attendance ... 22
Net Price Calculator ... 26
Federal, State and Institutional Financial Aid Programs ... 28

Grant Programs 28
Scholarships 28
University Tuition and Fee Waivers 28
Emergency Financial Assistance 28
Loans 29
Student Payment Options, Financial Responsibilities, and Policies 33
Financial Policies 34
Tuition Refund Policy1 35
Military and Veterans Education Benefit Programs 35
Federal Financial Aid Application Process 38
Verification, Third-Step Verification of Eligible Non-Citizenship, & Conflicting Information Policy 38
Satisfactory Academic Progress 42
Federal Financial Aid Satisfactory Academic Progress (SAP) Policy 42
Grade-Level Determination 44
Financial Aid Awarding 44
Financial Aid Disbursements 44
Professional Judgment 47
HEROES Act 48
Determining Enrollment at the University 48
Leave of Absence 48
Withdrawing from the University 49
Return of Title IV Policy 49
Federal Direct Loan Exit Counseling 53
Federal Loan Repayment 53
Consumer Policies and Codes of Conduct 54
Student Complaints Policy 61
Copyright Infringement and Peer-to-Peer File Sharing Policy 62
Digital Millennium Copyright Act Policy 63
Register to Vote 64
Campus Safety and Security 64
Alcohol and Drug Abuse Prevention 65

STUDENTS' RIGHTS AND RESPONSIBILITIES 67
Students' Right to Privacy 67
Student Organizations 67
Equal Opportunity, Harassment, and Nondiscrimination 68
Extended Time and In Progress IX Accommodations 79
Accessibility and Student Accommodation Office Contact Information 79
Acceptable Computer Use for Faculty and Students 80
Accommodations for Pregnancy, Parental Status, and VAWA Offenses 82
Artificial Intelligence 83
STUDENT CODE OF CONDUCT 85
SUPPLEMENTAL & PROFESSIONAL STANDARDS FOR STUDENTS 88
DOCTORAL DEMEANOR: SUPPLEMENTAL STANDARDS FOR DOCTORAL PROGRAMS 93
DOCTORAL DEMEANOR: SUPPLEMENTAL STANDARDS REFERRAL PROCESS FOR DOCTORAL PROGRAMS 94
STUDENT COMPLAINTS 95

Step One: Internal Resolution 95
Step Two: Mediation 95
Step Three: Binding Arbitration 95
Student Address Changes 96
Identity Verification 97

ACADEMIC QUALITY AND OUTCOMES ASSESSMENT 99
Academic Quality and Outcomes Assessment-Ensuring Consistent Quality 99
Academic Quality Improvement and Outcomes-based Assessment 99

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION 101

UNIVERSITY POLICIES 103
Registration 103
Student Identification 103
Official Evaluation 103
Admission Statuses 103
Admission Deadlines 104
General International Admissions Information 104
Admissions Appeal Process for Expelled Students 105
Student Falsification of Information 105
Acceptable Transfer Credit 105
Evaluation of Transfer Credit 106
Prior Learning Assessment 106
Approved Institutional Accrediting Bodies for Transfer Credit and Admission Requirements 107
College Articulation Agreement 108
Transient Student Policy 108
Preferred Transfer Institution Policy Exceptions 108
Add or Change Program or Modality 108
Course Waivers 108
Course Equivalencies 109
Academic Advisement 109
Enrollment Status 109
Course Status 110
Candidacy Statuses 110
Course Attendance Policy 110
Academically Related Activities 111
Concurrent Enrollment 112
Course Levels 112
Grading Procedures 112
Grade Reports and Transcripts 114
Program and Cumulative Grade Point Average 114
Academic Forgiveness 114
Grade Disputes and Corrections 115
Program Academic Standing 115
Student Academic Standing 116
Maximum Credit Limits 117
Late Assignments 117

Academic Recognition 117
Institutional Review Board 118
Research, Scholarship, and Surveys 119
Leave of Absence 119
University Withdrawal 119
Course Cancellation 120
Directed Study Information 120
Course Audit Policy 120
Academic Program Re-Entry 121
Servicemember Readmission 121
Military Deployment 122
Holiday Calendar 123
Institutionally Scheduled Break 123
Program Completion Deadlines 123
Credential Conferral 124
Graduation with Honors 124
Honorary Degree 124
Participation in Commencement Ceremony 125
Multiple University Credentials 125
Braille Embossed Diplomas 125
Posthumous Degrees 125
Rescinding Academic Credentials 125
Disclaimer on Job Placement 126
Letter Request 126
Forms 126
Administrative Holds 126
Name Changes 126
Social Security Number Changes 126
Record Maintenance 126
Exceptions to Academic Policy 127
California Early Completion Option 127
Non-Degree Students 128

UNDERGRADUATE PROGRAMS 131
Admission Procedures 131
Undergraduate Admission Requirements 131
Residency Requirements and Course Waivers for Bachelor Programs 132
Residency Requirements and Course Waivers for Associate Programs 132
Risk Free Period Policy 133
Academic Progression Requirements 133
General Education 134
Program Length 136
COLLEGE OF GENERAL STUDIES 137
Associate of Arts/Professional Focus 137
Bachelor of Arts in English 139
Bachelor of Science in Environmental Science 141
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES 145
Associate of Arts in Criminal Justice 145

Bachelor of Science in Criminal Justice Administration 147
Bachelor of Science in Criminal Justice Administration (Professional Track) 149
Bachelor of Science in Public Administration 152
Bachelor of Science in Correctional Program Support Services 154
Bachelor of Science in Industrial-Organizational Psychology 156
Bachelor of Science in Applied Psychology/Concentration in Media and Technology 159
Bachelor of Science in Social Work 161
COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY 165
Associate of Arts/Concentration in Business Fundamentals 165
The Bachelor of Science in Business 167
Bachelor of Science in Management 170
Bachelor of Science in Accounting 172
Bachelor of Science in Communication 175
Bachelor of Science in Finance and Technology 177
Associate of Arts/Concentration in Information Technology 180
Associate of Science in Cybersecurity 181
Bachelor of Science in Cybersecurity 183
Bachelor of Science in Information Technology 186
Bachelor of Science in Computer Science 189
Bachelor of Science in Data Science 191
COLLEGE OF HEALTH PROFESSIONS 195
The Bachelor of Science in Health Administration 195
The Bachelor of Science in Health Management 198
COLLEGE OF NURSING 201
Accreditation- College of Nursing Programs 201
International Nursing Honor Society 201
Academic Progression Requirements for all Current Nursing Programs 201
Bachelor of Science in Nursing 202
COLLEGE OF EDUCATION 205
Bachelor of Science in Education/Elementary Education 205
Bachelor of Science in Liberal Studies (California) 213
Bachelor of Science in Education/Early Childhood Education 219
Bachelor of Science in Education/Educational Studies 227

GRADUATE PROGRAMS 229
Admission Procedures 229
Graduate Admission Requirements 229
Program Length 230
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES 231
Master of Science in Counseling Clinical Mental Health Counseling 231
Master of Science in Counseling Clinical Mental Health Counseling (California) 234
Master of Science in Counseling/Marriage, Family and Child Therapy 238
Master of Science in Psychology 241
Master of Science in Industrial-Organizational Psychology 242
Master of Science/Administration of Justice and Security 244
Master of Public Administration 245
COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY 247
Master of Business Administration 247

Master of Management 249
Master of Information Systems 250
Master of Science in Cybersecurity 251
Master of Science in Data Science 253
COLLEGE OF HEALTH PROFESSIONS 255
Master of Health Administration 255
Master of Health Administration Concentration in Health Care Compliance and Privacy 257
Dual Degree in Master of Health Administration/Master of Business Administration 259
Master of Public Health Concentration in Community Health Leadership 261
COLLEGE OF NURSING 265
Accreditation- College of Nursing Programs 265
International Nursing Honor Society 265
Academic Progression Requirements for all Current Nursing Programs 265
Master of Science in Nursing Concentration in Nurse Administration 266
Master of Science in Nursing Concentration in Nurse Administration Bridge 268
Master of Science in Nursing Concentration in Nurse Education 271
Master of Science in Nursing Concentration in Nurse Education Bridge 274
Master of Science in Nursing Concentration in Informatics 277
Master of Science in Nursing Concentration in Informatics Bridge 279
Master of Science in Nursing/Family Nurse Practitioner 282
Master of Science in Nursing/Family Nurse Practitioner (Bridge) 285
Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner 289
Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner Bridge 292
Doctor of Nursing Practice 295
COLLEGE OF EDUCATION 299
Master of Arts in Education/Administration and Supervision 299
Master of Arts in Education/Adult Education and Training 303
Master of Arts in Education/Elementary Teacher Education (Arizona) 306
Master of Arts in Education/Secondary Teacher Education (Arizona) 314
Master of Arts in Education/Elementary Teacher Education (California) 322
Master of Arts in Education/Secondary Teacher Education (California) 328
Master of Arts in Education/Special Education 334
Master of Arts in Education/Educational Studies 342
Master of Arts in Education/Curriculum and Instruction 343
COLLEGE OF DOCTORAL STUDIES 347
Admission Requirements 347
Program Length 347
Doctor of Education 348
Doctor of Management 351
Doctor of Business Administration 354
Doctor of Health Administration 357

CREDIT-BEARING CERTIFICATE PROGRAMS 361
Admission Requirements 361
Program Length 361
CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY 362
Leadership and Management Certificate (Undergraduate) 362

Business Analytics Certificate (Undergraduate) 363
Small Business Management and Entrepreneurship Certificate (Undergraduate) 365
Operations Management Certificate (Undergraduate) 366
Human Resource Management Certificate (Undergraduate) 367
General Management Certificate (Undergraduate) 368
Project Management Certificate (Undergraduate) 370
Marketing Certificate (Undergraduate) 371
Cyber and Network Defense Certificate (Undergraduate) 372
Advanced Cybersecurity Certificate (Undergraduate) 373
Information Assurance and Security Certificate (Undergraduate) 374
Graduate Human Resource Management Certificate 376
Graduate Accounting Certificate 377
CERTIFICATE PROGRAMS FOR THE COLLEGE OF HEALTH PROFESSIONS 379
Graduate Health Care Informatics Certificate 379
Graduate Health Care Compliance and Privacy Certificate 380
Medical Records Certificate (Undergraduate) 381
Health Information Systems Certificate (Undergraduate) 383
CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION 384
Graduate Initial Teacher Certificate/Elementary Education 384
Graduate Initial Teacher Certificate/Secondary Education 390
Graduate Initial Teacher Certificate/Special Education 398
CERTIFICATE PROGRAMS FOR THE COLLEGE OF DOCTORAL STUDIES 404
Post Master's Certificate in Organizational Leadership and Decision-making 404
Post Master's Certificate in Research Essentials 405
Post Master's Certificate in Curriculum and Instruction 406
Post Master's Certificate in Educational Leadership 407
Post Master's Certificate in Educational Technology 408
Post Master's Certificate in Higher Education Administration 409
Post Master's Certificate in Information Systems and Technology 410
Post Master's Certificate in Business Administration 411
Post Master's Certificate in Health Administration 412

COMPETENCY-BASED EDUCATION AT UNIVERSITY OF PHOENIX 415

COMPETENCY-BASED PROGRAMS UNIVERSITY POLICIES 417
Competency-Based Programs Admission Requirements 417
Competency-Based Programs and Courses 417
Competency-Based Program Admission Deadlines 417
Competency-Based Program Enrollment Status 417
Competency-Based Program Course Status 418
Competency-Based Program Course Attendance 418
Competency-Based Program Concurrent Enrollment 418
Competency-Based Program Grades 418
Competency-Based Programs Program and Cumulative Grade Point Average 420
Competency-Based Program Program Academic Standing 420
Competency-Based Program Student Academic Standing 421
Competency-Based Program Add or Change Program or Modality 421
Competency-Based Program Late Assignments 421

Competency-Based Academic Program Re-Entry 421

COMPETENCY-BASED PROGRAMS 423
COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY 423
Master of Business Administration (Competency Based-CB) 423
Master of Information Systems (Competency Based-CB) 425
COLLEGE OF HEALTH PROFESSIONS 427
Master of Health Administration (Competency Based-CB) 427
COLLEGE OF NURSING 429
Bachelor of Science in Nursing (Competency Based-CB) 429

DIRECT ASSESSMENT PROGRAMS UNIVERSITY POLICIES 433
Direct Assessment Admission Requirements 433
Direct Assessment Programs and Courses 433
Direct Assessment Program Admission Deadlines 434
Direct Assessment Program Academically Related Activities 434
Direct Assessment Program Term Enrollment 434
Direct Assessment Program Enrollment Status 435
Direct Assessment Program Course Status 436
Direct Assessment Program Evaluation of Transfer Credit 437
Direct Assessment Program Academic Engagement 437
Direct Assessment Program Grades 437
Direct Assessment Academic Standing 438
Direct Assessment Program Changes 438
Direct Assessment Academic Program Re-Entry 438
Direct Assessment Program University Withdrawal 438
Direct Assessment Program Maximum Competency Unit Limits 439
Direct Assessment Program Completion Deadlines 439
Direct Assessment Program Official Transcripts 439

DIRECT ASSESSMENT PROGRAMS 441
COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY 441
Bachelor of Science in Information Technology (Competency Based-DA) 441
COLLEGE OF HEALTH PROFESSIONS 444
The Bachelor of Science in Health Management (Competency Based-DA) 444
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES 446
Master of Science in Psychology (Competency Based-DA) 446

TUITION AND FEES - ONLINE RATES 449
TUITION 449
RESOURCE FEES 454
ALL OTHER FEES 455
CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF) 457

FACILITIES A-1

UNIVERSITY ADMINISTRATION A-3
University of Phoenix Board of Trustees A-3

University of Phoenix Senior Administration A-4
Campus Administration A-5

FACULTY A-7
COLLEGE OF GENERAL STUDIES A-7
Deans A-7
Lead Faculty Area Chairs A-7
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES A-8
Deans A-8
Lead Faculty Area Chairs A-8
COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY A-9
Deans A-9
Lead Faculty Area Chairs A-9
COLLEGE OF HEALTH PROFESSIONS A-10
Deans A-10
Lead Faculty Area Chairs A-10
COLLEGE OF NURSING A-11
Deans A-11
Lead Faculty Area Chairs A-11
COLLEGE OF EDUCATION A-12
Deans A-12
Lead Faculty Area Chairs A-12
COLLEGE OF DOCTORAL STUDIES A-13
Deans A-13
Doctoral Associate Deans A-13

COURSE GUIDE- COURSE DESCRIPTIONS B-1

UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea of change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, adult learners, would be going through the stages of life during which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976 that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever larger numbers of adult learners to formal higher education.

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22-year-old undergraduate student. That is not all that surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional University campus and were treated as second-class citizens.

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Working adults had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week, parking was at the periphery of a large campus and many classes required for their degree were not available at night. The consequence, according to Dr. Sperling was that most adult learners were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curriculum and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students. In fact, the majority (64 percent) of all college enrollees have at least one "non-traditional" characteristic, like having dependents or working full-time while enrolled in school. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

Over the past 50 years, the University of Phoenix has been cause-driven, working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions, from five decades ago, concerning the innovations higher education would be required to make, have now come to pass.

Today, roughly 75 percent of students are employed, and over 52 percent of all students have dependents. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

University of Phoenix Official School Colors are University of Phoenix Red and University of Phoenix Platinum.

These are custom colors and proprietary to the University.

Ownership Information

The University of Phoenix, Inc. is a wholly owned subsidiary of Phoenix Education Partners, Inc. (the "Parent"), a Delaware corporation. While the Parent's stock is publicly traded on the New York Stock Exchange (the "NYSE"), it is considered a "controlled company" under NYSE rules with a majority of voting power held by Apollo Global Management, LLC and The Vistria Group, LLC. The University's central administration is located in Phoenix, Arizona.

Phoenix Education Partners, Inc.
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
800-990-2765
phoenix.edu

Our Mission Statement

University of Phoenix provides access to higher education opportunities that enable students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

Our Purpose

- To facilitate cognitive and effective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.
- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.
- To generate the financial resources necessary to support the University's mission.

Accreditation and Affiliations

Institutional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (http://hlcommission.org).

Higher Learning Commission
230 South LaSalle Street, Suite 7-500,
Chicago, Illinois 60604-1411
Phone: 800.621.7440 | 312.263.0456 | Fax: 312.263.7462

Program Accreditation

College of Business and Information Technology and Business Programs

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the College of Business and Information Technology:

- Associate of Arts with a concentration in Accounting Fundamentals*
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy*
- Doctor of Business Administration
- Doctor of Management

**These programs are not available for new enrollment.*

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213

College of Nursing Programs

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

College of Social and Behavioral Sciences - Social Work Program

Social Work Accreditation

University of Phoenix's Bachelor of Science in Social Work is accredited by the Council on Social Work Education's (CSWE) Board of Accreditation (BOA). Accreditation of a social work program by the BOA indicates that it meets or exceeds standards of program quality evaluated through a peer review accreditation process. An accredited program has sufficient resources to meet its mission and goals, and the BOA has verified that it demonstrates compliance with all accreditation standards. Accreditation applies to all program options, which include locations and delivery methods. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.
Review our program's accredited status in CSWE's Directory of Accredited Programs. For more information about social work accreditation, contact CSWE's Department of Social Work Accreditation.

College of Social and Behavioral Sciences - Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Phoenix Campus* and the Master of Science in Counseling/Clinical Mental Health Counseling online program are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP™).
For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990

**This program is not available for new enrollments.*

College of Education and Education Programs

Educator and principal preparation programs have been reviewed and approved by Arizona Department of Education. Individual program offerings vary by state. The California specific programs (BSLS, MAED-TED, and CTEL) have been reviewed and approved by the California Commission on Teacher Credentialing (CCTC). Additionally, the Graduate Initial Teacher Certificate programs (CERT/G-ELM, CERT/G-SEC, and CERT/G-SPE) have been reviewed and approved by the North Carolina Department of Public Instruction (NCDPI).

Affiliations

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education®, the American Association of Collegiate Registrars and Admissions Officers, the Pacific Association of Collegiate Registrars and Admissions Officers, the Postsecondary Electronic Standards Council, the Council for Adult and Experiential Learning, the Arizona Veterans Programs Association, the Association of Veterans Education Certifying Officials, the Council for Higher Education Accreditation®, EDUCAUSE, the National Association of Colleges and Employers®, the National Association of Military Institutions for Military Education Services, the National Association of Veterans Program Administrators, the Online Learning Consortium™, the University Professional and Continuing Education Association®, the Western Interstate Commission for Higher Education Cooperative for Educational Technologies, the Council of College and Military Educators, the International Leadership Association, the American Institute of CPAs®, the Computing Technology Industry Association, the Human Resources Certification Institute, the International Council of E-Commerce Consultants, Society for Human Resource Management®, the Association for Advancing Quality in Educator Preparation, the International Society for Technology in Education®, the National Association of State Directors of Teacher Education and Certification, the American College of Healthcare Executives Higher Education Network, the Association of University Programs in Health Administration, Healthcare Information and Management Systems Society, Inc. ®, the American Association of Colleges of Nursing, the American Association of Nurse Practitioners, the American Organization for Nursing Leadership, the National League for Nursing, the Academy of Criminal Justice Sciences, the National Board for Certified Counselors™, and the Network of Schools of Public Policy, Affairs, and Administration. Additionally, the University maintains memberships in various professional and program specific organizations.

American Council on Education is a registered trademark of the American Council on Education.

Council for Higher Education Accreditation is a registered trademark of the Council for Higher Education Accreditation.

University of Phoenix Colleges and Academic Programs

University of Phoenix is primarily an online institution and maintains a physical campus in Phoenix. The University is comprised of seven colleges: the College of Business and Information Technology, the College of Education, the College of General Studies, the College of Health Professions, the College of Nursing, the College of Social and Behavioral Sciences, and the College of Doctoral Studies. Detailed information regarding the University's academic program offerings can be found on the University's website at http://www.phoenix.edu/programs/degree-programs.html, and in the University's Academic Catalog. The most current Academic Catalog is published on the University's website at https://www.phoenix.edu/online-degrees/academic-catalog.html.

Professional Track Bachelor's Degrees

The University offers select 90-credit Professional Track bachelor's degree programs. These programs require 30 fewer elective credits than standard 120-credit programs. Professional Track programs are designed for two groups of students who may benefit from a more focused degree.

1. Professional Background

These students must have current sufficient professional experience related to their field of study for admission to the program.

2. Specific Professional Outcome

These students are pursuing a degree that prepares them for professional licensure or certification. Students demonstrate the required professional knowledge and skills by completing required coursework, field experiences, assessments, and other program requirements that qualify them for licensure or certification in their state of residence. 90-credit professional licensing bachelor's degree programs are only offered when the program meets the University's programmatic accreditor's standards and in states where the reduced credit-hour program meets state licensing requirements.

Students enrolled in 90-credit Professional Track bachelor's degree programs are completing 30 less credits than a standard 120-credit bachelor's degree. Students are notified that they are required to determine if a reduced credit bachelor's degree will meet their overall professional and educational goals as advanced degrees and/or pursuing certain professional credentials (JD, MD) may not accept a 90-credit bachelor's degree.

Professional Track Programs - Acceptability for Third-Party Programs & Professional Licenses

The University's 90-credit Professional Track bachelor's degree programs are designed to provide a foundational undergraduate education in the selected field. Prospective and enrolled students should consider their long-term educational and career goals if they plan on entering an advanced degree or a professional program in the future. Completion of a 90-credit bachelor's degree may not satisfy the educational requirements for admission to certain graduate, professional, or licensure programs, including but not limited to law (J.D.), medicine, psychology, education, engineering, and other related professions. Students are strongly encouraged to consult with intended graduate or professional schools regarding admissions, review applicable state licensure regulations, and seek appropriate academic advisement to ensure this program aligns to their long-term educational and career goals.

University Program Lifecycle

The University Program Lifecycle (UPL) is a process for managing the institution's (UOPX's) academic programs. All UOPX programs follow this process.

The UPL process has three key phases:

- Program Build: UOPX evaluates the viability of a proposed program. This phase includes research, developing curriculum, internal governance, external input and approvals, and planning for program launch.
- Program Health: UOPX routinely reviews existing programs for opportunities to improve. Reviews include courses, outcomes, skills, faculty, alumni, employers, and student feedback. This phase also ensures that programs maintain career relevance.

  Program Health reviews result in one of the following:
  - Maintain Program: No changes are made, or limited changes are made.
  - Revise Program: The program is comprehensively revised; results in a new version.
- Retire Program: UOPX retires program versions that will no longer be available for new student enrollment. Retiring program versions is part of the process by which UOPX ensures its curriculum stays current and in alignment with employer needs and industry trends. UOPX continues to support retired program versions for students who are currently enrolled and within their program completion deadline.
  - Expire Program: UOPX expires a retired program version when all students who started it have either completed, or are not able to complete within their completion deadline. Students may not re-enter an expired program version.

University Library

The University of Phoenix Approach to Library Services

The University of Phoenix Library uses current information technology to provide relevant and timely information in support of the learning process. Our library users are "knowledge workers" and busy working adults who need the ability to access and utilize digital information from anywhere at any time. The online distribution of scholarly resources provides functional access to the kinds of information our library users will be expected to use throughout their academic programs and careers.

The core of our library is an array of information repositories available to all students and faculty at any time and from virtually any location with an Internet connection. In addition to our numerous resource subscriptions, the library facilitates user education, offers document retrieval and interlibrary loan services, and provides research guidance.

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. University Library users enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

What is in the University Library?

Access to eBooks, reference materials, scholarly journals, and periodicals all selected for their relevance to each University of Phoenix degree program are contained within the University Library. Financial reports on public companies and a variety of directories and other reference publications are also available. In addition, the University Library has a collection of multimedia available, including videos, images, and audio files, on a variety of topics. Many of the resources found in the University Library are academic materials made available through license agreements with content providers; this content is not generally available to the general public through open websites.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:

- Visit the student and faculty website http://my.phoenix.edu
  - This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services. A link to the Library is on the main page.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, University Library staff members also maintain Library Reserve Readings for individual courses. These pages provide direct links to content relevant to the course curriculum. Access to Library Reserve Readings, when available, is listed on the course page within the student portal.

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available within the Library's collection. Specific timelines and rules apply to this service.
- The Research Databases (https://library.phoenix.edu/az.php) section provides detailed information on the library's collection.
- Resource recommendations by subject can be found by utilizing our Subject Guides (https://library.phoenix.edu/subjects) or Research Databases on the library homepage.
- The How Do I Guides available in the Library contain in- depth guidance on common research questions and operating procedures.
- Our research FAQs on the homepage of the University Library contain in-depth answers to "Frequently Asked Questions" received by the library.

How to Contact the University Library

Student Technical Support 1-877-832-4867
Email library@phoenix.edu

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the Research Database link on the library's main page.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

The University's teaching and learning model supports the University's continued focus on serving an adult learner population. This model drives the University's mission, empowering students to develop knowledge and skills necessary to achieve their academic and professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

Essential features of the model include adult learning theory, brain based learning, and active learning. Adult learning theory conceptualizes the learning process as one of active inquiry rather than passively transmitted content, and recognizes that the characteristics of adult learners call for a context-driven framework focusing on real-world, relevant learning activities. Brain based learning values knowledge about individual learner differences in intellectual strengths, learning styles, disposition, and motivation. Active learning is based on the assumption that the learner's active involvement in the learning process is essential.

Collaboration

Structures that encourage and facilitate collaboration are important to the teaching and learning model. Collaboration is an ability expected of employees in all professions and is one of the University's learning goals. Collaboration is incorporated within the curriculum to support students with a progressive means of building collaborative skills. This adds a robust dimension to the learning exchange as adult students teach and learn from one another.

Emphasis on Application and Relevance

There is wide agreement in the literature that the best learning occurs when bridges are built between new knowledge and the learner's experience-it makes learning relevant to the learner. Students are also more apt to be engaged when there is relevance to course content. In higher education, the relevance of what is being learned is often a determining factor for retention. The University of Phoenix teaching and learning model is especially well-suited to the institution's focus on job-readiness and cognitive and affective skills attainment.

University Learning Goals

The University's faculty leadership, in collaboration with consultants from the National Center for Higher Education Management Systems, has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:

- Cultural Competence and Ethics
- Critical Thinking and Problem Solving
- Communication
- Digital Fluency
- Collaboration

The intent of the University's learning goals is to help all University graduates attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning, while developing competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University's curriculum is faculty-developed and managed by a team of college staff and instructional designers with objectives and outcomes that are carefully defined. Individual instructors have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty, delivered in a format informed by adult learning principles, and aligned to Carnegie unit guidelines. One Carnegie hour is defined as 50 minutes of faculty-directed or student-directed activities. Achievement of outcomes related to the awarding of credit hours is measured using standard national benchmarks.

The curriculum at University of Phoenix (UOPX) is faculty-developed and centrally managed. Instructional strategies include the use of synchronous and asynchronous activities inside and outside the online or physical classroom and are designed to be outcome focused and engaging. To ensure the appropriate level of curriculum coverage and rigor, students are required to participate in weekly classroom-based learning activities, including direct faculty instruction and collaborative activities, and additional hours of faculty-directed student engagement using a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives.

The table below summarizes the minimum required number of hours of faculty-directed (instruction) and student-directed (homework) learning activity engagement for each credit award value at all credential levels. Additionally, the table includes the minimum course duration (in weeks) for each credit value necessary for faculty to effectively cover course content, and for students to reasonably assimilate the information, based upon federal guidelines and commonly accepted practices in higher education. All courses that award college credit shall conform to these minimum required hours.

University of Phoenix College Credit Bearing Course Recommendations

Credits	**Minimum required faculty-directed classroom-based hours	**Minimum faculty recommended hours for student-directed homework (includes reading, research, study time, and assignment development)	**Minimum hours	Minimum required duration of course in total weeks
1	15	30	45	2 (*22.5/week)
2	30	60	90	4 (*22.5/week)
3	45	90	135	5 (*27/week) 6 (*22.5/week)
4	60	120	180	7 (*26/week)
5	75	150	225	9 (*25/week)

*Average hours per week, assumes student is generally taking one class at a time

Doctoral residencies, laboratory work, internships, practica, studio work, student teaching, clinical hour, and other course formats as established by the University may deviate from the minimum required duration of a course in total weeks. However, alternatives to these course types leading to the award of credit hours must still reflect at least an equivalent amount of work (i.e., time on task) as outlined in the policy.

Program length is determined by faculty in accordance with common practice among institutions of higher education. The following list reflects the minimum number of credits generally required at each credential level.

Degree Level & Minimum Total Semester Credits:

- Associate Degree: 60 credits
- Bachelor’s Degree: 120 credits
- Master's Degree: minimum 30 credits beyond the Bachelor’s Degree
- Ph.D. or Applied Doctorate: minimum 30 credits beyond the Master's Degree

Access and Convenience of Time and Format

The University's goal is to make access to higher education through its courses, programs, and services available to all those who wish to avail themselves of them. The majority of University of Phoenix students are enrolled in the University's online modality. Students typically take one five-week or six-week course at a time in their educational program, which allows them the ability to balance work, child care, and other responsibilities while pursuing their degree. This format provides a critical opportunity for many working parents with children at home, or students in rural America, to gain access to higher education. Additionally, courses at the University's Phoenix campus location are offered at times that are convenient to adult students. Classes are held primarily in the evening and on weekends when students are most likely to need access.

Academic Calendars

University of Phoenix offers programs and courses in two different types of academic calendars.

Most programs and courses are offered in a nonterm calendar, meaning they are offered on a continuous year-round basis, and do not begin and end within a discrete and defined term.

The University's Direct Assessment programs are offered in a non-standard term calendar, which means courses are offered within a term that has a set start and end date but that is not a traditional academic semester, trimester, or quarter. Direct Assessment program courses are offered within 12-week terms. Each academic year consists of four Direct Assessment program terms. See the Direct Assessment program section of the catalog for term start dates.

The University uses the following academic year definition for its certificate and degree programs:

- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
  - Exception: Graduate Initial Teacher Certificate (Elementary and Special Education only) are a minimum of 27 credits and 61 weeks of instructional time.
- Undergraduate degree programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate degree programs are a minimum of 24 credits and 48 weeks of instructional time.
- Competency-Based programs are a minimum of 24 credits and 32 weeks of instructional time.
- Direct Assessment programs are a minimum of 24 credits and 48 weeks of instructional time.

Class Size

Minimum and maximum class size may vary by college, course, and location. Some colleges may determine a specific minimum and maximum class size given the curriculum and learning model.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students may work in Collaborative Activities, including Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Collaboration is an essential design element in the University's teaching and learning model -- an ability expected of employees in information-age organizations and one of the University's primary learning goals. Due to the unique teaching and learning model and objectives, students enrolled in an associate degree program at online (excluding AACR & AAPF) usually do not participate in Learning Teams, but are encouraged to collaborate and participate in classroom assignments.

All students enrolled in degree programs and/or designated certificate programs using the collaborative learning team model must meet learning team attendance policies. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team's activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of the student portal. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

Technology Enhanced Courses

Some University courses are 'technology enhanced' courses. These courses (designated with a 'T' at the end of the course ID) differ from courses in the standard University of Phoenix format in that they employ the use of adaptive learning diagnostics at the beginning of each week of class to identify existing knowledge and knowledge gaps regarding the week's course content. Students then spend the week engaging in specific learning activities designed to fill in those knowledge gaps in a courseware platform outside of the online classroom. These frequently include auto-graded activities that provide students with instant feedback. The class size in a technology enhanced course is larger than for standard University of Phoenix courses.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas. A listing of faculty may be obtained at each local campus and/or in the appendix pages at the end of this catalog. Faculty Lists are also published for each college and school on www.phoenix.edu.

Employee Screening

Subject to the requirements of federal, state, and local law, all external candidates who receive an offer of employment with the University must have a background check completed with the University.

Student Technology Requirements and Competencies

Staying current with technology is an important part of a student's education. These technology requirements will help students prepare for their degree programs. It is strongly recommended that students own a computer before they begin their programs. A mobile phone, tablet, or Chromebook will not be sufficient to complete all the work in a University program. The University can assist students with resources to obtain a computer at a very reasonable price. At a minimum, students must have access to a computer that meets the requirements set forth in this section of the catalog. In addition, students must be familiar with the use of the hardware and software listed below. These requirements may be updated as technology changes, and it is the responsibility of each student to ensure they have access to a computer that meets current requirements as listed below.

Hardware and Peripherals

You must have reliable access to a personal computer that meets the following specifications.

- An Intel i3 8th Gen+ for Windows computers and Intel i3 10th Gen+ for Mac or AMD Ryzen 3 Gen 2+ processor or better recommended.
- 8 GB RAM or greater is recommended.
- A high-speed internet connection with a recommended connection speed of 25 Mbps or better.
  - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
  - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
- Keyboard and mouse are recommended.
- Speakers/Headphones and Microphone
  - A noise-canceling headset is recommended.
  - Public access computers may not permit usage of speakers, headphones, or microphones.
- A web camera capable of video conferencing.
  - Public access computers may not permit usage of web cameras.
- Local administrative privileges to the operating system may be required to allow for installation of software and/or configure computer settings.

Software and Applications

You will need a computer with Microsoft® Windows or Apple® macOS and familiarity with the following items:

Operating System	Recommended
Microsoft® Windows	Windows 11 or higher
Apple® macOS	Latest Version

Microsoft® Windows may be required for some software to work in various courses.

Supported Web Browsers

Windows	Recommended Version
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version
Microsoft® Edge	Latest Version
macOS	**Recommended Version**
Apple® Safari	Latest Version
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version

The University of Phoenix only supports the browsers listed above.

Please note that newer browser versions incorporate security fixes and newer technologies, which may often lead to a better user experience. Current browser versions are highly recommended when the option is available.

Additional Software

- Microsoft Office is required; Microsoft Office 365 is provided free of charge to all active students.
- An up-to-date installation of Adobe® Reader.
- A current anti-virus and / or security suite application is recommended but not required.

Some courses may require the purchase of additional software. Some courses may include the option to download the following software, or similar optional applications, provided by the University through the Classroom. This software requires Microsoft Windows.

- Microsoft® Visio
- Microsoft® Project

Mobile Devices

Students are required to have reliable access to a PC or Mac but may use a mobile device such as a phone or tablet as a secondary means of access.

Access to website functionality and required course materials may be limited on mobile devices.

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

Microsoft, Apple, and Google provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft, Apple, or Google website for information beyond the documents provided here. Students may contact the Disability Services Office for questions about accommodation or visit the University's page on accessibility.

Program Specific Requirements

College of Business and Information Technology Programs

The College of Business and Information Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course.

College of Education Programs

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment requirements, during the student teaching or practicum experience (if applicable) to meet assessment requirements, and near the end of your program to meet licensure requirements. You may be required to purchase or obtain access to relevant software and hardware. Please look for updated software/hardware requirements in your courses.

College of Nursing Programs

The College of Nursing may require access to additional software. Software currently provided by the University of Phoenix on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course syllabi. Nurse Practitioner students are required to bring a laptop computer that meets the above technology requirements for their in-person residency.

College of Social and Behavioral Sciences Programs

The College of Social and Behavioral Sciences requires learners to bring a laptop computer that meets the above technology requirements to residencies.

MyPhoenix: Student Portal

MyPhoenix is a secure, multifunctional electronic gateway to numerous student, academic, career, financial, and alumni services. MyPhoenix includes access to the classroom, information for the student related to their class schedules, transfer credits, and alternative credit options, access to the University Library, the Virtual Student Union (resources and recognized student organizations), and the Career Navigator. MyPhoenix is accessible 24/7 and requires no special software. It can be accessed from a computer or mobile device with an internet connection. MyPhoenix also acts as a hub for additional student resource sites, including the Center for Writing Excellence and the Center for Mathematics Excellence.

- **Center for Writing Excellence:** An online resource that includes tools to help students with organizing thoughts, formatting and citing papers, checking grammar, learning new language skills, and reinforcing forgotten concepts.
- **Center for Mathematics Excellence:** An online resource that includes live math tutoring and virtual tools for building math confidence.
- **Library Support:** Current students may use the University's Ask a Librarian service to email a staff librarian; responses are sent within six hours, including weekends. Online tutorials help students navigate individual library resources and the overall library site.
- **Virtual Student Union:** An online hub for students to access student resources or involvement opportunities in one place. The Virtual Student Union has several topic areas for students to browse related to academics, careers, alumni opportunities, and student organizations as a way to get more involved and receive support from the University community.

MyPhoenix also serves as a communication mechanism for students. Students can access Letter Center for their official communications, Message Center for messages from University departments, or their dedicated student email inbox. Changes made at the institution are provided to students through catalog updates and other communications available through MyPhoenix and email communications sent to the student's institutional email address.

When students go through the university application process, they are provided with the information needed to connect to MyPhoenix. Students may also access the electronic class environment where courses are provisioned, assignments are turned in, and exams and class resources are accessed. Each student's MyPhoenix login credentials are unique; and students may not share their login credentials with anyone or they could be subject to Student Code of Conduct violations.

University of Phoenix students attend class on-campus or online. Regardless of modality, all students use the same materials for a specific course and have access to all student resources available on MyPhoenix and the electronic classroom environment.

Classroom Recording Policy

Students may only make audio or video recordings of University of Phoenix (UOPX) class presentations, activities, or discussions if they meet one or more of the following criteria:

- The recording is for personal academic use as part of the student's current course and occurs with the prior written consent of the faculty member teaching the class.
- If the recording is for use outside the current course, the student must obtain the prior written consent of the faculty member and must work with the faculty member to identify and obtain the Family Educational Rights and Privacy Act (FERPA) consent of every student who is personally identifiable in the recording.
- There is a documented University-approved accommodation requiring recording of specific parts of a class session.

Faculty may only make audio or video recordings of class presentations, activities, or discussions if they meet one or more of the following criteria:

- The recording is for sharing with school officials or students who are enrolled or participating in the current course in which such audio or video recording is made.
- If the recording is for use outside of the current course, the faculty member obtains the FERPA consent of every student who is personally identifiable in the recording.
- There is a documented University-approved accommodation requiring recording of specific parts of a class session.

Unless a class recording is made with the appropriate authorization(s) as set forth in this policy, it shall not be copied or shared with others, posted on a website to which others have access, or used or disseminated in any other manner.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

CONSUMER INFORMATION

All institutions participating in federal financial aid programs must provide required consumer information to enrolled and prospective students as well as current and prospective employees. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, email your request to ConsumerInformation@phoenix.edu.

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

University of Phoenix is accredited, reviewed, and/or approved by federal, state and international agencies, as well as private accreditation bodies.

Federal

University of Phoenix has been approved and participates in each of the following Title IV Higher Education Act (HEA) programs:

- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program

Institutional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditor recognized by the U.S. Department of Education. University of Phoenix has been continually accredited by the Higher Learning Commission since 1978.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
https://www.hlcommission.org/about-hlc/contact-us/

For more information about University of Phoenix accreditations and licensures, please visit:
https://www.phoenix.edu/about/accreditation.html

State Licensures

University of Phoenix is by the following U.S. states either through licensure or registration.

Arizona

University of Phoenix is licensed by the Arizona State Board for Private Postsecondary Education.

California

University of Phoenix is registered as an out-of-state institution with the California Bureau for Private Postsecondary Education for purposes of providing distance education to California residents. California distance education students may file a complaint by contacting:

California Bureau for Private Postsecondary Education
C/O Department of Consumer Affairs
PO Box 980818
West Sacramento, CA 95798-0818
(916) 574-8900 or (888) 370-7589
https://www.bppe.ca.gov/

For additional information, visit:
https://www.phoenix.edu/about/accreditation.html

Distance Education

University of Phoenix is approved by the Arizona SARA Council (AZ SARA) as a SARA participating institution. The University has reciprocity with other SARA states to offer its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA (https://nc-sara.org/directory/).

Distance education students (non-CA) may file a complaint through the University's internal grievance process by submitting the complaint to Resolution Services. Students may also file a complaint with the Arizona State Board for Private Postsecondary Education. After exhausting the institution's internal complaint process and the complaint process of the Arizona State Board for Private Postsecondary Education, distance education students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA). The Arizona SARA Council will not review complaints regarding student grades, student code of conduct violations, or complaints beyond two-years of the incident. For more information visit the AZ Sara Council website at https://azsara.arizona.edu/complaints.

Programmatic Accreditation

Business Accreditation

The Accreditation Council for Business Schools and Programs (ACBSP) has accredited the following programs in the College of Business and Information Technology at University of Phoenix:

- Associate of Arts with a concentration in Accounting Fundamentals*
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy*
- Doctor of Business Administration
- Doctor of Management

**These programs are not available for new enrollment.*

For additional information, please visit http://www.acbsp.org

Accreditation Council for Business Schools and Programs
8101 College Blvd., Suite 100
Overland Park, KS 66210
(913) 339-9356

Healthcare Accreditation

The Master of Health Administration (MHA) program is programmatically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

Commission on Accreditation of Healthcare Management Education
P.O. Box 911
Spring House, PA 19477
(301) 298-1820

Nursing Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Explore all nursing programs at https://www.phoenix.edu/online-nursing-degrees.html

Social Work Accreditation

The Bachelor of Science in Social Work is accredited by the Council on Social Work Education's (CSWE) Board of Accreditation (BOA). Accreditation of a social work program by the BOA indicates that it meets or exceeds standards of program quality evaluated through a peer review accreditation process. An accredited program has sufficient resources to meet its mission and goals, and the BOA has verified that it demonstrates compliance with all accreditation standards. Accreditation applies to all program options, which include locations and delivery methods. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Review our program's accredited status in CSWE's Directory of Accredited Programs. For more information about social work accreditation, contact CSWE's Department of Social Work Accreditation.

Counseling Accreditation

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Phoenix Campus* and the Master of Science in Clinical Mental Health Counseling online program are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®). For additional information, please visit https://www.cacrep.org/.

Council for Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990

*This program is not available for new enrollments.

Education Accreditation

Educator and principal preparation programs have been reviewed and approved by Arizona Department of Education. Individual program offerings vary by state. The California specific programs (BSLS, MAED-TED, and CTEL) have been reviewed and approved by the California Commission on Teacher Credentialing (CCTC). Additionally, the Graduate Initial Teacher Certificate programs (CERT/G-ELM, CERT/G-SEC, and CERT/G-SPE) have been reviewed and approved by the North Carolina Department of Public Instruction (NCDPI).

Additional Information

A student can view additional information at https://www.phoenix.edu/about/accreditation.html. To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at (602) 557- 1554.

Academic Programs, Facilities and Instructional Personnel Information

Please refer to the University's Academic Catalog for further information on academic programs, facilities and instructional personnel information.

Academic Year Definition

For information on the academic year definitions for the University's certificate and degree programs, please refer to the Academic Calendars section of University's Academic Catalog.

Articulation Agreements

Please refer to the College Articulation Agreement section of University's Academic Catalog for further information on articulation agreements.

Consortium Agreements

The University may execute a consortium agreement on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute as a home or host institution on an individual student basis.

Credit Transfer

Please refer to the Acceptable Transfer Activity and Evaluation of Transfer Activity Policies in the University's Academic Catalog for further information on credit transfer.

Disability Services

Please refer to the Student Accommodations Office and the Extended Time and In Progress Extension Accommodations sections of the University's Academic Catalog for further information on disability services.

General Contact Information

Direct any questions regarding admissions, academics, financial options, facilities or general institutional issues to the following offices:

Central Administration

4035 S Riverpoint Parkway
Phoenix, Arizona 85040-0723
(800) 366-9699

Online

University of Phoenix
4035 S Riverpoint Parkway
Phoenix, Arizona 85040-0723
(866) 766-0766

Registrar's Office - Admissions and Records Service Center

4035 S Riverpoint Pkwy.
Phoenix, AZ 85040-0723
(800) 866-3919
(480) 446-4600
ARSC@phoenix.edu

Campus contact information is located at https://www.phoenix.edu/about/campus-locations.html.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare human services professionals and leaders in other professional areas who possess advanced degrees. A complete list of faculty for each school and college can be found under the Faculty Credentials section https://www.phoenix.edu/about/faculty.html. A list of faculty at the Phoenix campus location may be obtained from the local campus.

Student Demographics, Metrics and Outcomes

Student Borrowing

During the period of time spanning September 1, 2024, through August 31, 2025, 64.2% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2021 was 0 and the national average was 0.

The University's loan default rate for Fiscal Year 2022 was 0 and the national average was 0.

Average Federal Loan Borrowing

All Students Enrolled

Annually, the University calculates the average federal loan borrowing by its students. For students who attended the University during the period July 1, 2024 to June 30, 2025, the average cumulative federal loan borrowing is displayed below. Your borrowing may be different.

	Subsidized and/or Unsubsidized Loans Only[1]	Grad PLUS Loans Only[2]	Subsidized and/or Unsubsidized, Loans[3]
Average Cumulative Federal Loans[4]	$20,316	$20,825	$21,689
Standard Monthly Payment	$235	$265	$251
Payment Period	120 months	120 months	120 months
Interest Rate[5]	6.9%	9.1%	6.9%

Footnotes:

[1]Includes confirmed borrowers who obtained only Subsidized, only Unsubsidized, or only Subsidized and Unsubsidized loans.

[2]Includes confirmed borrowers who obtained only Grad PLUS loans.

[3]Includes confirmed borrowers who obtained Subsidized, Unsubsidized, and/or Grad PLUS loans. Interest rate used represents the weighted average of the Grad PLUS and Subsidized/Unsubsidized rates based on the amounts borrowed.

[4]Includes confirmed borrowers attending during 7/1/24 - 6/30/25. Loans represent disbursed loans, net of returns to lender, that were disbursed any time during the student's academic history at the University through 6/30/25.

[5]Interest rates represent those in effect for loans disbursed during 7/1/24 - 6/30/25 and where necessary, were weighted based on the percentage of each type of loan if the rates varied. These rates may not be representative of the rates in effect for a student's individual loans borrowed.

Graduated Students

The table below includes all borrowers who completed a program in the respective credential level during the 2024-2025 federal award year and who obtained subsidized, unsubsidized and/or Grad PLUS loans. Amounts represent the average subsidized, unsubsidized and Grad PLUS loans disbursed. Loans are included as follows: associate degree completion - associate degree and undergraduate certificate loans; bachelor's degree completion - bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion - master's degree and graduate certificate loans; doctoral degree completion - doctoral degree, master's degree and graduate certificate loans.

Undergraduate Certificate	$8,068
Associate	$17,081
Bachelors	$31,086
Graduate Certificate	$18,153
Masters	$31,282
Doctorate	$66,717
Overall Average	**$26,681**

Footnotes:
Includes all borrowers who completed a program in the respective credential during the specified AY and who obtained Subsidized, Unsubsidized, and/or Grad PLUS loans.
Loans are included as follows:
- *Undergraduate certificate completion - undergraduate certificate loans only*
- *Associate degree completion - associate degree and undergraduate certificate loans*
- *Bachelor degree completion - bachelors degree, associate degree, and undergraduate certificate loans*
- *Graduate certificate completion - graduate certificate loans only*
- *Masters degree completion - masters degree and graduate certificate loans*
- *Doctoral degree completion - doctoral degree, masters degree, and graduate certificate loans*

Amount represents the average Subsidized, Unsubsidized, and Grad PLUS loans disbursed.

Graduation Rates

IPEDS Graduation Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must publish information regarding graduation rates as defined by the National Center for Education Statistics (NCES). This graduation measure includes the cohort of first-time, full-time (FTFT) degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. A first-time student is defined as a student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender, and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2019-2020 cohort and the percentages of those students who graduated within 150% by Aug 31, 2025.

The table below shows FTFT undergraduate students and is derived from the Integrated Postsecondary Education Data System (IPEDS) graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans or neither type of aid during the 2019-2020 cohort year (Sept. 1 - Aug. 31).

FTFT Degree- or Certificate-seeking Undergraduate Students in the 2019-2020 Cohort

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Time frame Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	5,554	1,151	21%
Male	2,137	360	17%
Female	3,465	791	23%
Nonresident Alien	10	4	40%
Hispanic/ Latino	419	138	33%
American Indian or Alaskan Native	28	10	36%
Asian	29	13	45%

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Time frame Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	5,554	1,151	21%
Black or African American	766	157	20%
Native Hawaiian or Other Pacific Islander	26	9	35%
White	1,387	415	30%
Two or more races	136	43	32%
Race or Ethnicity Unknown	2,753	362	13%
Pell Grant Recipients	3,984	764	19%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	247	99	40%
Students who received neither Pell Grants nor Subsidized Stafford Loans	1,323	288	22%

*Excludes 4 students who became deceased after entering the cohort but before they graduated.

Institutional Graduation Rate

The 150% institutional graduation rate reflects the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. It includes students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort year represented in the chart below is FY22 for associate and master's, and FY18 for bachelor's.

Associates Institutional	37.8%
Bachelors Institutional	34.9%
Masters Institutional	53.0%
Blended Associates and Bachelors Institutional	35.4%
Blended Associates, Bachelors, Masters Institutional	39.0%

Retention Rates

IPEDS Retention Rates

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding retention rates of degree- and/ or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution.

Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. The table shown below is the percentage of FTFT undergraduate degree- and/or certificate-seeking students from the previous fall who were still enrolled as of August 1st of the following year.

Retention Rates for FTFT Undergraduate Students

Count of FTFT undergraduate students enrolled Fall 2024 (8/1/2024 to 10/31/2024) *	8,168
Count of FTFT undergraduate students enrolled Fall 2024 (8/1/2024 to 10/31/2024) still enrolled as of 8/1/2025	1,118
Retention	**13.3%**

**Excludes students who became deceased and those who were enrolled in and completed a certificate program shorter than one year in length who would not be expected to be retained in the following year.*

Current regulations require the institution to disclose its retention rate as reported to the Integrated Postsecondary Education Data System (IPEDS). The University's FTFT bachelor's retention rate reported to IPEDS is shown in the table below.

Count of FTFT bachelors students enrolled Fall 2024 (8/1/2024 to 10/31/2024)	1,407
Count of FTFT bachelors students enrolled Fall 2024 (8/1/2024 to 10/31/2024) still enrolled as of 8/1/2025	574
Retention	**40.8%**

Institutional Retention Rates

The University's institutional retention rates reflect the percentage of confirmed students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 - June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's (non-CBE), 175 days; (iii) master's (non-CBE), 210 days; (iv) CBE, 133 days.

Institutional Retention Rates

Associates Institutional	72.9%
Bachelors Institutional	79.4%
Masters Institutional	79.2%

Student Diversity

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding student diversity as defined by the Integrated Postsecondary Education Data System (IPEDS). Data reported are for enrolled full- time students.

Table 1 represents all enrolled students from July 1, 2024, through June 30, 2025. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2024, through June 30, 2025, timeframe are shown in Table 2.

Table 1: All Enrolled Students by Gender and Race/Ethnicity

.

	Total Enrolled	Percentage
Total Enrollment	**177,160**	**100%**
Male	61,103	34.5%
Female	116,057	65.5%
Nonresident Alien	546	0.3%
Hispanic/Latino	17,811	10.1%
American Indian or Alaskan Native	1,201	0.7%
Asian	1,836	1.0%
Black/African American	36,521	20.6%
Native Hawaiian or Other Pacific Islander	766	0.4%
White	53,692	30.3%
Two or more races	4,612	2.6%
Unknown	60,175	34.0%

Table 2: Pell Grant Recipients by Gender and Race/Ethnicity

	Total Enrolled	Percentage
Pell Grant Recipients	87,185	100%
Male	29,564	33.9%
Female	57,621	66.1%
Nonresident Alien	17	0.0%
Hispanic/Latino	8,373	9.6%
American Indian or Alaskan Native	664	0.8%
Asian	528	0.6%
Black/African American	19,785	22.7%
Native Hawaiian or Other Pacific Islander	371	0.4%
White	31,328	35.9%
Two or more races	2,518	2.9%
Unknown	23,621	27.1%

Note: *Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2024, to June 30, 2025). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2024, to June 30, 2025 timeframe.*

Types of Education in Which Graduates Enroll

In accordance with the Higher Education Act (HEA) of 1965, as amended, each postsecondary educational institution must make available information regarding the types of graduate and professional education in which graduates of the institution's four-year degree programs enrolled.

Approximately 30% of students who completed a bachelor's degree from University of Phoenix between July 1, 2024, and June 30, 2025, went on to enroll in a graduate or professional program. The most common programs students enrolled in are as follows:

- Business Administration and Management
- Healthcare Administration/Management
- Psychology
- Industrial and Organizational Psychology
- Criminal Justice/Law Enforcement Administration

The data is derived from the IPEDS Completions Survey (July 1, 2024, to June 30, 2025, data) and the National Student Clearinghouse Student Tracker to identify enrollment in graduate programs as of December 31, 2025

Working Alumni

Based on responses from the 2024 Academic Alumni Questionnaire, the following represents the types of industries in which our alumni work.

University of Phoenix Alumni Employment by Industry*

No Response	21%
Health Services	20%
Education	13%
Other	10%
Federal Government	6%
Manufacturing	5%
Technology	4%
State and Local Government	4%
Finance/Financial Services	4%
Retail Trade (Non-Restaurant)	3%
Transportation	3%
Business Services	3%
Non-profit	3%
Insurance	2%
Banking	2%
Social Services	2%
Consulting	2%
Counseling	2%
Communications/Media/Entertainment	2%
Construction	1%
Hospitality/Travel/Tourism	1%
Pharmaceutical/Bio/Healthcare Products	1%
Real Estate	1%
Legal	1%
Military	1%
Environmental Services	1%
Petroleum/Energy	1%
Restaurant	1%
Personal Services	0%
Software	0%
Entertainment & Leisure	0%

**Question #3: In what industry do you work? from the 2024 Academic Alumni Survey conducted among alumni who graduated within the two years preceding the survey administration date (July 9-August 6, 2024). Total number of respondents - 1,150.*

Alumni Occupations

Based on responses from the 2024 Academic Alumni Questionnaire, the following represents occupations of University of Phoenix alumni:

No Answer	21%
Other	18%
Executive/Manager/Administrator	10%
Admin Support, Records/Data Processor	10%
Teacher/Educator/Education Administrator	8%
Operations/Production Manager/ Supervisor	7%
Health Professional (Non-Nursing)	7%
Finance/Accountant	5%

Human Resources Manager/Representative	5%
Project Management	4%
Registered Nurse/Other Nursing Professional	3%
Technician/Technologist	3%
Other Health Professional	3%
Sales Representative	2%
Business Owner/Operator	2%
Clinical Psychologist/Counselor/ Social Worker	2%
Protective Services (Police, Fire, Security)	2%
Consultant	2%
Computer Programmer/Systems Analyst	1%
Retail	1%
Engineer/Architect	1%
Marketing Professional	1%
Food/Personal Service	1%
Hospitality Management	1%
Military Personnel	1%

* Question #3: What is your occupation? from the 2024 Academic Alumni Survey conducted among alumni who graduated within the two years preceding the survey administration date (July 9-August 6, 2024). Total number of respondents - 1,150.

Title II of Higher Education Act

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University's program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

To view these reports by state, please visit https://title2.ed.gov/Public/Home.aspx

Title II HEA Pass-Rate Information

Program completers achieved the following scores:

Arizona

Traditional Assessment Data 2023-2024

Professional knowledge - Elementary: 100%

Professional knowledge - Secondary: 95%

Professional knowledge - Early Childhood: 93%

Aggregate content areas: 99%

Special populations: 100%

Alternative Assessment Data 2023-2024

Aggregate summary all tests: Fewer than 10 candidates, score not provided

California

Traditional Assessment Data 2023-2024

California Basic Educational Skills Test (CBEST): 100%

Reading instruction competence assessment (RICA) -- aggregate all subtests: 89%

Aggregate content areas: 97%

Alternative Assessment Data 2023-2024

California Basic Educational Skills Test (CBEST): 82%

Reading instruction competence assessment (RICA)- aggregate all subtests: 97%

Aggregate content areas: Fewer than 10 candidates, score not provided

North Carolina

Alternative Assessment Data 2023-2024

Aggregate summary all tests: Fewer than 10 candidates, score not provided

Program Information for Academic Year 2023-2024

	AZ	CA	NC
Number of students enrolled	9,456	803	4
Number of students in student teaching	556	76	0
Number of supervising faculty including part- and full-time	290	36	0
Student-to-faculty ratio for student teaching	2:1	2:1	0:0
Average hours per week in student teaching	40	40	40
Number of weeks of student teaching	12	17	16
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following charts list the University's 2026/2027 COAs.

Students with circumstances that may warrant an adjustment to one or more COA components may request consideration for a professional judgment adjustment. For more information on Professional Judgment, including how to submit a request for consideration, review the Professional Judgment section of this Consumer Information Guide.

Non-Licensure/Certification Programs

UNDERGRADUATE

Cost of Attendance Components	Undergraduate Certificate[4]	Associate's Degree	Bachelor's Degree (non-competency based)
Tuition and Fees[1]	$8, 100	$10,872	$10,728
Books, Course Materials, Supplies and Equipment	$72	$90	$90
Transportation	$512	$640	$640
Miscellaneous Personal Expenses	$384	$480	$480
Living Expenses[2]			
Food	$2,968	$3,710	$3,710
Housing[3]	$3,792	$4,740	$4,740
Federal Student Loan Fees	$24	$50	$60
Dependent Care Expenses	$0	$0	$0
Disability-Related Expenses	$0	$0	$0
Total Cost of Attendance	$15,852	$20,582	$20,448

1 The tuition component is based on a per credit weighted average for the credential level across the entire University. The resource fee is calculated per credit, rounded to the nearest whole dollar. A student's actual tuition and resource fees may vary.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.
4 The figures provided are illustrative and based on 18 undergraduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.

GRADUATE

Cost of Attendance Components	**Graduate Certificate**[4]	**Master's Degree** (non-competency based)	**Master's Credit-Based** (Competency-Based)	**Doctoral Certificate**	**Doctoral Degree**
Tuition and Fees[1]	$11, 355	$17,712	$7,200	$13,155	$21,048
Books, Course Materials, Supplies and Equipment	$72	$108	$72	$72	$108
Transportation	$512	$768	$512	$512	$768
Miscellaneous Personal Expenses	$384	$576	$384	$384	$576
Living Expenses[2]					
Food	$2,968	$4,452	$2,968	$2,968	$4,452
Housing[3]	$3,792	$5,688	$3,792	$3,792	$5,688
Federal Student Loan Fees	$64	$108	$72	$48	$72
Dependent Care Expenses	$0	$0	$0	$0	$0
Disability-Related Expenses	$0	$0	$0	$0	$0
Total Cost of Attendance	$19,147	$29,412	$15,000	$20,931	$32,712

1 The tuition component is based on a per credit weighted average for the credential level across the entire University. The resource fee is calculated per credit, rounded to the nearest whole dollar. A student's actual tuition and resource fees may vary.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.
4 The figures provided are illustrative and based on 15 graduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.

Licensure/Certification Programs

UNDERGRADUATE

Cost of Attendance Components	**Undergraduate Certificate**[4] Heath Professions	**Bachelor's Degree** Education	**Bachelor's** Nursing[6] (non-competency-Based)	**Bachelor's** Nursing[6] (competency-Based)	**Bachelor's** Social Behavioral
Tuition and Fees[1]	$10, 872	$10,752	$9,744	$7,200	$10,776
Books, Course Materials, Supplies and Equipment	$90	$90	$90	$72	$90
Transportation	$640	$640	$640	$512	$640
Miscellaneous Personal Expenses	$480	$480	$480	$384	$480
Living Expenses[2]					
Food	$3,710	$3,710	$3,710	$2,968	$3,710
Housing[3]	$4,740	$4,740	$4,740	$3,792	$4,740
Federal Student Loan Fees	$30	$60	$60	$48	$60
Professional Licensure/ Certification[5]	$231	$651	$349	$349	$370
Dependent Care Expenses	$0	$0	$0	$0	$0
Disability-Related Expenses	$0	$0	$0	$0	$0
Total Cost of Attendance	$20,793	$21,123	$19,813	$15,325	$20,866

1 The tuition component is based on a per credit weighted average for the credential level across the entire University. The resource fee is calculated per credit, rounded to the nearest whole dollar. A student's actual tuition and resource fees may vary.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.
4 The figures provided are illustrative and based on 24 undergraduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.
5 The licensure/certification component included in the final academic year of the program is an average of fees charged by all states the program is offered in by credential level and college.
6 The RN to BSN educationally prepares California resident students for the post-licensure California Public Health Nurse Certificate.

GRADUATE

Cost of Attendance Components	**Graduate Certificate[4] Heath Professions**	**Graduate Certificate[6] Education**	**Master's** Nursing	**Master's** Health Professions	**Master's** Social Behavioral	**Master's Education**
Tuition and Fees[1]	$11,445	$16,335	$14,520	$18,216	$18,264	$14,520
Books, Course Materials, Supplies and Equipment	$72	$144	$108	$108	$108	$108
Transportation	$512	$1,024	$768	$768	$768	$768
Miscellaneous Personal Expenses	$384	$768	$576	$576	$576	$576
Living Expenses[2]						
Food	$2,968	$5,936	$4,452	$4,452	$4,452	$4,452
Housing[3]	$3,792	$7,584	$5,688	$5,688	$5,688	$5,688
Federal Student Loan Fees	$64	$128	$108	$108	$108	$108
Professional Licensure/ Certification[5]	$350	$607	$652	$350	$658	$574
Dependent Care Expenses	$0	$0	$0	$0	$0	$0
Disability-Related Expenses	$0	$0	$0	$0	$0	$0
Total Cost of Attendance	$19,587	$32,526	$26,872	$30,266	$30,622	$26,794

1 The tuition component is based on a per credit weighted average for the credential level across the entire University. The resource fee is calculated per credit, rounded to the nearest whole dollar. A student's actual tuition and resource fees may vary.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.
4 The figures provided are illustrative and based on 15 graduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.
5 The licensure/certification component included in the final academic year of the program is an average of fees charged by all states the program is offered in by credential level and college.
6The figures provided are illustrative and based on 27 graduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.

Direct Assessment

Cost of Attendance Components	Undergraduate Academic Year	Graduate Academic Year
Tuition and Fees[1]	$10,000	$10,996
Books, Course Materials, Supplies and Equipment	$108	$108
Transportation	$768	$768
Miscellaneous Personal Expenses	$576	$576
Living Expenses[2]		
Food	$4,452	$4,452
Housing[3]	$5,688	$5,688
Federal Student Loan Fees	$0	$0
Dependent Care Expenses	$0	$0
Disability-Related Expenses	$0	$0
Total Cost of Attendance	$21,592	$22,588

1 The tuition component is based on a per credit weighted average for the credential level across the entire University.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.

Net Price Calculator

The University's net price calculator is a tool that allows current and prospective students to estimate the net price of attending the University based on what similar students paid in a previous year. Net price is defined as the Cost of Attendance, including both direct and indirect expenses, minus any estimated grant or scholarship aid received. Direct costs are expenses billed directly by the University, such as tuition and fees. Indirect costs are expenses not billed directly by the University such as living expenses (food and housing), transportation costs and other expenses. The Cost of Attendance can vary by program and for the 26/27 award year range from $15,000 to $32,712.
To determine the net price, the cost of attendance is reduced by any grant or scholarship received. Grants and scholarships received by students could come from a variety of sources such Federal Pell Grant, institutional scholarships, and employer tuition assistance.
Sample net price estimates are below or visit https://www.phoenix.edu/tuition-financial-aid/net-price-calculator.html to create your own estimate.

Example of Net Price Calculation for Undergraduate Attendance

Sample Estimated Net Price[1]	**Undergraduate Pell Eligible**	**Undergraduate Not Pell Eligible**
Cost of Attendance[2]	$21,123	$21,123
Grant Aid Received Federal Pell Grant	$7,000	$0
Scholarship Received The Phoenix® Scholarship	$1,000	$1,000
Net Price	**$13,123**	**$20,123**

1 The amounts in this chart are examples only and do not represent a final or actual award.
2 The Cost of Attendance used in this example is based on a Bachelor's degree (non-competency based) non-licensure/certification program using the 2026/2027 Cost of Attendance amounts. Individual components of the Cost of Attendance can be reviewed in the Cost of Attendance section of this guide.

Example of Net Price Calculation for Graduate Attendance

Sample Estimated Net Price[1]	**Graduate**
Cost of Attendance[2]	$29,412
Grant Aid Received	$0
Scholarship Received The Phoenix® Master's Scholarship	$1,000
Net Price	**$28,412**

1 The amounts in this chart are examples only and do not represent a final or actual award.
2 The Cost of Attendance used in this example is based on a Masters degree (non-competency based) non-licensure/certification program using the 2026/2027 Cost of Attendance amounts. Individual components of the Cost of Attendance can be reviewed in the Cost of Attendance section of this guide.

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program at the University can apply for federal financial aid as a means of assisting with financing their education. Certificate programs may also be eligible for federal financial aid. Depending on the program, student eligibility may be need-based, non-need-based, credit-based, or dependent on other specific conditions.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Federal Pell Grants may be awarded to undergraduate students who have not earned a bachelor's or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance, and other eligibility criteria.

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent:

https://studentaid.gov/understand-aid/types/grants/pell/calculate-eligibility.

For more information on who is eligible for Federal Pell Grant, how to apply, and how award amounts are determined, visit:

https://studentaid.gov/understand-aid/types/grants/pell.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG program is for undergraduate students pursuing their first bachelor's degree and demonstrating exceptional financial need. Federal Pell Grant recipients with the lowest Student Aid Index (SAI) will be considered first for an FSEOG. FSEOG does not have to be repaid. The University's typical award amount is $500 per academic year.

For more information on who is eligible for FSEOG and how to apply, visit:

https://studentaid.gov/understand-aid/types/grants/fseog.

State Grant Programs

The University does not actively participate in nor promote any specific state grant programs.

Scholarships

The University of Phoenix website has a comprehensive scholarship section at

https://www.phoenix.edu/tuition-financial-aid/scholarships.html

to aid students in their scholarship efforts. This website features scholarships offered by University of Phoenix, links to various external scholarships through iGrad, answers to frequently asked questions (FAQ) and more.

University Scholarships

University of Phoenix offers a number of institutional scholarships to prospective and current students.

Application-Based Scholarships

Information about current University of Phoenix scholarships is available at https://www.phoenix.edu/scholarships. The website is updated regularly and provides details about available scholarships, application procedures, award amounts, eligibility requirements, and selection criteria.

Need-Based Scholarships

The University offers the Balance Relief & Institutional Degree Graduation Effort (B.R.I.D.G.E.) Scholarship to help eligible students with unpaid University tuition and fee balances that may prevent them from enrolling in or completing a course. To be considered, students must be enrolled in a University Title IV eligible degree or certificate program, have completed the Free Application for Federal Student Aid (FAFSA) for the applicable academic year, accepted all the federal student aid program funds for which they qualify for this academic year, and owe a balance for a course they are currently enrolled in or plan to take during this academic year.

No application is required. Recipients are selected by the University and award amounts vary. The University will adjust any federal financial aid awards appropriately should receipt of the B.R.I.D.G.E. Scholarship create an overaward. For more information, please review the Other Financial Assistance section of this guide.

B.R.I.D.G.E. Scholarship funds are applied only to tuition and fees and are not paid directly to students. If a student does not enroll, withdraws, or otherwise does not complete the course supported by the scholarship, the University may reduce or cancel the award.

Note: The University reserves the right to discontinue these scholarship programs without advance notice.

External Scholarships

Private outside entities develop and fund external scholarships. External scholarships are available to the general public, which may include University of Phoenix students. A student's eligibility for an external scholarship depends on qualifying requirements that vary from scholarship to scholarship as determined by the scholarship provider. We've partnered with iGrad to provide a search tool with a list of many available national and local scholarships. Currently enrolled students can access iGrad directly through the student portal. Prospective students can create an iGrad account at https://phoenix.igrad.com/ to learn more.

University Tuition and Fee Waivers

The University understands that from time to time a student may experience an unexpected financial hardship impacting his/her ability to pay a tuition and fee balance owed to the University. The University offers several programs to assist these students. These programs have varied eligibility criteria. Students who are experiencing financial hardship and wish to be considered for these programs should speak with their Finance Advisor.

Note: The University reserves the right to discontinue these programs without advance notice.

Emergency Financial Assistance

The University's Emergency Aid program may be available to assist students in addressing an immediate, unexpected financial expense related to one of the components of the student's cost of attendance (COA) which may otherwise prevent a student from continuing enrollment. Review the Cost of Attendance section of this Guide for more information on the COA.

Emergency aid is limited and available on a first-come, first-serve basis to those who meet the University's eligibility requirements. Eligible students who apply and are awarded emergency aid funding will receive a one-time award up to a maximum of $550.

Eligibility requirements are:

- Enrolled in an undergraduate degree program (associate or bachelor's degree)

- Earned a minimum of 6 credits at the University of Phoenix within the past 6 months
- Actively enrolled and class scheduled in the next 30 days
- Not receiving reduced tuition through employer or tribal tuition discounts
- In good academic standing with a GPA of 2.0 or above
  - Education student must meet a GPA of 2.5 or above
- In good financial standing with no money owed to the University
- Exhausted all available Title IV financial aid options
- Have not received emergency aid from the University in the past 12 months

Students who would like to apply for the University's Emergency Aid program should contact their Academic Counselor or Student Financial Services to obtain an application.

Loans

Federal Direct Loan Program

Direct Loans are federal student loans offered by the U.S. Department of Education for eligible students to help cover the cost of attendance.

Direct Subsidized Loans - Direct Subsidized Loans are for students with financial need. The University will review the results of the FAFSA and determine the amount a student can borrow. The student is not charged interest while enrolled in school at least half time, during the grace period, and during periods of deferment.

Direct Unsubsidized Loans - Direct Unsubsidized Loans are available to students with and without financial need. Like Direct Subsidized Loans, the University will review the results of the FAFSA to determine the amount a student can borrow. Students are responsible for interest that accrues during all periods. Interest accrues (accumulates) on an unsubsidized loan, even while the student is in school, beginning on the date the loan is initially disbursed. The student can pay the interest while in school, during grace periods, deferment, or forbearance periods or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

Terms and Conditions - Students who receive a Direct Loan are subject to the terms and conditions disclosed on the Federal Direct Loan Master Promissory Note (MPN), https://studentaid.gov/mpn/ and the Direct Loan Disclosure Statement.

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, https://studentaid.gov/sites/default/files/Sub_Unsub_MPN_508-en-us.pdf, attached to the Master Promissory Note (MPN).

For more information on who is eligible for Federal Direct Loans, how to apply, and how loan amounts are determined, visit https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized.

For information regarding Federal Student Loan interest rates, please visit https://studentaid.gov/understand-aid/types/loans/interest-rates.

Federal Direct PLUS Loan for Parent(s)

Direct PLUS loans are federal student loans offered by the U.S. Department of Education to eligible graduate and professional degree students to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

Award Amount - Effective with loan periods that begin on or after July 1, 2026, parents may borrow up to $20,000 in PLUS Loans per year, with a maximum aggregate limit of $65,000. The annual and aggregate limits are applied per dependent student, regardless of the number of parents who borrow on that student's behalf.

Terms and Conditions - Students who receive a PLUS Loan for Graduate and Professional programs are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentaid.gov/mpn/.

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, https://studentaid.gov/sites/default/files/PLUS_MPN_508-en-us.pdf attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more information on who is eligible for Direct PLUS Loans, how to apply, and how loan amounts are determined, visit https://studentaid.gov/understand-aid/types/loans/plus and https://studentaid.gov/plus-app/grad/landing.

For information regarding Federal Student Loan interest rates, please visit https://studentaid.gov/understand-aid/types/loans/interest-rates.

Interim Exception Period

Under limited circumstances, a parent may continue to borrow under previous loan limits for the student's current program up to the student's expected time to credential (published program length minus the time spent in the program, or 3 academic years, whichever is less). To qualify:

- The student, or a parent on that student's behalf, must have had a Direct Loan disbursed on or before June 30, 2026 for the student's current program; and
- The student must be enrolled in that program as of June 30, 2026 and must maintain continuous enrollment in the program at the University.

"Program" refers to the degree you're seeking (such as bachelor's or associate degree). You can't change your credential level, but you can change majors within your credential level.

Federal Direct Graduate PLUS Loan

Effective with loan periods that begin on or after July 1, 2026, the Direct Graduate Plus Loan has been eliminated.

Students whose loan periods begin prior to that date can continue to receive a Graduate PLUS loan for that loan period.

Direct PLUS loans are federal student loans offered by the U.S. Department of Education to eligible graduate degree students to help cover education expenses at a fixed interest rate. Direct PLUS Loan eligibility is dependent upon the applicant's credit history. If it is determined that the applicant has adverse credit history, the applicant will have the option to appeal the credit decision or to obtain an endorser.

Award Amount - Graduate PLUS Loans may be awarded to eligible students up to the academic year cost of attendance (COA) minus any other financial assistance received.

Terms and Conditions - Students who receive a Graduate PLUS Loan are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN) at https://studentaid.gov/mpn/.

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement,
https://studentaid.gov/sites/default/files/PLUS_MPN_508-en-us.pdf attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more information on who is eligible for Direct PLUS Loans, how to apply, and how loan amounts are determined, visit https://studentaid.gov/understand-aid/types/loans/plus and https://studentaid.gov/plus-app/grad/landing.

For information regarding Federal Student Loan interest rates, please visit
https://studentaid.gov/understand-aid/types/loans/interest-rates.

Interim Exception Period

For loan periods that begin on or after July 1, 2026, current students who previously received a Direct Loan disbursed prior to July 1, 2026 may continue to receive a Graduate PLUS loan in their current graduate program of study if the student was enrolled in their program as of June 30, 2026 and the student maintains continuous enrollment in that same program of study. Additional Graduate PLUS borrowing is restricted to the student's expected time to credential in the program (published program length minus the time spent in the program, or 3 academic years, whichever is less).

Graduate students who are considering changing programs should speak with a finance advisor prior to making any change to determine if that change will impact eligibility for the interim exception period for loan limits.

Federal Direct Loan Entrance Counseling

The University ensures loan entrance counseling is conducted using an online counseling module for students borrowing Federal Subsidized/Unsubsidized Loans or PLUS Loans for the first time. The goal of entrance counseling is to help the borrower understand what it means to borrow federal student loans. A link to the iGrad loan entrance counseling module is displayed within the University student portal. Entrance counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Access information on all of your federal student loans by logging into StudentAid.gov.
- The potential for a borrower to become responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized deferment
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

Loan Limits Effective for Loan Periods that begin on or after July 1, 2026

Federal Direct Subsidized and Unsubsidized annual and aggregate loan limits are as follows:

Grade Level	**Dependent Undergraduate Student**	**Independent Undergraduate Student**	**Graduate Student**
1 (Freshman)	$5,500 No more than $3,500 of this amount can be a subsidized loan	$9,500 No more than $3,500 of this amount can be a subsidized loan	$20,500 Unsubsidized Loan only.
2 (Sophomore)	$6,500 No more than $4,500 of this amount can be a subsidized loan	$10,500 No more than $4,500 of this amount can be a subsidized loan	
3 & 4 (Junior and Senior)	$7,500 No more than $5,500 of this amount can be a subsidized loan	$12,500 No more than $5,500 of this amount can be a subsidized loan	
Aggregate Loan Limits (maximum total loan debt)	$31,000 No more than $23,000 of this amount may be in subsidized loans	$57,500 No more than $23,000 of this amount may be in subsidized loans	$100,000[1] Excludes undergraduate amounts borrowed
Lifetime Aggregate Loan Limits	$257,500 Includes all Title IV loans borrowed (except Parent PLUS loans), regardless of any amounts repaid, discharged, or forgiven		

1 Students who previously enrolled in a Professional program at another institution may qualify for the higher $200,000 Professional Aggregate loan limit

Undergraduate certificate programs - Loan limits are based on the length of the program. For certificates that are less than an academic year, the $9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year. Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.

A dependent student whose parent cannot obtain a PLUS Loan is allowed to borrow additional Federal Direct Unsubsidized Loan amounts up to the amounts available to independent undergraduate students. Student dependency status will be determined based on answers to questions on the FAFSA.

Loan Limits- Interim Exception Period

Students who meet the following criteria will temporarily remain eligible for the pre-July 1, 2026 loan limits:

- Enrolled in a program that began on or before 6/30/2026
- Received a Direct Loan for that program on or before 6/30/2026; and
- Remain continuously enrolled in that program.

For undergraduate students only, "program" refers to the degree you're seeking (such as bachelor's or associate degree). You can't change your credential level, but you can change majors within your credential level.

Graduate students eligible for the interim exception period who are considering changing programs should speak with a finance advisor prior to making any change to determine if that change will impact eligibility for the interim exception period for loan limits.

This temporary exception period applies for the lesser of the published program length minus the amount of time already spent in the program or three academic years.

Federal Direct Subsidized and Unsubsidized annual and aggregate loan limits during this exception period are as follows:

Grade Level	**Dependent Undergraduate Student**	**Independent Undergraduate Student**	**Graduate Student**
1 (Freshman)	$5,500 No more than $3,500 of this amount can be a subsidized loan	$9,500 No more than $3,500 of this amount can be a subsidized loan	$20,500 Unsubsidized Loan only The aggregate amount for graduate students include loans for undergraduate study.
2 (Sophomore)	$6,500 No more than $4,500 of this amount can be a subsidized loan	$10,500 No more than $4,500 of this amount can be a subsidized loan	
3 & 4 (Junior and Senior)	$7,500 No more than $5,500 of this amount can be a subsidized loan	$12,500 No more than $5,500 of this amount can be a subsidized loan	
Maximum total loan debt (aggregate loan limits)	$31,000 No more than $23,000 of this amount may be in subsidized loans	$57,500 No more than $23,000 of this amount may be in subsidized loans	$138,500 No more than $65,500 of this amount may be in subsidized loans. The aggregate amount for graduate students include loans for undergraduate study.
Undergraduate certificate programs - Loan limits are based on the length of the program. For certificates that are less than an academic year, the $9,500 loan limits would be prorated by the lesser fraction of the weeks or credits in the program, divided by the University academic year definition of weeks or credits. Students in undergraduate certificate programs that are greater than an academic year cannot borrow more than the Grade Level 1 loan limits for each academic year Final academic years less than 24 credits (graduating students in undergraduate degree or certificate programs that are greater than an academic year): Loan limits will be prorated based on the number of credits in the final academic year divided by 24. Please note students may also receive less funding if they receive other financial aid used to cover a portion of cost of attendance.			

A dependent student whose parent cannot obtain a PLUS Loan for reasons other than reaching the PLUS aggregate limit is allowed to borrow additional Federal Direct Unsubsidized Loan amounts up to the amounts available to independent undergraduate students. Student dependency status will be determined based on answers to questions on the FAFSA.

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit:
https://studentaid.gov/understand-aid/types/loans/interest-rates.
Federal financial aid borrowers can review the interest rates for their outstanding loans, servicer information, and other financial aid history by logging in to http://studentaid.gov/.

State Loans

The University does not actively participate in nor promote any specific state loan programs.

Private Student Loans

Private loans may be available for both students and parents who are not eligible for federal financial aid or who want to supplement their federal financial aid. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Students may choose to use any eligible lender that offers private loans. The University does not maintain a list of lenders that offer private loans, nor will it endorse a particular lender. For debt management purposes, the University encourages applicants to first complete the FAFSA to determine eligibility for Federal Grants and Direct Loans and to borrow wisely, utilizing private loan funding solely for direct educational expenses related to attendance at the University. Students applying for a private loan are required to complete a Self-Certification form before the lender can disburse funds to the University. Students complete the form directly with the lender. However, the University may assist in completion of applicable sections of the form. If a student requests a self-certification form, the University will provide the written or electronic form developed by the Secretary. The lender determines eligibility and amounts are limited to the cost of attendance minus other aid, including discounts and any other resources received.

For more information on the difference between federal and private loans, please visit:
http://www.consumerfinance.gov/paying-for-college/choose-a-student-loan/.

Student Payment Options, Financial Responsibilities, and Policies

Payment Options

University of Phoenix offers a number of payment options to assist students in managing financial obligations. Depending on the program the student enrolls in, some payment options may not be available.

The University invoices students enrolled in credit-based programs (traditional and competency-based) separately for each course's tuition, mandatory fees, and sales tax, if applicable.

The University invoices students enrolled in direct assessment competency-based programs the applicable tuition rate and sales tax, if applicable, for the term, which represents a quarter of the student's academic year.

The student can utilize one or more of the payment options listed below, depending on personal circumstances and program. If more than one payment option listed below is utilized by a student, the University will apply the first funds received to the oldest outstanding invoice first that the funds are eligible to pay, until these eligible charges (tuition, mandatory fees, and sales tax, if applicable) are paid in full. If the University receives additional funds after all eligible charges are paid in full, the University will take all appropriate actions, including, but not limited to, issuing federal financial aid credit balances to the student. Students who need an exception to the University's application of funds are encouraged to request an exception by contacting Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679.

Regardless of the payment option(s) chosen, all tuition, fees, and sales tax, as applicable, invoiced by the University are ultimately the responsibility of the student.

For more detailed information regarding the University's tuition and mandatory fees for programs, please refer to the Tuition and Fees section of the academic catalog or contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679 or your assigned student representative with any questions regarding payment options and scholarships.

Cash

The cash payment option is available to students who will be using e-checks or credit cards to pay for tuition, mandatory fees, and sales tax, as applicable. Under the cash payment option, tuition, mandatory fees, and sales tax, as applicable, will be assessed and invoiced in a single invoice at the beginning of the course or term, as applicable. The invoice is payable in full at the time of invoice or prior to the start of each applicable course.

Federal Financial Aid

The Federal Financial Aid payment option is available to students receiving federal grants, federal loans or both to pay for tuition, mandatory fees, and sales tax, as applicable. Under the Federal Financial Aid payment option, tuition, mandatory fees, and sales tax, as applicable, will be assessed and invoiced at the beginning of the course.

The University will defer payment of the applicable courses' tuition, mandatory fees, and sales tax, as applicable, based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid payment option requires all federal financial aid disbursed to be applied to eligible invoiced tuition, mandatory fees, and sales tax. Tuition, mandatory fees, and sales tax, as applicable, invoiced but not paid by anticipated or actual federal grant and/or loan disbursements are payable in full at the time of invoice or prior to the start of each applicable course.

Tuition Deferral

The Tuition Deferral payment option is available to students who will receive military or veterans education benefits or whose employers pay some or all of their employees' tuition, mandatory fees, and/or sales tax, as applicable. Under the Tuition Deferral payment option, tuition, mandatory fees, and sales tax, as applicable, will be assessed and invoiced either in a single invoice at the beginning of the course or term, as applicable.

Military and Veterans Education Benefits

The University will directly bill the U.S. Department of Veterans Affairs or U.S. Department of Defense for the student's tuition, mandatory fees, and sales tax, as applicable, and will defer payment of the applicable course's tuition, mandatory fees, and sales tax, if applicable, until remitted by the U.S. Department of Defense or U.S. Department of Veterans Affairs, so long as the student maintains eligibility. Tuition, mandatory fees, and sales tax, as applicable, not anticipated to be reimbursed by these agencies are payable in full either at the time of invoice or prior to the start of each applicable course.

Exception: the University does not encourage or require a student using military Tuition Assistance benefits to pay his or her mandatory fee prior to attending class.

Employer Tuition Reimbursement

The University will defer payment of the applicable course's tuition and sales tax, as applicable, for 60 days from the course's start date. An additional extension may be available if warranted. For information on an additional extension, contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679 or your assigned student representative. Tuition, mandatory fees and sales tax, as applicable, not anticipated to be reimbursed by the student's employer are payable in full either at the time of invoice or prior to the start of each applicable course or term.

Third-Party Billing

The Third-Party Billing payment option is available to students who receive tribal education benefits or whose employer is approved by the University for direct billing of the student's course tuition and sales tax, as applicable. Under the Third-Party Billing payment option, tuition, mandatory fees, and sales tax, as applicable, will be assessed and invoiced in a single invoice at the beginning of course or term, as applicable.

Approved Employer

The University will directly bill an approved employer for the applicable course or term's tuition, mandatory fees, and sales tax, as applicable, and will defer payment of the applicable courses' tuition, mandatory fees, and sales tax, as applicable, based on the approved employer's tuition payment policies and timeline. Tuition, mandatory fees and sales tax, as applicable, not anticipated to be paid by the student's employer are payable in full at the time of invoice or prior to the start of each applicable course or term.

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition, mandatory fees, and sales tax, as applicable, of a student who is a recognized member. The University will directly bill the American Indian tribal nation and defer payment of applicable courses' tuition, mandatory fees, and sales tax, as applicable, based on the American Indian tribal nation's education benefit reimbursement policy and timeline. Tuition, mandatory fees, and sales tax, as applicable, invoiced but not paid by the American Indian tribal nation are payable in full at the time of invoice or prior to the start of each applicable course. For more information, please contact tribalrelations2@phoenix.edu.

Student Financial Responsibilities

The University invoices students enrolled in credit-based programs (traditional and competency-based) separately for each course's tuition, mandatory fees, and sales tax, if applicable.

The University invoices students enrolled in direct assessment competency-based programs the applicable tuition rate and sales tax, if applicable, for the term, which represents a quarter of the student's academic year.

Students are responsible for ensuring all tuition, mandatory fees, and sales tax, if applicable, are paid, whether in attendance or not. Students can access account balances and student account information on the student portal.

Meeting Payment Obligations

A student may be administratively withdrawn from the program for failure to make payment in accordance with the Student Responsibility to Pay Agreement. Students who are administratively withdrawn will not be permitted to attend a future course or term until the amount owed is paid in full or satisfactory payment arrangements are made. If payment for tuition, mandatory fees, and sales tax, if applicable, is not received, an administratively withdrawn student may be subjected to the collections process. The University reserves the right to refer the student's delinquent account to a third-party collection agency. All costs of collection, court costs and reasonable attorneys' fees may be added to delinquent accounts collected through third parties.

Tuition

Information regarding the University's tuition rates is published in the Tuition and Fees section of the University's Academic Catalog.

Mandatory Fees

Information regarding the University's mandatory fees is published in the Tuition and Fees section of the University's Academic Catalog.

State Tax

The University will collect sales tax on tuition, mandatory fees, digital goods or access to digital information as required by state law. For the current list of states requiring sales tax to be collected, please contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679.

Financial Policies

Multiple-Tuition Discount Policy

The University offers various promotional offers which may have overlapping active periods. Students will receive all promotional offers for which they qualify per each promotion's eligibility standards. There are some promotions which may not be combined with other offers. If you have a question regarding not receiving promotional benefits for which you believe you qualify, please contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679.

Payment Policies

Payments are accepted on the student portal at http://my.phoenix.edu by check, credit card or debit card. Student Financial Services can also process credit card or debit card payments. The student can mail a check, certified check or money order payment to the following address:

University of Phoenix
P O Box 52125
Phoenix, AZ 85082

If a credit card or a debit card is provided with a completed Authorization to Charge form, tuition, mandatory fees, and applicable sales tax will be charged to that card. Automatic payments are set prior to each course upon request.

The University is not responsible for fees or penalties incurred as a result of payment with a debit card or other restrictive payment cards. The student should contact his or her financial institution for account balances, daily transaction limits and other restrictions.

Tuition Refund Policy[1]

Institutional

Credit Based Programs (Traditional & Competency-Based)

The following provisions pertain to all refund policies applied by the University, unless specifically stated otherwise.

- Students who withdraw from a course prior to the start date will receive a 100% tuition refund for that course.
- Students who have completed 60% or less of the course are eligible for a pro rata refund. The pro rata refund percentage will be calculated by dividing the number of weeks remaining by the total number of weeks in the course.
- The University does not refund tuition for any completed course.

When a student begins a program under Applicant (RR) status, pending the completion of the student admission file, and is subsequently denied admission, the student may be eligible for a full tuition refund. A request for such a refund must be made in writing to a Financial Advisor within 60 days of the denied admission.

Here is an illustrative example of a tuition refund for a 5-week course at the University:

Weeks Attended	Refund for 5-Week Course
1 Week	80% Refund
2 Weeks	60% Refund
3 Weeks	40% Refund
4 Weeks	No Refund
5 Weeks	No Refund

Direct Assessment Programs

The following tuition refund policy provisions pertain to Direct Assessment CB programs as applied by the University, unless specifically stated otherwise.

- Students who withdraw from all course(s) prior to the term start date will receive a 100% refund of the cost for the term.
- Students who do not have at least one academically related activity (ARA) recorded in at least one course within the first 14 days of the term will be dropped from all courses as of the 15th day (census date) of the term and receive a 100% refund of the cost for the term.
- Students who have met the term enrollment requirement by having at least one ARA recorded in at least one course within the first 14 days of the term must proactively request withdrawal from all courses prior to day 15 (census date) to receive a 100% refund of the cost for the term.
- Students enrolled in one or more courses, who have met the term enrollment requirement as of the 15th day (census date) of the term, will be responsible for the full cost of the term.
- A student who has met the term enrollment requirement as of the 15th day (census date) of the term will be ineligible for a refund.

[1]Resource fees are nonrefundable, unless prohibited by law. A student who withdraws from a course will be granted access to the electronic course materials for that course without additional charge if the course is retaken within 180 days of the course's original start date.

State

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

Arizona

Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students in Arizona will have tuition refunded using the University Institutional Refund Policy.

Online

Online students will be subject to the Arizona refund policy. Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement. Otherwise, students will have tuition refunded using the University Institutional Refund Policy.

California

Online students residing in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception: Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later.

To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the appropriate address listed below.

Refund administrative address for California residents attending online:

University of Phoenix
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Military and Veterans Education Benefit Programs

Veterans Education Benefits

Students who are entitled to federal VA education benefits must make initial contact with a university Veterans Affairs certifying official. A formal application for admission to the University should be completed before applying for federal VA education benefits. Compliance with Title 38 USC 3679(e) Delayed payment: University of Phoenix is approved for the education and training of Veterans under the provisions of title 10 and 38, United States Code including the Post 9/11 GI Bill®[2]. Due to the delay in processing of VA benefit applications and claims for benefits, upon Registration, any person who is eligible for and has provided proof of application for Veterans Administration education benefits (Chapter 33) or VRE benefits (Chapter 31) will receive a deferment of payment of covered tuition and mandatory fees, with no interest charge or other penalties until the claim has been processed by the Veterans Administration and payment has been received by the University.

As noted under the Payment Options section of this guide, if more than one payment option is utilized by a student, the University will apply the first funds received to the oldest outstanding invoice first,

payment period invoice or course invoice, that the funds are eligible to pay, until these eligible charges (tuition, mandatory fees, and sales tax, as applicable) are paid in full. If the University receives additional funds after all eligible charges are paid in full, the University will take all appropriate actions, including, but not limited to, issuing federal financial aid credit balances to the student. Students who need an exception to the University's application of funds are encouraged to request an exception by contacting Student Financial Services at StudentFinancialServices@phoenix.edu or at 888.346.8679.

Each University of Phoenix program segregated by instructional modality (classroom-based or distance education) requires separate State Approving Agency (SAA) approval for the training of veterans or eligible persons. Students who intend to use federal VA educational benefits for a specific program at an institution should confirm the program is eligible for federal VA funding on the Department of Veteran Affairs GI Bill® Comparison tool website, https://www.va.gov/education/gi-bill-comparison-tool/.

Federal VA education benefit eligibility and payment rates vary depending on each individual's circumstances and the educational program being pursued. Only the VA can determine eligibility. For information, a student should contact a VA representative at 888 GI BILL (888 442 4551) or review https://benefits.va.gov/gibill/.

If the VA determines that the student is not eligible for federal VA education benefits or that the student's Certificate of Eligibility is for less than 100%, the student is responsible for paying any difference between the eligibility determination and the tuition, mandatory fees, and sales tax, as applicable, charged by the University.

Students needing to withdraw from the University should provide official notification of their intent to withdraw. Withdrawing may impact federal VA education benefits for the current course, as well as the availability of federal VA education benefits in future courses. Please contact your academic counselor to discuss the impact of withdrawing from a course.

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the educational service officer on the military base.

University of Phoenix does not participate in the VA education advanced payment program. More information about veterans benefits can be reviewed at https://www.phoenix.edu/colleges_divisions/military.html.

Visit the Department of Veterans Affairs website, https://benefits.va.gov/gibill/, for additional information on educational entitlements.

[2]*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.*

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the U S Department of Veterans Affairs (VA). Please ensure all prior education transcripts and Joint Services Transcripts (JST) (Army, Navy, Marine), Coast Guard Institute transcripts, or DD-295 and DD-214 forms are submitted for evaluation in a timely manner. The student is responsible for ensuring all transcripts are submitted to the University. Academic credits earned for courses appearing on an official transcript from an accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation.

Transfer credits 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 Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding and subject to change.

Satisfactory Academic Progress for VA Education Benefits

To receive Department of Veterans Affairs (VA) education benefits, a student must maintain satisfactory academic progress (SAP) and conduct. Accordingly, benefits will be terminated for individuals who are disqualified, suspended or expelled from the University.

Academic Probation

Academic probation (AP) shall occur when a grade point average (GPA) falls below acceptable levels for the program. Probation lasts for a period of four consecutive program-applicable courses. Concurrent enrollment is prohibited during the four-course AP sequence.

Associate degree students enrolled online should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR and AAPF). In graduate programs, the four- course sequence excludes any undergraduate prerequisite courses.

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 be recorded when the probationary period commenced.

Academic Disqualification

Academic disqualification (AD) will result if a student fails to clear an academic probation status within four courses from the onset of probation. Veteran students will not be eligible for VA educational benefits after disqualification. The VA and student will be notified of the disqualification. If returning to a Nursing or Counseling program, to reapply, 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 readmission.

The readmission file will be reviewed by the Student Appeals Center, and a decision will be reached regarding readmission. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for VA education benefits will also be necessary to re-establish benefits with University of Phoenix. If readmission into a Nursing or Counseling program at the University is approved, please contact your academic counselor to determine if your chosen program remains eligible for VA education benefits.

Military Tuition Assistance

To obtain federal Military Tuition Assistance, visit your local installation education office or virtual education center to receive college counseling and develop an education plan. From that point, a student can submit a Military Tuition Assistance request; for more information, visit https://www.phoenix.edu/military.html

Annual tuition assistance limits are determined by each branch of service and are subject to change at any time. If a student wants to apply for Military Tuition Assistance, that student will need to submit a completed authorization form to a military advisor at least two weeks before a course start date.

VA Tuition Assistance Top-Up Benefit

Top-Up allows VA to pay the difference between what Tuition Assistance (TA) pays and the cost of the course. The law prohibits active-duty students from receiving regular Chapter 30 benefits and TA for the same course; however, VA students, including National Guard and Reserve servicemembers who earned Chapter 30 benefits while on active duty, in receipt of TA may receive the Chapter 30 Top-up benefit. Detailed information about Tuition Assistance Top-up and about applying for Top-up is available on the GI Bill® website,

http://www.benefits.va.gov/gibill/tuition_assistance.asp.*

* GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Unearned Tuition Assistance

In alignment with the Department of Defense Memorandum of Understanding (DOD MOU), the University has a policy that returns any unearned tuition assistance (TA) funds on a proportional basis through at least the 60% portion of the period for which the funds were provided.

This policy applies to military servicemembers who receive Military Tuition Assistance. The University will return unearned tuition to the applicable military service as follows:

a. If a student does not begin attendance at the University, start a particular course or the course is canceled by the University, the University will return 100% of any TA funds received.

b. If a student withdraws from a course, TA funds received by the University will be returned on a pro rata basis according to the student's last date of attendance, also known as LDA. The last date of attendance will be used to determine the number of weeks the student attended the course. Once the last date of attendance has been determined, the University will calculate the pro rata percentage by dividing the number of weeks remaining by the total number of weeks in the course.

Here is an illustrative example of a refund for a 5-week course at the University:

Weeks Attended	Refund for a 5-Week Course
1 Week	80% Returned
2 Weeks	60% Returned
3 Weeks	40% Returned
4 Weeks	No Return
5 Weeks	No Return

In instances when a servicemember stops attending due to a military service obligation, the University will work with the affected servicemember to identify solutions that will not result in student debt for the returned portion.

c. Unearned tuition assistance funds will be returned to the service, unless otherwise directed in writing by the Department of Defense or service.

Servicemember Readmission

Please refer to the Servicemember Readmission Policy in the University's Academic Catalog for further information on the readmissions of servicemembers.

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at https://studentaid.gov/h/apply-for-aid/fafsa. This is the first step in determining a student's eligibility for federal financial aid.

Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program.

Not all programs are eligible for federal financial aid. Contact your enrollment representative for information on a program's eligibility for federal financial aid.

Admissions and program requirements vary by state. Please refer to the Academic Catalog for state- and/or program-specific information.

In addition to the FAFSA, the following may be required to be completed during the federal financial aid process:

- Federal Direct Loan Master Promissory Note (MPN)
- Federal Direct Loan Entrance Counseling

A student should reapply for financial aid prior to the start of each new academic year.

General Eligibility Requirements

General eligibility requirements that must be met prior to a student receiving federal financial aid are as follows:

- Must file a FAFSA for the current award year
- Must provide consent and approval for required federal tax information to be transferred directly into the student's 2026-27 FAFSA, if applying for aid for July 1, 2026, to June 30, 2027
- Must be a U.S. citizen or eligible noncitizen
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
- Must have a high school diploma or GED certificate, or pass a test approved by the U.S. Department of Education, or have completed a high school education in a home school setting approved under state law
- Must be located where the University is authorized to provide education
- Must demonstrate financial need for need-based federal student aid programs
- Must not be in default on any prior federal student loan
- Must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program*
- Must be enrolled at least half time to be eligible for Direct Loan Program funds
- Must submit all requested documents and those documents must not be found to limit the student's eligibility
- Must be meeting the University's Financial Aid Satisfactory Academic Progress standards
- Must not owe an overpayment on any federal financial aid grant or federal Direct Loan program funds

For additional eligibility requirements, visit:

https://studentaid.gov/understand-aid/eligibility/requirements.

* Federal aid funding is available only for those credits required to complete the student's primary program of study. Federal aid funding will cease once the maximum number of required credits for the primary program has been completed. Federal financial aid may not be available for additional coursework in the pursuit of a concentration or otherwise, if not included within the requirements of the primary program of study.

Victims of Natural Disaster

If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as income for calculating the family's SAI. Students should contact their Finance Advisor for further information.

Verification, Third-Step Verification of Eligible Non-Citizenship, & Conflicting Information Policy

Overview

Institutions are required to verify information provided by students selected for verification. In addition, institutions are required to complete third-step verification if an applicant's eligible non-citizenship status was not confirmed by the Department of Homeland Security (DHS) and the initial match status result is "N". Finally, institutions are required to identify and address any conflicting information in its records for the student. The Verification, Third-Step Verification of Eligible Non-citizenship and Conflicting Information Policy addresses the U.S. Department of Education (ED) different verification groups, types of documents acceptable to complete verification, and actions the University will take to address identified conflicting information.

Policy

The University is required to verify students whose FAFSA information is selected for verification by FAFSA Processing System (FPS). The institutional student information record (ISIR) or FAFSA Submission Summary document received from FPS will indicate whether the student's application is selected for verification. Students selected for verification must submit all required documentation requested by the University by the applicable deadline to be reviewed for federal financial aid eligibility. The University will not disburse any federal financial aid funds until verification is completed. In addition, students whose eligible non-citizenship was not confirmed by DHS must provide all required eligible non-citizenship documentation for third-step verification review by DHS. The University will not disburse any federal financial aid funds until third-step verification is completed. Students not selected by the FPS or who are exempt from verification but choose to provide taxes or other supplemental documents are not considered selected for verification. However, the University must review all documents provided and resolve any conflicting information that impacts the student's eligibility for Title IV funds prior to awarding and/or disbursing federal financial aid. All documents provided are retained as part of the student financial aid file.

Verification

ED will determine which applicants for federal financial aid are selected for verification. On the applicant's FAFSA Submission Summary, a note under "Next Steps" will appear indicating that they have been selected for verification. Additionally, an asterisk (*) will appear next to the SAI. This informs the applicant that their school has the authority to ask for additional documentation to complete verification. This information is also provided on the applicant's Institutional Student Information Record (ISIR) provided directly to the schools the applicant listed on the FAFSA.

If selected, the applicant and/or their contributors are required to submit acceptable documentation to verify certain information provided on the FAFSA, such as taxable and untaxable income, family size, and/or the student's identity. ED determines the acceptable documentation required to complete verification.

When a student is selected for verification, the University will notify the student via email. This notification directs the student to the student portal to view the list of documents required to complete verification, the deadline to submit required documents (30 days), instructions for submitting these documents to the University using the student portal, and the consequences of not returning the required documents by the stated deadline.

Applicants selected for verification must submit the required documentation to be reviewed for federal aid eligibility. The University will not award or disburse federal financial aid funds until verification has been completed.

Acceptable Documentation

Tax Filers

The following documentation is acceptable for completing verification of tax filers:

- 2024 tax account information of the tax filer that the Secretary has identified as having been obtained from the Internal Revenue Service (IRS);
- A transcript obtained at no cost from the IRS or other relevant tax authority of a U.S. territory (Guam, American Samoa, the U.S. Virgin Islands) or commonwealth (Puerto Rico and the Northern Mariana Islands), or a foreign government[3] that lists the 2024 tax account information of the tax filer; or
- A signed copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority of a U.S. territory, or a foreign government that lists the 2024 tax account information of the tax filer.

[3]If the tax filer filed a tax return with a foreign tax authority and the person indicates that he/she is unable to obtain the tax account information free of charge, the person must provide documentation that the tax authority charges a fee to obtain that information, along with a signed copy of his/her income tax return that was filed with the relevant tax authority. The income and tax information should be converted to U.S. dollars. The University will use the information on the forms that most closely correspond to the income information reported on an IRS tax return.

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where an applicant or contributor may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Victims of Identity Theft

For an applicant or contributor who was a victim of IRS tax-related identity theft, the University may accept the following documentation:

- A 2024 Tax Return Data Base View (TRDBV) transcript obtained from the IRS; and
- An IRS 4674C letter (a letter from the IRS acknowledging the identity theft) OR a statement signed and dated by the tax filer indicating that he or she was a victim of IRS tax-related identity theft, and the IRS is aware of it.

Tax Filers with Joint Returns Whose Marital Status Has Changed

If the tax filer of a joint return has become separated, divorced, married someone else, or been widowed since filing the 2024 IRS tax return, for verification purposes, it may be necessary to separate the income to determine the tax filer's 2024 income and taxes paid.

The following documents may be required from the tax filer in order to separate the income:

- One of the acceptable documents listed above for 'Tax Filers'; and
- A copy of IRS Form W2 for each source of employment income received for the specified tax year, or an equivalent document, such as the IRS Wage and Income Statement.

The University uses the proportional distribution method to determine taxes paid.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended U.S. tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS for the specified tax year, in addition to one of the following to complete verification:

- 2024 tax account information of the tax filer that the Secretary has identified as having been obtained from the Internal Revenue Service (IRS);
- A transcript obtained from the IRS that lists 2024 tax account information of the tax filer(s); OR
- A signed copy of the 2024 IRS Form 1040 and the applicable schedules that were filed with the IRS.

In rare cases, when an applicant and/or spouse, or parent(s) did not file a 2024 IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that includes the change(s) made by the IRS, in addition to one of the items mentioned above.

Filing Extensions

For an applicant or contributor who is required to file a 2024 IRS income tax return and has been granted a filing extension by the IRS beyond the automatic six-month extension for tax year 2024 the student must submit the following:

- A signed statement listing the sources of any 2024 income and the amount of income from each source;
- A copy of the IRS's approval of an extension beyond the automatic six-month extension for tax year 2024;
- A copy of IRS Form W-2 for each source of 2024 employment income received or an equivalent document; and
- If self-employed, the signed statement must indicate the amount of estimated AGI and U.S. income tax paid for tax year 2024.

Note: The University will not delay completing verification if the above documentation is submitted for those individuals granted IRS extensions. However, if the University receives the actual 2024 IRS tax transcript at a later date, it must reverify income information.

Non-Tax Filers

For an applicant or contributor who has not filed and, under IRS or other relevant tax authority rules (e.g., the Republic of the Marshall Islands, the Republic of Palau, the Federated States of Micronesia, a U.S. territory or commonwealth or a foreign government [4]), is not required to file a 2024 income tax return, the following documentation is acceptable for completing verification of non-tax filers:

- A signed and dated statement certifying-
  - That the individual is not required to file a 2024 income tax return; and
  - The sources and amounts of earnings, other income, and resources that supported the individual(s) for the 2024 tax year;
- For individuals without a Social Security number (SSN), Individual Taxpayer Identification Number (ITIN), or Employer Identification Number (EIN), that they do not have an SSN, ITIN, or EIN;
- A copy of IRS Form W-2 for each source of 2024 employment income received or an equivalent document, such as an IRS Wage and Income Statement; and
- Verification of non-filing for individuals (dependent applicants excluded) who would file a return with a relevant tax authority other than the IRS dated on or after October 1, 2025.

If an applicant or any contributor submits a signed statement claiming non-tax filer status for 2024 and the University has reason to believe the person was required to file a 2024 U.S. tax return or, if the applicant's ISIR indicates an IRS match, this constitutes conflicting information and must be resolved. For a complete listing of who must file an U.S. federal income tax return, visit https://www.irs.gov/help/ita/do-i-need-to-file-a-tax-return.

[4] *If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.*

Family Size

The following documentation is sufficient for verification of family size:

- A statement signed by the applicant and, if the applicant is a dependent student, by one of the applicant's contributors, that lists the name and date of birth of each family member for the 2024-27 award year and the relationship of that family member to the applicant.

NOTE: If, at the time of filing a FAFSA, the family size was correct, the information cannot subsequently be updated. If, at the time of filing a FAFSA, the family size was incorrect the applicant must correct the information on the FAFSA Submission Summary. The University cannot update information if the student was not selected for verification.

Identity

Students required to verify their identity will be directed to the student portal to complete the University's electronic identity verification process. If a student is unable or unwilling to complete this process, the student will be required to verify their identity by live video conference with a designated University official. Regardless of whether the student utilizes the electronic identity verification process or video conference, the University will require the student to provide a valid, unexpired state-issued driver's license or identification card. The University does not accept any other documents[5] to verify a student's identity.

[5] *Unless due to extreme and unusual circumstances, at its discretion, the University may choose to accept an alternative form of identity documentation.*

Completing Verification

When the University has obtained all necessary verification documents from the applicant, the documentation is compared to the ISIR. If the verification process shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid ISIR with an official Student Aid Index (SAI).

If the student does not submit the required verification documents or fails to verify their identity, the student is not eligible for federal financial aid funds for that federal award year.

If the University has reason to believe a student or any contributor is trying to avoid completing verification and/or suspects potential fraud, including during crossover payment periods, the University will initiate an investigation. Please refer to the University's Federal Student Aid Fraud Policy for more information.

Selection after Disbursements

The student or University may submit corrections to the FAFSA Submission Summary/ISIR, and the student's application may then be selected for verification[6]. The University will not make subsequent disbursements until the student's updated application is verified.

If the student does not submit the required verification documents, the student is not eligible for federal financial aid funds for that federal award year. As a result, the University will report the student to ED as a federal grant and/or loan overpayment, as applicable, to collect repayment of these funds from the student. In addition, the University will cancel all future federal student aid disbursements.

[6]*If the student ceases enrollment prior to the University being notified that the student has been selected for verification, the University is not required to verify the student's information unless the student returns to the University in the same award year or there are federal financial aid disbursements that the University or student would like made, including late disbursements.*

Change in Dependency Status Due to Change in Marital Status

The University will not update a student's dependency status based on a change in the student's marital status after the filing of the FAFSA.

Verification and Professional Judgment

If a student requests a professional judgment and is also selected for verification, the University will require verification to be completed before exercising any type of professional judgment.

Verification and Crossover Payment Periods

During a crossover payment period (a payment period that includes both June 30 and July 1), the University will award and disburse federal financial aid funds using the earliest federal award year valid ISIR that is available to be used in the University's Financial Aid System (FAS) at the time the federal financial aid award is determined. Once the ISIR federal award year determination is made and the federal financial aid has been awarded, the ISIR federal award year will not be changed.

Verification Following Natural Disasters

If an affected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified.
- The University will waive the requirement of a signed verification worksheet verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no parent can provide the required signatures because the parent(s) is affected by a disaster. In these scenarios, the University will note and retain an explanation of why the student's parent(s) was not able to sign the verification worksheet.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed. If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly.

Third Step Verification of a Student's Eligible Non-Citizenship Status

To be eligible for federal grant and loan programs, a student must be a U.S. citizen, permanent resident or other eligible noncitizen. An exception is provided for a citizen of the Freely Associated States[7] to receive Federal Pell Grant and campus-based aid but not Direct loans.

If ED is unable to confirm the student's U.S. citizenship or eligible non-citizenship status via database matches with the DHS, the University is required to perform third step verification by collecting and submitting the student's eligible non-citizenship status documentation to DHS for manual review and approval. If the University must submit a student's information for third-step verification, a notification outlining the required steps, documentation, and timelines is sent to the student.

[7]*Federated States of Micronesia, Republic of the Marshall Islands, or the Republic of Palau*

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before awarding and/or disbursing federal financial aid funds. If discrepancies are identified that were not present at the time the federal financial aid funds were awarded and/or disbursed, the University will reconcile the conflicting information, and the student will be responsible for repayment of any federal financial aid funds they were not eligible to receive. The University will report the student to ED as a federal grant and/or loan overpayment to collect repayment of these funds from the student.

Examples of conflicting information may include, but are not limited to the following:

- Date of birth
- Social security number
- Legal name
- High school completion
- Discrepant tax data
- Family size
- Student or parent marital status
- Untaxed income or resources
- Other Resources, such as University Tuition or Resource Fee Waivers, Employer Tuition and Resource Fee Payments under direct bill, Employer Tuition Reimbursement

Satisfactory Academic Progress

For information regarding University academic progress standards for students and individual programs review the Student and Program Academic Standing policies in the appropriate University Academic Catalog. Information regarding satisfactory academic progress for financial aid recipients can be found in the Federal Financial Aid Satisfactory Academic Progress (SAP) Policy below.

Federal Financial Aid Satisfactory Academic Progress (SAP) Policy

Overview

The University's Federal Financial Aid Satisfactory Academic Progress (FA SAP) policy determines whether an otherwise eligible student is meeting FA SAP in an educational program and may receive financial aid under the Title IV, HEA programs. This FA SAP policy does not supersede the institution's academic SAP policy.

Policy

The University will calculate a student's FA SAP based on the student's primary program. Students must maintain FA SAP throughout the duration of their primary program to remain eligible for federal financial aid. FA SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's primary program. For any questions regarding FA SAP, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Qualitative Measure

Grade Point Average

Undergraduate students must have a cumulative program grade point average (GPA) of 2.0 at the end of each completed payment period, unless otherwise defined by academic policy. Graduate students must have a cumulative program GPA of 3.0 at the end of each completed payment period.

The University uses the cumulative GPA provided by the academic system of record at the time FA SAP is evaluated (e.g., at the completion of the payment period)[8].

Cumulative Grade Point Average Exclusions

The following are excluded from the cumulative GPA computation[9]:

- Waivers
- National Testing Programs
- Courses with the following grades:
  - In Progress Extension (IX)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)
  - Removed Course (RC)
  - Passing (P)
  - Withdrawal (W)
  - Withdrawal/Failing (WF)
  - Waived with Credit (WC)
  - No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)

Quantitative Measure

The University publishes the total credit hours required to complete each academic program. The University establishes a pace of completion requirement to ensure a student will complete the program within the maximum timeframe permitted. The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted by the student. Transfer credits, taken at other institutions and applied towards the student's primary program at the University, are included in both attempted and completed hours when measuring the student's pace of completion and maximum timeframe.

[8] *If a student applies for and is granted an academic reprieve for a course(s), the program GPA being used to evaluate FA SAP will be different than the program GPA recorded for academic purposes by the University's Registrar. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.*

[9] *Refer to the University's academic catalog for grade definitions.*

Pace of Completion[10]

The quantitative measure for the pace of completion is calculated using the following formula:

$$\frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}$$

At the end of each payment period, the student's pace of completion is evaluated. Students must earn at least 67% of the cumulative credit hours attempted toward completion of the primary program. Credit hours taken at other institutions and accepted toward a student's primary program at the University are included in both attempted and completed credit hours when measuring pace of completion.

Included in Pace of Completion[11]

Courses completed with the following grades are included as attempted in the pace of completion calculation:

- A, B, C, D, and F (+/-)
- Incompletes (I, IX and IP)
- Withdrawal (W)
- Withdrawal/Failing (WF)
- No grade awarded (QC)
- Courses that are waived with credit (WC)
- Pass (P)

Evaluation

The University evaluates FA SAP for the student's primary program, based on a completed payment period (generally, at least 12 credit hours). As a result of the evaluation, a student is assigned an FA SAP status.

Financial Aid Warning

Undergraduate students with less than a cumulative 2.0 GPA, or the minimum as stated in policy, and graduate students with less than a 3.0 OR who do not earn 67% of their attempted credits (cumulatively) at the end of a completed payment period, are automatically placed on financial aid warning (FW) status. The University can disburse federal financial aid funds to students on FW status for one payment period.

Financial Aid Disqualification

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status. If a student on FW status does not meet FA SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status.

Students who are placed on an FD status are ineligible for federal financial aid. The University will not disburse federal financial aid funds to students on FD status.

Financial Aid Probation

If a student is placed on FD, the student may apply for an FA SAP appeal. Students on FD status who are granted an FA SAP appeal will be placed on financial aid probation (FP) status. Students who are placed on an FP status are eligible for federal financial aid for one probationary payment period. The University will disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. At the completion of this probationary payment period, the student must meet the University's FA SAP standards to maintain federal financial aid eligibility.

[10]*The University rounds the calculation to the nearest hundredth of a percentage to determine if SAP has been met or not (example: 66.666 = 66.67%).*

[11]*If a student applies for and is granted an academic reprieve for a course(s), the course will continue to be included in the pace of completion calculation. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.*

Student Notification

The University will notify students at any point during their enrollment if they are placed on or taken off the FW, FP, FD or Regular Student (RG) statuses, as this affects student eligibility to receive federal financial aid.

Financial Aid SAP Appeals

Students placed on FD status may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an FA SAP Appeal Form to Student Financial Services - Operations. The FA SAP Appeal Form is located on the student website. If there are significant extenuating circumstances, the student's eligibility for federal financial aid may be reinstated for **one** payment period on FP status.

The University reviews all FA SAP appeals on a case-by-case basis. Approval and/or reinstatement of federal financial aid eligibility is not guaranteed. Approval is **only** granted when there are significant extenuating circumstances.

The University allows a student to have a **maximum of two approved FA SAP appeals** during their lifetime at the University. These appeals **cannot** be consecutive. Examples of significant extenuating circumstances may include, but are not limited to the following:

- Death of a relative
- An injury or illness of the student
- Other unusual or special circumstances

Students must explain on the FA SAP Appeal Form why the nature and timing of their significant extenuating circumstance(s) directly prohibited them from meeting and maintaining FA SAP, and what has changed in their circumstances that would allow them to demonstrate FA SAP at the next evaluation. If students have more than 12 credits remaining in their primary program, they must demonstrate the ability to graduate within the maximum timeframe allowed and meet the GPA requirements. If students have 12 or less credits remaining, they must demonstrate the ability to complete the remaining credits successfully.

All FA SAP appeal decisions made by the University are final.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making FA SAP regains eligibility only when the student meets the University's FA SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting FA SAP requirements, the student must pay for credit hours taken during the ineligible payment period using non-federal financial aid funds. If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

If the student meets all FA SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

Program Changes

Students who change primary programs at the University are re-evaluated to determine which academic credits apply to the new primary program. The student's FA SAP status at the beginning of the new program will be RG and will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's FA SAP status will reflect the last status of the original program.

The University will calculate FA SAP based on all successfully completed courses applicable to the new primary program. This includes those courses taken in a previous primary program that the student successfully completed and that apply to the new primary program.

Re Entering the University

If a student withdraws from the University and subsequently re-enters into the same primary program, whether within 180 days or after 180 days, the FA SAP status at the time of re-entry and for the first payment period upon re-entry will be the FA SAP status the student had prior to his/her withdrawal.

If the student re-enters, at any point, into a different primary program not previously attended, the FA SAP status will reset to Regular Student (RG) status.

Repeat Courses

Grades for prior attempts, whether successfully completed or not, are excluded when calculating the primary program GPA. However, credits from all attempts are included when calculating pace of completion and maximum timeframe.

Note: Repeat courses taken in a primary program are counted in the FA SAP status for that primary program.

Grade-Level Determination

Determination of grade level is an important part of calculating eligibility for federal financial aid. The University determines the student's grade level by calculating the total number of credits that were completed at the beginning of an academic year. For example, a student with 12 transfer credits at the start of his or her program at the University will be considered a grade level 1 student. After the completion of one academic year of 24 credits, the student will have a total of 36 credits completed, making the student eligible for grade level 2 loans in his or her second academic year.
The following chart illustrates the number of credits required to complete each grade level.

Grade Level	Credits Completed for Primary Program (Includes Transfer Credit)
GL 1 (freshman)	0-24
GL 2 (sophomore)	25-48
GL 3 (junior)	49-72
GL 4 (senior)	73+

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate.

Financial Aid Awarding

The University will evaluate student eligibility for federal and institutional[12] aid programs for students who have completed all required financial aid materials. When determining award eligibility, the University will use the applicable FAFSA based on the student's academic year and payment period start and end dates, consider general student eligibility requirements, federal grant or loan program specific requirements, including statutory award maximums, the student's academic year cost of attendance (COA), student aid index (SAI) and financial need[13].
Except for Federal Pell Grants, federal grant and loan amounts are also constrained by the other aid that a student receives, known as Other Financial Assistance (OFA) or other resources. Please see the Other Resources section of this guide for more information on OFA/Other Resources, including a non-exhaustive list of examples. In general, the student's total financial aid award for the academic year, including OFA/other resources, may not exceed their financial need and/or COA.

Awarding Aid to Transfer Students

A student who enrolls in a program at the University who has an overlapping academic year (AY) with a prior program, either at the University or at another institution is referred to as a transfer student. There are 3 types of transfers: external, internal, and advancing programs.

External Transfer Student: Student previously attended a program at an institution other than the University of Phoenix.
Internal Transfer Student: Student previously attended a program at the University of Phoenix but did not complete this program.
Advancing Program Student: Student previously attended a program at the University of Phoenix, completed this program, and began another program at the University.
For all types of transfers, the University will award all federal financial aid based on a full academic year in the new program at the University.
An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This most commonly occurs when a student starts with the University after recently attending a different institution, when a student completes a prior program at the University and begins another program, or when a student changes programs at the University, including when a student returns from an approved Leave of Absence (LOA) and begins a new program. In these cases, a student may have limited eligibility for federal financial aid programs. Students in these scenarios should contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 1-888-346-8679 with any questions.

[12]*Institutional grant and scholarship eligibility requirements and determinations will vary.*

[13]*Financial need = COA minus the student aid index (SAI).*

Financial Aid Disbursements

Federal Financial Aid

The University may only disburse federal financial aid funds to eligible students.
Typically, a student is eligible to begin receiving disbursements of federal financial aid funds for the first payment period of their academic year when the University confirms the student:

- has been officially admitted to their program,
- has posted attendance in an eligible course(s)[14] in this payment period, and
- federal student aid satisfactory academic progress standards were met, if applicable.

The student becomes eligible to receive disbursements of federal financial aid funds for the second payment period of their academic year when the student meets the above criteria in addition to successfully completing at least one-half the weeks of instructional time AND earning at least one-half the credit hours in the defined academic year and loan period.
In addition, the University requires the following before a disbursement of Federal Direct loans[15] is made:

- A 30-day disbursement delay for the first year/first time borrowers
- Confirmation of Direct Loan amount (fund acceptance) from the borrower
- Completion of Federal Direct Loan Entrance Counseling, if applicable
- Completion of the Master Promissory Note (MPN)

A student can view the federal financial aid award for their academic year and the anticipated disbursement dates, as well as any other requirements for disbursement, by accessing the Student Portal.

Federal financial aid disbursements will be credited to a student's account in (typically) eight equal installments, typically four equal installments in each payment period of the student's applicable academic year. The timing for each installment disbursement will be aligned to each required course scheduled[16] in the student's payment period and academic year; failure to successfully complete courses and progress as scheduled through the payment period will impact both the number and timing of future anticipated disbursements for that payment period and the applicable academic year.

Federal financial aid disbursements will be credited to a student's account and applied to an eligible payment period or course invoice for allowable charges in the applicable academic year. Allowable charges include tuition, mandatory fees (including rEsource fees), sales tax (if applicable), and the California Student Tuition Recovery Fund (if applicable). If a student owes allowable charges from a prior loan period (in a prior academic year), the University may use current loan period Direct Loan funds, not to exceed $200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g. Pell Grant and FSEOG) to allowable charges for any prior loan period or academic year. For more information, please review the Federal Financial Aid Credit Balance section of the Consumer Information Guide.

[14]*For students enrolled in Competency Based Programs, the University requires enrollment in all courses scheduled for the payment period be confirmed before funds will be disbursed.*

[15]*Under no circumstances will the University disburse Direct loan funds to a student on an approved Leave of Absence.*

[16]*ED regulations require FSEOG and Federal Pell Grant funds be disbursed by its applicable processing deadline. To ensure ED's applicable deadline is met, the University will, as necessary, accelerate disbursement of the student's FSEOG and/or Federal Pell Grant funds.*

Federal Financial Aid Book Voucher

Pell eligible students may use Pell funds to purchase books if those funds could have been disbursed 10 days prior to the beginning of the payment period and disbursed funds would create a federal financial aid credit balance. Student Financial Services will notify these students of the University's book voucher request process. If the student requests a book voucher, the student will be provided with the lesser of the amount of the credit balance or the amount needed for the books and supplies, as determined by the University. These funds will be issued to the student no later than the seventh day of the payment period.

Students may opt out of this offer by not requesting the book voucher.

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs. Allowable charges include tuition, mandatory fees (including resource fees), sales tax (if applicable), and the California Student Tuition Recovery Fund (if applicable).

The University will pay the federal financial aid credit balance directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. This credit balance will be sent via Electronic Funds Transfer (EFT) or paper check, based upon the student's selection.

On an exception basis, the University may, at its discretion, provide a student access to his or her anticipated federal financial aid credit balance. Students who may need to request this exception should speak with the finance department.

Note: If an exception is granted, the student will be responsible for any balance due to the University resulting from providing the student access to this anticipated federal financial aid credit balance.

Students can use a federal financial aid credit balance from the University to pay for education-related expenses that are part of the student's academic year. These education-related expenses must align to one of the University's Cost of Attendance components, such as:

University of Phoenix Tuition and Mandatory Fees

- University's tuition and mandatory fees for one academic year (24 credits and defined instructional weeks by credential level e.g. bachelor program 40 weeks)
- University's resource fees for one academic year (e.g., 8 courses)

Books, Course Materials, Supplies and Equipment

Examples:

- Laptop/desktop computer, mouse, keyboard
- Scanner/printer
- Paper, pens/pencils, markers, etc. used to complete course assignments
- Supplemental course textbooks
- Software or other technology required for a course in that academic year

Transportation

- Costs incurred by a student for transportation between the campus or a required residency/clinicals and the student's residence and/or place of work

Living Expenses

- Housing (student's portion only)
  - Rent/mortgage
  - Internet/ Wi-Fi
  - Heat/Electricity
- Food (student's portion only)
  - 3 meals per day

Miscellaneous Personal Expenses

- Costs of personal items (student's portion only) such as, toiletries, hygiene products, laundry detergent, cleaning supplies, etc.

Dependent Care Expenses

- Costs incurred for childcare during the student's class time, study time, internship and/or commuting to campus time.

Disability-Related Expenses (not paid by another source)

- Costs incurred for special services, personal assistance, transportation, equipment, assistance technology, etc. for the student for class that is not paid by another source

Licensure Fees

- For students enrolled in programs that require professional licensure, certification, or a first professional credential, the fees incurred to obtain the license, certification, or credential

Cancellation of Federal Financial Aid

The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account.

Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Borrowers must login to the student website and navigate to Account > Awards & Disbursements > Change Loans to initiate the reduction or cancellation of federal financial aid within 30 days from the date the University sends the disbursement notification. If there are any further questions, students can contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Any requests received after the 30 days will be denied. The University will notify the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

Other Financial Assistance

In general, other financial assistance (OFA), as defined for the Federal Campus Based and Direct Loan programs, refers to any grant, scholarship, employer tuition benefit, or loan provided to a student for an expense included in their cost of attendance (COA), whether this OFA is awarded by the school or by an individual, or organization outside the school (e.g., third-party agency). Note: OFA does not include monies paid by the student and/or their FAFSA contributor(s) for expenses included in the student's COA.

U.S. Department of Education (ED) regulations require the University include OFA it is aware of (or becomes aware of) that a student may receive or has received when determining the student's eligibility for Federal Campus Based and Direct Loan program funds for that academic year.

The University requires students disclose OFA received to pay any expense included in their cost of attendance for the academic year[17]. This disclosure is required whether the third-party agency pays this OFA directly to the student or directly to the University. The University will include this OFA in determining the student's eligibility for federal financial aid, as required.

A student must have financial need to receive all federal financial aid funds except for Direct Unsubsidized and PLUS Loans under the Direct Loans program. As such, a student's student aid index (SAI) and OFA will be subtracted from their COA when determining eligibility for federal financial aid. Generally, the student's total financial assistance received or anticipated to be received, including need and non-need-based federal financial aid funds and OFA, cannot exceed the student's academic year COA[18].

If the University receives information regarding OFA for the academic year after determining the student's eligibility for federal financial aid funds that causes the student to exceed their calculated need and/or academic year COA, the University will adjust the federal financial aid awards appropriately to eliminate this overaward. This adjustment may include reducing future federal financial aid disbursements in the current or a subsequent payment period or academic year, reporting a federal grant or loan overpayment to ED, or returning federal financial aid disbursements to ED. Federal financial aid funds will be returned in the order most beneficial to the student if permitted by ED regulations. The student is responsible for any balance(s) owed to the University resulting from the return of federal financial aid disbursements to ED.

OFA includes, but is not limited to, the following, regardless of whether the OFA is paid directly to the University of the student:

- Funding from an Employer Tuition Assistance or Tuition Reimbursement Program
- University tuition or resource fee discounts and waivers
- University grants and scholarships
- Grants, scholarships, and/or loans from private individuals or organizations
- Grants, scholarships, and/or loans from federal or state agencies[19]
- Grants, scholarships, and/or loans from tribal agencies or organizations
- Military tuition benefits[20], including benefits paid under Chapter 101 of Title 10
- AmeriCorps 12[21]
- Income from insurance programs that pay for the student's education

[17] *Applicants and students should disclose any OFA received or anticipated to be received on the student portal.*

[18] *A negative SAI does not increase the maximum amount of aid a student can receive. The total of all assistance generally cannot be more than the COA.*

[19] *Note: If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as OFA for packaging purposes. Students should contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.*

[20] ***EXCEPTION:*** *The following benefits are excluded as other financial assistance: Chapter 103 of Title 10, Chapter 106A of Title 10, Chapter 1606 of Title 10, Chapter 1607 of Title 10, Chapter 30 of Title 38, Chapter 31 of Title 38, Chapter 32 of Title 38, Chapter 33 of Title 38, Chapter 35 of Title 38, Section 903 of the Department of Defense Authorization Act, 1981, Section 156(b) of the "Joint Resolution making further continuing appropriations and providing for productive employment for the fiscal year 1983, and for other purposes", Provisions of Chapter 3 of Title 37*

[21] *The University does not count AmeriCorps benefits as OFA when determining eligibility for a Subsidized Direct Loan; however, the University does include AmeriCorps benefits when determining eligibility for a Direct Unsubsidized Loan.*

Professional Judgment

The University may utilize Professional Judgment (PJ) for a student who has unique circumstances that would warrant an adjustment to their student aid index (SAI), dependency status, or cost of attendance (COA). PJ allows the University to treat a student individually when the student has unique circumstances not sufficiently addressed by standard procedures.

A student may request adjustments within any of the categories below. Circumstances may warrant an adjustment to one or more categories based on the student's unique circumstances. Requested adjustments will be evaluated on a case-by-case basis.

Students with circumstances that may warrant an adjustment to their COA should contact Student Financial Services at StudentFinancialServices@phoenix.edu or speak over the phone at (888) 346-8679.

For all other circumstances, students should log into the Student Portal, complete the applicable Professional Judgment form, and provide any supplemental information required/requested by the University. If a student requests a professional judgment and is also selected for verification, the University will require the verification be completed before exercising any type of professional judgment by the applicable deadlines.

Submitted materials will be reviewed within three (3) weeks.

Note: If a student selected for verification submits a request for professional judgment, the University must complete verification before exercising any type of professional judgment.

Category	Conditions
Special Circumstances (Impacting Student Aid Index)	Circumstances not already considered in the federal methodology that justify an adjustment to the financial components used to calculate the student's SAI. The following are examples of conditions that may be evaluated for an adjustment due to special circumstances: • Recent unemployment of a student or family member; • Change in marital status (divorce/separation/death) after filing a FAFSA; • Paid medical, dental, or vision expenses that exceed 7.5% of your federal adjusted gross income (AGI); • Paid tuition expenses for an elementary school or secondary school; • Paid eldercare expenses for a skilled nursing facility, assisted living, or hospice; • Unusual one-time distribution from retirement or pension funds; or • Other changes to the family's income, assets, household size or number in college.
Unusual Circumstances (Impacting the Student's Dependency Status)	An adjustment to a student's dependency status (dependency override), may be considered when unusual circumstances exist in which: • The student is unable to contact a parent, or • Contact with parents poses a risk to the student, including circumstances of- • human trafficking; • legally granted refugee or asylum status; • parental abandonment or estrangement; or • parental incarceration. Note: A parent's refusal to provide support or refusal to complete the FAFSA is not sufficient to justify a dependency override.

Category	Conditions
Parental Non-Support (No parent information on the FAFSA)	An adjustment may be considered to offer a Direct Unsubsidized Loan to a qualifying dependent student if- • The student does not qualify for or chooses not to request professional judgment due to unusual circumstances; AND • The student can document their parent(s) - • Refuse to file a FAFSA; or • Ended financial support of the student.
Cost of Attendance	An adjustment may be considered for a COA component, including: • Childcare or dependent care costs for class time, study time, internship or commuting time; • Disability related expenses for expenses associated with a student's disability that are reasonably incurred and not provided for by other agencies; • One-time purchase of personal computer or laptop or purchase of printer and/or required software for class; • Additional costs for obtaining a professional licensure, certification, or professional credential; • Living expense food, if specific diet required due to medical condition.

HEROES Act

Under the HEROES Act provision, the U.S. Department of Education allows for the waiver and modification of certain Title IV requirements to ensure that affected individuals

- who are Title IV recipients are not placed in a worse financial position (related to Title IV assistance) because they are affected individuals;
- who receive student financial assistance are not unduly subject to administrative burden or inadvertent, technical violations or defaults; and
- are not required to return or repay an overpayment of grant funds based on the Return of Title IV (R2T4) provisions.

To be considered an affected individual, a student must meet one of the following conditions:

- Serving on active duty during a war or other military operation or national emergency
- Performing qualifying National Guard duty during a war or other military operation or national emergency
- Reside or employed in an area that is declared a disaster area by any Federal, State, or local official in connection with a national emergency
- Suffered direct economic hardship as a direct result of a war or other military operation or national emergency, as determined by the Secretary

The University will ensure that any affected individuals who notify the University (and provide supporting documentation as requested) of their affected status will not be disadvantaged because of that status. Students should contact Student Financial Services at StudentFinancialServices@phoenix.edu or (888) 346-8679.

Determining Enrollment at the University

Please refer to the Enrollment Status section in the University's Academic Catalog for further information on determining enrollment at the University.

Leave of Absence

A Leave of Absence (LOA) is a temporary break from courses while maintaining active status in the degree or certificate program a student is enrolled in. Degree or certificate seeking students wishing to request an LOA should contact his or her academic counselor to discuss available options. The Leave of Absence request form can be completed by accessing the student portal.

An LOA is a temporary break in your program; you must intend to return to the same program to be eligible for an LOA.

Students requesting an LOA should consider the following:

- Taking an LOA will impact your course schedule and your graduation date.
- If you don't return as scheduled, you will be withdrawn from the University.

To officially return from your LOA as scheduled, you must post an Academically Related Activity (ARA) on or before your LOA return date-the scheduled course start date.

If you fail to return as scheduled by posting an ARA on or before your LOA return date, the beginning of your federal student loan repayment grace period will be your last date of attendance prior to the start of your LOA which may cause your loans to enter immediate repayment and your federal financial aid will be reviewed to determine whether any federal financial aid funds paid to the University must be returned to the U.S. Department of Education.

In addition, if you were eligible for the interim exception period to receive loans under the pre-July 1 2026 loan rules, you immediately become subject to the new loan limits and eligibility rules established by the One Big Beautiful Bill Act (OBBBA). This generally means:

- If you are a graduate student, you lose access to Grad PLUS Loans.
- If you are a dependent undergraduate student, your parent becomes subject to the new Parent PLUS loan limits of $20,000 annual / $65,000 aggregate limit per dependent student.
- You become subject to the new annual and aggregate Direct Loan limits, such as the $20,500 annual/$100,000 aggregate limit for graduate students and $257,500 combined lifetime limit for undergraduate and graduate borrowing.
- Your previous federal student loan borrowing counts toward those new aggregate limits, even if those loans were disbursed before July 1, 2026

Refer to the University's Leave of Absence Policy found in the University's Academic Catalog,

https://www.phoenix.edu/online-degrees/academic-catalog.html, for further information.

Withdrawing from the University

Circumstances may necessitate withdrawal from the University. For further information on officially, unofficially or administratively withdrawing from the University, please see the University's Withdrawal Policy in the Academic Catalog. For information on tuition refunds, please see the Tuition Refund Policy found earlier in this Consumer Information Guide.

Students who withdraw and are receiving federal student aid funds should refer to the Return of Title IV Policy for information regarding any impact to their federal student aid.

Return of Title IV Policy

Overview

The Return of Title IV Policy addresses federal financial aid recipients who withdraw from the University and are subject to a Return of Title IV (R2T4) calculation. For the purpose of R2T4 calculation requirements, a recipient is a student who has actually received federal financial aid funds or has met the conditions that entitled the student to a late disbursement of federal financial aid funds. The University is required to review the amount of federal loan and grant aid a student received for the payment period, to determine what percentage of federal financial aid the student earned prior to withdrawal. The percentage of federal financial aid determined to be unearned for the payment period must be returned to the appropriate federal financial aid program(s).

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal Date

The University's Withdrawal Policy states for official, unofficial, and administrative withdrawals the University will use the student's last academically related activity (ARA) to establish the student's withdrawal date.

Exceptions

However, if this date occurs during an institutionally scheduled break or during a course extension period, it will not be used to establish a student's withdrawal date at the University for the R2T4 calculation purposes. In these instances, the student's withdrawal date and date of determination for the R2T4 calculation purposes will be established as follows:

Withdrawal Date

If a student posts an ARA during an institutionally scheduled break or during a course extension period, the University will look for the most recent ARA that occurred prior to the start of the institutionally scheduled break or course extension period. This ARA will be used as the last date of attendance or withdrawal date for Title IV purposes.

Date of Determination

The Date of Determination (DOD) for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

For example:

The University has a scheduled holiday break from December 20 through January 4. The student posts an ARA on December 19th and December 27th. The student withdraws. The student's last ARA was on December 27th, which was during the scheduled break. The student requires an R2T4 calculation; the student's withdrawal date for the R2T4 calculation would be December 19th (the most recent ARA prior to the scheduled break). In addition, the DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a FAFSA Submission Summary or Institutional Student Information Record (ISIR) with an official Student Aid Index (SAI) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Supplemental Educational Opportunity Grant (FSEOG)

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following:

- Second or subsequent disbursements of DL funds unless the student has graduated or successfully completed the loan period.
- Second disbursements of DL for the period that the University is prohibited from making until the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.
- Disbursements of DL funds for which the borrower has not signed a promissory note.
- Disbursements of Federal Pell Grant funds to a student for whom the University did not receive a valid FAFSA Submission Summary or a valid ISIR by the deadline date established by the Secretary in the Federal Register.

- Federal Pell Grant funds for a subsequent payment period when the student has not successfully completed the earlier payment period for which the student has already been paid.
- Disbursements of DL funds to a first-year, first-time borrower who withdraws before the 30th day of the student's program of study.

Inadvertent Overpayments

An inadvertent overpayment occurs when the University disburses funds to a student no longer in attendance but prior to the date the University determines the student withdrew from the program. This would include any federal financial aid fund disbursements made after the student's last date of attendance but prior to the University's determination that the student was withdrawn. These inadvertent overpayments are included in the R2T4 calculation as aid that could have been disbursed.

Only students who meet late disbursement criteria are entitled to keep federal financial aid funds disbursed as an inadvertent overpayment. If an inadvertent overpayment cannot be made as a late disbursement, the University returns the entire amount of the federal financial aid funds disbursed. If the inadvertent overpayment can be made as a late disbursement, the University returns only the unearned portion of the inadvertent overpayment within 45 days of the University's date of determination that the student withdrew. Unearned inadvertent overpayments are returned according to the requirements for the return of unearned funds.

Verification and the Return Calculation

If a student provides required verification documents after withdrawing from the University, but within 30 days of the date of the notification informing the student of the requirements, and in time for the University to meet the 30-day Return deadline, the University performs the R2T4 calculation based on all federal financial aid the student had established eligibility for prior to the withdrawal.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline but before the earlier of 120 days after the student's last date of attendance or the deadline established by ED each award year, the University reviews and addresses eligibility as required.

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification, Secondary Confirmation of Eligible Non-Citizenship, and Conflicting Information Policy for additional information.)

Institutionally Scheduled Breaks

Institutionally scheduled breaks of five or more consecutive days are excluded from the R2T4 calculation. This includes all holiday and administrative breaks of five or more consecutive days.

Percentage of Federal Financial Aid Earned[22]

The calculation of Percentage of Federal Financial Aid Earned includes all financial aid disbursed or that could have been disbursed to a student. This percentage is equal to the percentage of the payment period completed by the student as of the student's last date of attendance in the payment period. This percentage is determined using the University's rate of progression calculation.

If the student withdraws after successfully completing the payment period, 100% of the federal financial aid funds are earned and no calculation is required. If the withdraw date occurs after the student completes more than 60% of the payment period, the student earns 100% of the federal financial aid funds.

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days scheduled to complete in the payment period}}$$

Total Calendar Days Completed in the Payment Period

The total number of calendar days completed in the payment period (numerator) is the count of calendar days from the payment period start date to the student's last date of attendance.

Required Adjustments to Calendar Days Completed in the Payment Period

Calendar days are removed from calendar days completed in the payment period if any of the following occurred between the payment period start date and the student's last date of attendance:

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
  - Holidays
  - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days

Total Calendar Days Scheduled to Complete in the Payment Period

- The total number of calendar days in a payment period (denominator) is determined based upon the number and type (credential level and modality) of credits awarded in the payment period.

Required Adjustments to Total Calendar Days Scheduled to Complete in the Payment Period

Additional calendar days will be added to the payment period for unsuccessful course(s) completions with grades of I, IX, IP, QC, F, or W that occurred in a course prior to the course the student's last date of attendance occurs within.

[22]*To recognize that students completing more than 60% of the payment period earn 100% of their federal financial aid, amounts of .6001 through .6004 are not rounded for purposes of determining whether a student earned 100% of the federal financial aid for the payment period.*

If the payment period needs to be extended, it is extended by a defined number of days based upon the following credential levels and modalities:

- Undergraduate Certificate and Degree Programs Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Graduate Certificate and Degree Programs Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.
- Competency-Based Program - 112 days if one to four courses are needed

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in but did not complete at the time of withdrawal.

- Calendar days are removed from the calendar days in the payment period if any of the following occurred or is scheduled to occur from the payment period start date to the payment period end date:
- Institutionally scheduled holiday breaks of five (5) consecutive calendar days or more
- Student scheduled of selected breaks of five (5) consecutive calendar days or more between courses
- All approved Leave of Absence calendar days
- Periods of non-enrollment of five (5) consecutive calendar days or more due to administrative closures
- Unapproved breaks of less than 180 days

Rate of Progression Example

The following illustration demonstrates how an institution calculates the "total days completed" and the "total days scheduled to be completed" in a payment period when there are calendar days that must be excluded from the rate of progression calculation.

of days completed in the payment period

Total # of days scheduled to be completed in the payment period

Days Completed

To determine the total calendar days completed by the student (numerator), calculate the number of calendar days from the first day of the payment period to the student's last date of attendance, then subtract all applicable exclusion periods.

Days Scheduled to be Completed

To determine the total calendar days scheduled to be completed in the payment period (denominator), calculate the number of calendar days from the first day of the payment period to the last day of the payment period, then subtract all applicable exclusion periods. In this example, the student completed 54.3% of the payment period.

Days Completed

Calendar Span of Student's Attendance (Dec 4 to Mar 10)	97
Institutional Holiday Break (Dec 20 to Jan 2)	-14
Break Between Classes (Jan 22 to Jan 28)	-7
Total Days Completed in Payment Period	76

Days Scheduled to Be Completed

Calendar Span of Payment Period (Dec 4 to May 13)	161
Institutional Holiday Break (Dec 20 to Jan 2)	-14
Break Between Classes (Jan 22 to Jan 28)	-7
Total Days Completed in Payment Period	140

$$\frac{\text{Days Completed}}{\text{Days in Payment Period}} = \frac{76}{140} = 0.5428 = 54.3\%$$

Title IV Credit Balance and the Return Calculation

A Title IV credit balance created during the period is not released to the student nor returned to federal financial aid programs prior to performing the R2T4 calculation. The University holds these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released.

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

Within 14 days of the date that the University performs the R2T4 calculation, the University pays any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs.

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source.

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the entire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus or, as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

Tuition waivers for military students and Campus Footprint initiative are not counted as Estimated Financial Aid (EFA) and will be subtracted from institutional charges in the R2T4 calculation.

If after the student withdraws, the University changes the amount of institutional charges it assessed or decides to eliminate all institutional charges, those changes do not impact the institutional charges or aid earned in the calculation.

The University returns federal financial aid funds to programs in the following order, up to the net amount disbursed from each:

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG

After the University allocates its portion of unearned funds, the student must return federal financial aid owed in the same order specified above for the University. The amount of federal financial aid the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid funds to be returned.

The student (or parent in the case of funds due to a parent PLUS Loan) must return or repay, as appropriate, the calculated amount to any federal financial aid loan program in accordance with the terms of the loan; and any federal financial aid grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds one-half of the total federal financial aid grant funds received by the student.

The University may round final repayment amounts, for which the University and student are responsible, to the nearest dollar.

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination and notifies the student, or parent borrower, if they are eligible for a post withdrawal disbursement. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn.

Deceased Student

If the University receives reliable information indicating an individual borrower or student for whom a parent received a PLUS loan dies, the University suspends further awarding and disbursements. An original or certified copy of the death certificate or accurate and complete photocopy of the original or certified copy of the death certificate is requested and forwarded to the Secretary of Education (Secretary). Under exceptional circumstances and on a case-by-case basis, the Secretary may approve a discharge based upon other reliable documentation supporting the discharge request.

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

The following represents procedures the University follows if a credit balance of federal financial aid funds, created from funds disbursed before the death of the student, exists after the completion of the R2T4 and the University's refund calculations:

- Pay authorized charges owed to the University.
- Return any federal financial aid grant overpayments owed by the student for previous withdrawals from the University.
- Return any remaining credit balance to the federal financial aid programs.

If the University previously referred a grant overpayment to Debt Resolution Services, documentation will be forwarded by the University indicating the student is deceased. Based on this information and documentation, Debt Resolution Services will remove the overpayment from the student's records.

Although the student may be eligible to receive a post-withdrawal or late disbursement, the University is prohibited by federal financial aid Title IV regulations from further disbursements and will, therefore, not request additional funds from federal financial aid programs nor send out a post withdrawal letter.

Federal Direct Loan Exit Counseling

The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (https://studentaid.gov/exit-counseling/) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half time.

Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Access information on all of your federal student loans by logging into StudentAid.gov
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized deferment
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- A caution to the borrow about third-party debt relief companies
- Other terms and conditions

An e-mail is sent to students advising them of the exit counseling requirement with a link to complete it at https://studentaid.gov/exit-counseling/.

Federal Loan Repayment

Once you graduate, drop below half-time enrollment, or withdraw from the University, federal student loans go into repayment. If you have a Direct Subsidized or Direct Unsubsidized, you have a six-month grace period before you are required to start making regular payments. For a PLUS loan, repayment begins as soon as the loan is fully disbursed-which means once it's paid out. However, graduate and professional student PLUS borrowers will be placed on an automatic deferment while in school and for six months after graduating, withdrawing, or dropping below half-time enrollment.

Students on an approved Leave of Absence who do not return as scheduled, the beginning of your federal student loan repayment grace period will be the last date of attendance prior to the start of the Leave of Absence, which may cause loans to enter immediate repayment.

Students who borrow at least one Direct loan with a loan period that begins on or after July 1, 2026, will be eligible to repay all of their Direct loans under one of two repayment plans: the tiered standard repayment plan or the repayment assistance plan. When your loan enters repayment, if you don't pick a repayment plan, your servicer will automatically place you on the Tiered Standard Repayment Plan. You can request a different repayment plan at any time. Review different repayment plan options at https://studentaid.gov/manage-loans/repayment/plans.

The California Bureau for Private Postsecondary Education requires the following statement be provided to California students: "If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds."

Federal Student Loan Repayment Simulator

The Federal Student Loan Simulator is a tool that may be used by students or potential students to calculate monthly payments under the different student loan repayment plans currently available. For more information regarding loan payment plans and to simulate other repayment plan options please use the ED's loan simulator tool available at https://studentaid.gov/loan-simulator/.

Sample Tiered Standard Repayment Calculator Detail

Loan Amount	$15,000
Interest Rate	6.52%
Repayment Summary	
Months in Repayment	120
Monthly Payment	$170
Total Interest Payment	$5,457
Total Loan Payment	$20,457

With the tiered standard plan, a fixed payment amount is due each month until loans are paid in full. Monthly repayments will be at least $50. Borrowers will have 10-25 years to repay their loans, depending on the amount of Direct loans at the time the borrower is entering repayment.

Payment amounts under the Repayment Assistance Plan (RAP) will be available in the Loan Simulator after you enter your personal income information.

Federal Student Loan Consolidation

A Direct Loan consolidation allows a borrower to combine multiple federal student loans into one, which results in one bill and one lender. It can also lower monthly payments by giving borrowers up to 30 years to repay their loans; however, by increasing the length of the repayment period, you will also make more payments and pay more interest. Most federal student loans, including the following, are eligible for consolidation:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Stafford Loans
- Direct PLUS Loans
- PLUS Loans from the Federal Family Education Loan (FFEL) Program
- Supplemental Loans for Students (SLS)
- Federal Perkins Loans
- Federal Nursing Loans
- Health Education Assistance Loans
- Some existing consolidation loans

When considering consolidation, it is important to consider the pros and cons. Consolidation could give borrowers access to different repayment plans, which they did not have before, and enable them to switch from a variable interest rate loan to a fixed interest rate. Consolidation may also cause borrowers to lose benefits offered with the original loans, such as interest rate discounts, principal rebates or some loan cancellation benefits, which can significantly reduce the cost of repaying loans.

More information regarding loan consolidation is located at https://studentaid.gov/app/launchConsolidation.action

Federal Student Loan Deferments (Postponing Payments)

A deferment is a temporary postponement of payment on your federal student loan(s) that is allowed under certain conditions. Students may be eligible for a variety of deferment options including:

- In-school deferment
- Economic hardship deferment
- Cancer treatment deferment
- Graduate fellowship deferment
- Military service and post-active duty student deferment
- Parent PLUS borrower deferment
- Rehabilitation training deferment
- Unemployment deferment

For students enrolled at least half-time at the University, in-school deferment of federal loans is generally automatic based on enrollment reporting the University provides to the National Student Loan Data System (NSLDS) on a weekly basis. If you are enrolled at the University at least half-time and your federal loans are not automatically deferred, please contact your federal loan servicer and request a loan deferment form. Complete the sections required of the borrower on the deferment form, then submit the deferment form by fax: (480) 643-1000 or email: studentrecordsspecialists.inbox@phoenix.edu.

For all other deferment options, students should contact their federal loan servicer. More information on each deferment option may be viewed at https://studentaid.gov/manage-loans/lower-payments/get-temporary-relief/deferment.

Federal Student Loan Forgiveness, Cancellation and Discharge

In certain situations, borrowers can have their federal student loans forgiven, canceled, or discharged. Below is a list of the type of forgiveness, cancellation, and discharges available:

- Total and Permanent Disability Discharge
- Death Discharge
- Discharge in Bankruptcy (in rare cases)
- Closed School Discharge
- False Certification of Student Eligibility or Unauthorized Payment Discharge
- Unpaid Refund Discharge
- Teacher Loan Forgiveness
- Public Service Loan Forgiveness
- Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)
- Borrower Defense to Repayment

Detailed information on these options is available https://studentaid.gov/manage-loans/forgiveness-cancellation

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

University student Education Records, as that term is defined by 20 U.S.C. 1232g(a)(4) and 34 C.F.R. § 99.3, are confidential for all schools receiving funding under programs administered by the US Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, personally identifiable information (PII) from a student's Education Record shall not be released to a third party without written or authorized electronic consent, via a FERPA Release form, judicial order or a lawfully issued subpoena.

Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one Academically Related Activity (or one positive attendance "Y" posted, whichever happens sooner) in a university course are considered students at University of Phoenix (UOPX).

Access to Education Records

FERPA regulations require the University to comply with the students' right to inspect and review their Education Records by responding within 45 days from the time the University receives a written request to access their records. However, the Registrar's Office will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request(s) to the University Registrar and specify the record(s) they wish to receive copies of or inspect.

Education Records are defined as all records, files, documents, and materials that contain information directly related to a student and that are maintained by an educational institution.

The following are not interpreted as Education Records:

- Personal records maintained by an individual; these must be kept in the sole possession of the individual and are not accessible to others
- Records of a law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee and not used for any other purpose
- Records created after the student is no longer a student; alumni records

The University will communicate with students regarding their Education Record via phone, voicemail, email, text, and letters sent to the student portal and via US mail, through the contact information on record as provided by the student. Students are responsible for promptly updating their contact information and their text opt-in/out preferences on their student portal or by contacting a University representative. The University is not responsible for an unintended disclosure of information shared through these methods where Student has allowed third parties the ability to view, read, or hear the shared information.

Releasable Information - Directory Information

In compliance with FERPA, a University-designated representative can release the following PII from a student's Education Record without the prior written or authorized electronic consent of a student, provided the student does not have a FERPA Hold on their record.

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and types of degrees earned
- Current enrollment status
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior, or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party, no information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student's enrollment.

To add a FERPA Hold Request, the student must complete and submit a FERPA Hold Request form to the Registrar's Office.

For a student to remove a FERPA Hold from their record, the student will need to fill out a FERPA Hold Release form.

For a student to remove previously authorized parties from their record, the student would complete a FERPA Release Rescind form listing any or all parties to which that information should no longer be released.

Military (Solomon Amendment) and other Mass Distribution Requests for Student Information

A request, such as a military request, for a mass distribution of directory student information must first seek approval from the Registrar. Requests must be sent via email to the Registrar's Office for student information in order to obtain approval before any information can be released.

Information Not Released - Non-Directory Information

In compliance with FERPA, the following PII regarding a student shall not be released by the University without the prior written or authorized electronic consent of the student, a judicial order, or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.

Information which must not be released:

- Place of birth*
- Month and day of birth*
- Social Security number (SSN) or personal identification number (PIN) **
- Individual Record Number (IRN)***
- Grades or grade point averages
- Course schedules
- Employment information, including: employer, position held, work address, or work phone number
- Academic performance information, including academic suspension, probation, disqualification, or academic dishonesty charges
- Admission information, including test scores or entry grade point averages
- Financial and accounting information
- Gender
- Race
- Ethnicity
- Citizenship
- Country of origin*

* Although this information may be disclosed without prior written or authorized electronic consent according to FERPA, the University's policy is to maintain the confidentiality of this student information.

**Student SSN or PIN numbers generally should not be released to a third party, unless it is necessary to perform a required task (e.g., Student Financial Agreement, FBI Request, etc.).

***Although this information may be disclosed without prior written or authorized electronic consent according to FERPA, the University's policy is to maintain the confidentiality of this student information for verification purposes and should not be released to a third party, unless it is necessary to perform a required task or to provide an approved service authorized by the Registrar's Office.

Non-directory information can only be released to third parties via telephone or in-person if the student has provided written or authorized electronic consent, including a security word. If the student does not complete the release information, including security word, information is not released via telephone or in-person.

All third parties with inquiries, including parents, require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student.

The University may release directory and non-directory PII without the student's consent under the following conditions:

- School officials with legitimate educational interests, which include any University employee acting within the scope of their University employment, and any duly appointed agent or representative of the University acting within the scope of their appointment.
  - A school official is defined as:
    - A person employed by the University in an administrative, supervisory, academic, research, or support staff position
    - A person employed by or under contract to the University to perform a task
    - A person serving on an institutional governing body or committee
  - A school official has a legitimate educational interest if:
    - Performing a task specified in their job description/ or contract
    - Performing a task related to a student's education

- Providing a service or benefit related to a student or a student's family
- Representing a school in which a student seeks to enroll
- Disclosing information to federal and state authorities auditing compliance of federal or state support programs
- Disclosing information in connection with financial aid; to determine financial aid eligibility, the amount of aid, the conditions for the aid, or to enforce the terms and conditions of the aid
- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released
- Performing studies on behalf of educational institutions
- Disclosing information to accrediting organizations carrying out their function
- Complying with a judicial order or lawfully issued subpoena

- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services)
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (the disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, the amount of aid, the conditions for aid, and/or enforcement of terms and conditions of the aid)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- When release of information to appropriate officials is necessary to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and they has been found to have violated the institution's policies and procedures with respect to the allegation; disclosures may only be made if the institution determines the student violated its policies and such disclosures must only include the name of the student, the violation committed, and any sanction imposed by the institution against the student
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense; if the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself
- The disclosure is to parents of a dependent student as defined in section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or University policies regarding alcohol or drugs are violated
- A person or company that UOPX is contracted with as its agent to perform a service and/or benefit such as healthcare insurance and coverage.

The University can disclose directory and non-directory PII without student consent if the disclosure meets one of the following conditions:

- This disclosure is to other school officials, whom the University determines to have a legitimate educational interest
- The disclosure is to officials of other schools where the student seeks or intends to enroll
- The disclosure is subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local education authorities
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
  - Eligibility for aid
    - Amount of aid
    - Conditions for aid
    - Enforce terms and conditions of the aid

Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)]

Students requesting demographic information or PII about other UOPX students for survey or research purposes must contact the Committee on Research (COR) and the institutional review board (IRB) for approvals. Additional approvals might also be required from the appropriate Director of Operations and/or Academic Affairs after reviews from the COR and the IRB have been conducted.

The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University student information system and will contain dates, names, and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records, and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

Students wishing to review their Educational Records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by FERPA will be made available.

If necessary, the Registrar's Office will work with the appropriate University representative so that the student can review the record.

FERPA regulations require the University to comply with the students' right to inspect and review their Education Records by responding within 45 days from the time the University receives a written request to access their records. However, the Registrar's Office will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record(s) they wish to have a copy of or inspect.

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student File Information Request form. Online students must submit the Student File Information Request form specifically outlining which records they are requesting and the information will be mailed to their address, which is in the University student information system.

A designated University official must be present when students wish to review their records at a campus location. This includes documents on file or student history notes that do not reference other student information.

Students may not inspect and review the following, absent a judicial order or legally issued subpoena:

- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student (access is permitted only to that part of the record concerning the inquiring student).
- Records of instructional, supervisory, administrative, and certain educational personnel, which are in the possession of the originator.
- Records connected with an application to attend the University if the application was denied or the individual decides to not attend the University. (e.g., a student is enrolled in an undergraduate program and applies for admission to a graduate program, but is denied).

UOPX cannot deny students access to their records. Copies do not need to be provided, unless by not providing copies, the students' rights are denied.

For a period of 25 years following the death of a student, Education Records of deceased students may only be released to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) defined as: spouse or legally recognized domestic partner, parents, legal guardians (court document required), children (over the age of 18), and siblings. Beyond this time, requests for these records may be released depending on state and federal regulations after review and approval from the Registrar's Office

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student. Current students can obtain a copy of the FERPA policy in the Academic Catalog.

The Student Verification Process (SVP) is required for inbound and internally transferred phone calls that request the release of or update to any student record information. The SVP is not required for outbound phone calls provided those calls are to contact numbers in our student academic systems and the student verifies their identity. A government issued photo ID or UOPX issued photo ID can be used in place of the SVP for in-person requests.

FERPA Challenge Process

Students alleging that their University records are inaccurate or misleading, or who allege violations of FERPA may present their challenges to the University Registrar.

Students have the right to correct record-keeping errors, but not to seek to overturn administration decisions and/or assessments. The Registrar shall review students' challenges and when appropriate amend students' records accordingly. Students will be notified within 14 days of the Registrar's actions and based on the action may request a formal hearing.

- Students must submit a request for amendment in writing to the Registrar identifying the specific portion of their record they want changed and why they believe it to be inaccurate or in violation of their privacy. The Registrar will respond to the request within 14 days.
- If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of their right to challenge the information.
- A Student's request for a formal hearing must be made in writing and submitted to the Registrar's Office. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request, of the date, place, and time of the hearing. Students may present relevant evidence and may be assisted at the hearings by a person of their choice, at the student's expense.
- The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals who do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.
- The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing and will include a summary of evidence presented and the rationale for the decision.
- If the University decides that the challenged information is not misleading, inaccurate, or in violation of the student's privacy rights, it will notify the student within 14 days of their right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.
- The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.
- If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.
- Students have the right to file a complaint with the Department of Education regarding FERPA. Inquiries should be directed to:

Family Policy Compliance Office
U S Department of Education
400 Maryland Ave SW
Washington, DC 20202-5920

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters Information that may be released includes the following:

- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:

- Email address
- Degrees received
- Most recent educational institution attended

Student Loan Code of Conduct

University of Phoenix follows federal regulations that govern student loan requirements. The University and its officers, employees, and agents are required to abide by a Student Loan Code of Conduct and ensure the integrity of the University's student loan practices. The Student Loan Code of Conduct creates and maintains uniform student loan practices that focus on the best interest of student borrowers. It also manages relationships between school employees, learning institutions, lender advisory board members and student loan organizations.

University of Phoenix encourages students to review the Student Loan Code of Conduct at
https://www.phoenix.edu/student-resources/paying-for-school.html#code
to learn about loan regulations.

Student Code of Conduct

University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in all University- related academic and professional discourse.

Students are accountable for their actions and are required to work independently and collaboratively with teams in achieving learning goals and objectives. As a member of the University's academic community, students acknowledge and accept an obligation to abide by the Student Code of Conduct on or off campus which is determined to impair, interfere with or obstruct the opportunities of others to learn, or which disrupts the mission, processes or orderly functions of the University, will be deemed misconduct. A violation of the Student Code of Conduct will be subject to appropriate disciplinary action.

To review the Student Code of Conduct in its entirety, see the Academic Catalog or contact the campus,
https://www.phoenix.edu/about/campus-locations.html.

Federal Student Aid Fraud Policy

Overview

The Federal Student Aid Fraud Policy addresses the actions the University will take in situations where the University suspects that a student, employee, other individual, or contracted Third-Party Servicer has willfully falsified or misrepresented information for the purpose of obtaining federal student aid that the student would not otherwise be eligible for.

Policy

The University will investigate any student/applicant who is suspected of having engaged in fraud or other criminal misconduct in connection with the application for or receipt of federal student aid programs funds. Following the conclusion of its investigation, if the University has credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the University will refer the information to the U.S. Department of Education's Office of Inspector General (OIG).

Federal Student Aid Fraud

Federal student aid fraud is the willful misrepresentation or falsification of information for the purpose of securing federal student aid that the individual is not eligible for or not eligible for to the extent received. Federal student aid fraud can take many forms, including, but not limited to falsification of documents, discrepant information, and/or identity theft. Examples of potential instances of federal student aid fraud include, but are not limited to:

- False claims of high school diploma (or equivalent) completion
- False statements of federal tax return filing status
- False statements of income
- Unresolved conflicting information
- Patterns of misreported information from one federal award year to the next
- Falsified documents (including reporting members that are not part of your family)
- Forged signatures on an application, verification documentation or Direct Loan master promissory notes
- False statements of U.S. citizenship or eligible noncitizen
- False claims of independent student status
- Use of fictitious names, addresses, birth dates, social security numbers
- Identity theft

Federal Student Aid Fraud Investigation

If the University suspects or determines there has been intentional misrepresentation, false statements, falsification/alteration of documents, or other fraudulent activity which has resulted or could result in the awarding or disbursing of federal student aid funds for which the student is not eligible, the case shall be referred to the University's Student Administrative Services (StAS) Financial Aid Compliance Team for investigation.

When an investigation is initiated, the University will take various immediate steps to ensure no disbursement of funds occurs until the investigation has concluded and any suspicious activity has been cleared. Accordingly, the University will cease processing the student's application for federal student aid, halt federal student aid award determinations, cancel any disbursement of federal student aid funds previously awarded, and/or return federal student aid credit balance(s) to the U.S. Department of Education (ED). Finally, the University will remove the student's scheduled future courses and may, at its discretion, withdraw the student from their current course.

As part of the investigation, the student will be notified in writing of the documentation or action that is required from them and the due date for submission/completion. If the student fails to provide this additional documentation or take action by the due date, the University's investigation will be deemed complete.

Upon completion of the University's investigation, the University will determine whether the student remains eligible for continued participation in federal student aid programs, notify the student of its decision, and if necessary report any overpayment of federal student aid funds received to ED or the loan servicer, as applicable.

Federal Student Aid Fraud OIG Referral

If there is any credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, this information will be referred to the OIG for further investigation.

Note: The University is only required to refer the suspected case for investigation, not reach a firm conclusion about the conduct.

Inspector General's Hotline: 1-800-MIS-USED

Inspector General's web address for reporting:
https://oig.ed.gov/oig-hotline

Consumer Privacy Policy

Summarized below are key elements of the University Privacy Policy. The full version of the policy is available at https://www.phoenix.edu/copyright-legal/privacy_policy.html.

Scope of Privacy Policy

The Privacy Policy applies to Personal Information we collect from users of our Sites, Apps, Wi-Fi hotspots, and other online services, as well the Personal Information we collect about individuals, including current and prospective students, alumni, learners, visitors to our campuses, and others with whom we interact (e.g., Business-to-Business Representatives, as defined), whether online, via phone, or offline in the course of providing our courses, programs, and other services (collectively, our "Services").

If you become a student, your educational information that is part of your educational record with us is subject to the U.S. Federal Family Educational Rights and Privacy Act (FERPA), state laws, and the University's policies. To review Access to Education Records and Student Right to Access, please see the University of Phoenix Family Educational Rights and Privacy Act section of this Consumer Information Guide.

Collection of Personal Information

While the Personal Information we collect varies depending upon the nature of the Services provided or used and our interactions with individuals, generally, we may collect the following categories of Personal Information:

Name, contact information, and other identifiers: real name, alias, postal address, telephone number(s), unique personal identifier, online identifier, email address, account name, signature, or other similar identifiers

Commercial information: records of personal property; products or services purchased, obtained, or considered; or other purchasing or consuming histories or tendencies

Financial information: bank account number, credit card number, debit card number, federal tax filing information, or other financial information

Medical information, disability, and health insurance information: to support specific programmatic or regulatory requirements or service requests

Demographic information: characteristics such as race, ethnicity, gender, age, religion, national origin, citizenship or immigration status, and marital status

Education information: information regarding past and present education, including institutions attended, years of attendance, courses of study, attendance records, grades, awards earned, degree(s) obtained, discipline records, financial aid awards and payment history, as well as assignments and other student-generated work or contributions to online discussions. The information collected from a student or potential student may include both directory and non-directory information as those terms are defined in the University of Phoenix Family Educational Rights and Privacy Act section of this Consumer Information Guide.

Government identification: Social Security, driver's license, state ID, and passport numbers and/or corresponding identification document(s)

Internet or other electronic network activity information: internet protocol (IP) address including, but not limited to, browsing history; search history; and information regarding a consumer's interaction with an Internet website, application, or advertisement

Audio, video, and other electronic data: photos, audio/video interaction recordings, and CCTV footage

Professional and employment-related information: employment history, occupation, job title and position, employer, licenses, certifications, training needs, and training received

Inferences drawn from any of above categories of Personal Information: inferences used to create a profile about a consumer reflecting the consumer's preferences, characteristics, psychological trends, predispositions, behavior, attitudes, intelligence, and abilities

Biometric data: facial scans, faceprints, and facial geometry

Use of Personal Information

We may use the Personal Information we collect for the following purposes:

Administering applications, enrollment, registration, and financial services: to review and process applications and registrations for enrollment; to verify the information you provide us, determine your admissibility, register you for selected educational programs, and contact you relating to your University status; to provide financial services related to tuition payments, scholarships, and financial aid applications; to maintain student records; and for other related purposes

Providing support and services: to provide our Services; to communicate with you about your access to and use of such Services; to respond to your inquiries; to provide troubleshooting, fulfill your orders and requests, process your payments, and provide technical support; for other customer service and support purposes; and to facilitate communications and collaboration with you and others in our University community, including through our Education Partners, Service Providers, and our social networking, community, and collaboration features. In the event you use the chat functionality on our Site, you may either chat with a live agent or a chatbot that utilizes artificial intelligence ("AI"). If you are interacting with a chatbot, the chatbot will collect any Personal Information that you submit to it and will process that Personal Information to tailor its responses to you.

Marketing and promotional purposes: to market and promote our University and the Services we offer to you and others; to administer promotions and contests; to send you newsletters, offers, or other information regarding products or services we think may interest you

Personalizing content and experiences: to tailor content we send or display on the Services in order to offer location customization, personalized help and instructions and to otherwise personalize your experiences; to reach you with more relevant ads and to measure ad campaigns

Analyzing and improving our services and operations: to better understand how users access and use the Services we offer; for other research and analytical purposes, such as to evaluate and improve our Services and business operations and to develop additional programs, services, and features; and to improve student retention, our Services, and user experiences

Protecting our assets and rights and preventing misconduct: to protect our business operations, secure our network and information technology assets and services; to prevent and detect fraud, unauthorized access or activities, cheating, plagiarism, and other misconduct; and, where we believe necessary, to investigate, prevent, or take action regarding incidents such as those listed above or other suspected violations of our student policies, Terms of Use, or this Privacy Policy, as well as situations involving potential threats to the rights or safety of any person

Complying with legal obligations: to comply with the law or legal proceedings. For example, we may disclose information in response to subpoenas, court orders, and other lawful requests by regulators and law enforcement, including responding to national security or law enforcement disclosure requirements.

Supporting our general business operations: to support the administration of our general business, accounting, record keeping, and legal functions, including to analyze operational and business results and risks, to collect outstanding amounts owed, and to maintain business and Student Educational Records

Other: We may use Personal Information for the purposes stated or agreed-to (or as is obvious) at the point of collection or as otherwise requested or consented to by you.

Artificial Intelligence: We and our Service Providers may also use AI for any of the foregoing uses.

Anonymized information: We may also de-identify information to create Anonymized data sets and reports in order to assess, improve, and develop our business, products, and Services; prepare benchmarking reports; and for other research and analytics purposes. Anonymized data is no longer subject to this Policy.

Your Rights and Choices

Marketing Communications

You may opt out of receiving marketing communications from us at: https://www.phoenix.edu/request/unsubscribe. Additionally, you may unsubscribe from our marketing notifications from the footer of any marketing email we send or inform us of your decision to opt out while on a call with us. Opt-out requests will only remove you from our marketing list, not from the list of any other third parties.

If you do not wish to receive text messages, you may opt out by responding STOP to cancel future text messages. To get help, text HELP. You may also request additional assistance by contacting TextMsgSupport@phoenix.edu or by calling 866-766-0766.

Cookies and Similar Technologies

Using our Preference Center, you can opt out of or change your preferences for most third-party cookies and tags on our Sites, except those that are "necessary" to the proper functioning of our Sites or particular features available to you on our Sites. In addition, you may block or disable cookies for the device and browser you are using through your browser settings; however, if you do so, certain features on our Sites may not be available or function properly.

Security Measures

We have implemented security measures to protect against the loss, misuse, and alteration of the Personal Information under our control. However, no data transmission over the Internet can be guaranteed to be completely secure. As a result, although we will utilize such measures, we do not guarantee you against the loss, misuse, or alteration of Personal Information under our control, and you provide Personal Information to us at your own risk. You should always take care how you handle and disclose your Personal Information and should avoid sending Personal Information through insecure email, Social Networks, or other Internet channels.

Privacy Policy Changes

University of Phoenix may update its Privacy Policy or revise it from time to time. You can view the full Privacy Policy here: https://www.phoenix.edu/copyright-legal/privacy_policy.html.

Contact Us

Should you have any questions about our privacy practices, please contact us at Privacy@phoenix.edu or by mail:

University of Phoenix
Ethics, Compliance, and Data Privacy
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Student Complaints Policy

Resolution Services oversees the student complaint process and provides a mechanism by which students receive an independent, objective review of the issue(s). Students are encouraged to first work directly with the relevant University department to resolve their issue, but should they need additional assistance they may contact Resolution Services by emailing ResolutionServices@phoenix.edu.

Filing a Complaint

Accreditation Standards

University of Phoenix has been continually accredited by the Higher Learning Commission (HLC) since 1978. HLC has its own process for complaints regarding a member institution's ability to meet its Criteria for Accreditation. Please see information on how to submit a complaint to HLC, www.hlcommission.org/Students-Communities/complaints.html which also provides information on the type of complaints HLC will review.

Local Campus Students

University of Phoenix is regulated by various state regulatory bodies for filing complaints in the state that a student resides and/or file an external complaint with the designated state regulatory agency.

Arizona: If a campus based student chooses to file a complaint, he or she can submit an internal complaint to the University's Resolution Services at https://www.phoenix.edu/about/complaints.html. If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is

1740 W. Adams, Suite 3008, Phoenix, AZ 85007; telephone (602) 542-5709; https://ppse.az.gov/

Distance Education Students

The University is approved by the Arizona SARA Council (AZ SARA)- as a participating institution. The University has reciprocity with other SARA states to offer its distance education programs. The most current list of states that participate in SARA can be located at the NC-SARA website, https://nc-sara.org/directory/.

Distance education students may file a complaint through the University's internal grievance process by submitting the complaint to Resolution Services. Students may also file a complaint with the Arizona State Board for Private Postsecondary Education.

After exhausting the institution's internal complaint process and the complaint process of the Arizona State Board for Private Postsecondary Education, distance education students residing in a SARA state may appeal a complaint to the Arizona SARA Council. The Arizona SARA Council will not review complaints regarding student grades, student code of conduct violations, or complaints beyond two years of the incident. For more information visit the AZ SARA Council website, https://azsara.arizona.edu/.

California Students

California students may file a complaint through the University's internal grievance process by submitting the complaint to Resolution Services.

In addition, the University is registered as an out-of-state institution with the California Bureau for Private Postsecondary Education for purposes of providing distance education to California residents. The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.574.8900, 888.370.7589. A student or any member of the public may file a complaint about this institution with the California Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov). The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888.370.7589 or by visiting osar.bppe.ca.gov.

Commonwealth of the Northern Mariana Islands

The student may contact the Commonwealth of the Northern Mariana Islands Office of the Attorney General, Office of the Consumer Counsel, 2nd Floor, Juan A. Sablan Memorial Buildings, Capitol Hill, Saipan, MP 96950; telephone (670) 237-7500, website: https://www.cnmioag.org/divisions/consumer-protection/online-student-complaint.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

Copyright is a form of legal protection provided by U.S. law (Title 17 U.S. Code, that gives the owner exclusive rights to control the reproduction, distribution, performance, display, and creation of derivative works of copyrighted material. The public is also granted limited rights under the doctrine of fair use.

Copyright protects original works of authorship, including:

- Literary works (books, articles and other writings)
- Musical works and songs
- Audiovisual works (movies and television productions)
- Pictorial/graphic works and drawings
- Computer software
- Choreographic works and pantomimes
- Sculptural and architectural works

Copyright law provides the copyright owner with exclusive rights, subject to certain limitations, to:

- Reproduce the work in copies
- Prepare derivative works based upon the work
- Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease or lending
- Perform the work publicly
- Display the work publicly
- Perform sound recordings publicly by means of a digital audio transmission

The Copyright Act states that anyone who violates any of the exclusive rights of the copyright owner is an infringer. Generally, a person who engages in these activities without the copyright owner's permission may be liable for infringement, unless an exception such as fair use applies.

Specific information on copyright law and fair use may be found at the following sites:

- The U.S. Copyright Office: http://www.copyright.gov
- The U.S. Copyright Office Fair Use Index: https://www.copyright.gov/fair-use/

Peer-to-Peer File Sharing

Peer-to-Peer (P2P) file sharing refers to software that allows users to connect directly with one another and share digital files from their computers. Many types of digital content, such as software, movies, videos, photographs, etc., may be shared using P2P networks. While this technology has legitimate uses, it can also increase the risk of copyright infringement if copyrighted works are shared without permission.

In some cases, P2P applications may automatically make files available to others, meaning users could share copyrighted materials without realizing it. As a user of the University network, it is important to understand the legal requirements associated with file sharing to avoid downloading or distributing copyrighted works without proper authorization, unless an exception (such as fair use) applies.

Unauthorized reproduction or distribution of these copyrighted works may violate copyright law and University policy.

Violations and Penalties under Federal Law

In addition to University sanctions under its policies, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages ranging from $750 to $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. In come cases, courts may reduce damages for innocent infringement. A court may also, in its discretion, assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504 and 505.

Willful copyright infringement may also result in criminal penalties, particularly when done for commercial advantage or privacy financial gain, including imprisonment of up to five years and fines of up to $250,000 per offense.

University Methods to Effectively Combat Unauthorized Distribution of Copyrighted Material and Student Sanctions

A student's conduct in University classrooms, networks, and online systems is subject to and must conform to the University Student Code of Conduct, the Acceptable Computer Use for Faculty and Students policy and any other applicable University policies.

The University may monitor network traffic or bandwidth, in accordance with applicable laws and University policy, using information technology tools designed to detect indicators of unauthorized or infringing file-sharing activity. In addition, or as an alternative, the University may employ other technical measures to reduce or block illegal file sharing and other impermissible activities.

The University will also provide for appropriate enforcement and remediation for students identified through its Digital Millennium Copyright Act (DMCA) processes as potential violators of copyright.

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation a system of graduated responses. These may include limitations on or denial of network access, as well as other appropriate measures. Such sanctions may be applied in conjunction with additional actions under the Student Code of Conduct, the Acceptable Computer Use for Faculty and Students policy, or any other applicable University policies.

Students who are subject to professional codes of conduct as part of their academic programs may also be sanctioned in accordance with those requirements.

Education and Awareness

The University uses a variety of methods to inform students, faculty and other network users about copyright laws and how the University responds to copyright infringement claims.

The University informs its campus community, including through this Consumer Information Guide and periodic communications that unauthorized distribution of copyrighted material, including through P2P file sharing, may subject individuals to civil and criminal liability.

The Consumer Information Guide, https://www.phoenix.edu/about_us/regulatory/consumer-information.html , is available on the University website, provided to prospective students and employees, and distributed annually to current students, faculty and employees.

Legal Sources for Online Music and Videos

The University reviews sources for legally accessing online music and videos on an annual basis through University Legal Services. The following links provide information about lawful access to copyrighted music and video content:

EDUCAUSE is an association of colleges and universities, which maintains resources on legal media sources:

http://www.educause.edu.

The Recording Industry Association of America (RIAA), in collaboration with the Music Business Association (Music Biz), provides information on legal music sources at:

http://whymusicmatters.com.

These resources are provided for informational purposes and do not represent and exhaustive list of available legal sources.

Digital Millennium Copyright Act Policy

The University computer networks, including its online library and classroom environments, are important institutional resources. University of Phoenix respects the rights of copyright owners and expects its faculty, staff, students and network users to comply with U.S. copyright laws. Federal law prohibits the unauthorized reproduction, distribution, public display or performance of copyrighted materials over the Internet, as permitted by fair use or other applicable legal exceptions. Please refer to the University's Copyright Infringement and Peer-to-Peer File Sharing Policy for more information.

In accordance with the Digital Millenium Copyright Act (DMCA) 17 U.S.C. §512, the University has established procedures for receiving, processing, and responding to notices of alleged copyright infringement. The University may terminate network access or accounts of users who are repeated infringers.

The University has designated an agent to receive notifications of claimed infringement and to take appropriate action, including removal of infringing material, and where appropriate, account termination or repeated infringers.

Notice of claimed infringement must be submitted to the agent in writing, preferably by email, or by U.S. mail:

University of Phoenix
Copyright Agent
4035 S Riverpoint Parkway
Phoenix, AZ 85040
Email: copyrightagent@phoenix.edu

If a valid DMCA notification is received, the University will remove or disable access to the allegedly infringing material and take reasonable steps to notify the affected user. The user may submit a counter notification. Upon receipt of a valid counter notification, the University will generally restore the material within 10 to 14 business days unless it receives notice that a legal action has been filed seeking a court order to prevent the infringing activity.

The DMCA provides that individuals may be liable for damages, including costs and attorneys' fees, for knowingly making false claims of infringement or misrepresenting that material was removed by mistake. Users are encouraged to consult an attorney if they are unsure of their rights.

Process for Filing a DMCA Notice

A notification of claimed infringement must be submitted in writing to the designated agent and include:

1. Identification of the copyrighted work claimed to have been infringed
2. Identification of the allegedly infringing material and its location (e.g., link or URL)
3. Contact information (name, phone number, address, and email)
4. If possible, information that allows the University to notify the alleged infringing party of the alleged infringement
5. A statement of good faith belief that the use is unauthorized must be included in your notice:

"I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent or by protection of law."

6. A statement, under penalty of perjury, that the information is accurate and the sender is authorized must be included in your notice:

"I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."

7. A physical or electronic signature

Process for Filing a Counter Notification

The person or provider of the alleged infringing material may present a counter. Upon proper counter notification, the University may reinstate the removed content. A counter notification must be given in writing to the designated copyright agent above and must include:

1. Identification of the removed material and its location (e.g., link or URL)
2. Contact information (name, phone number, address, and email)
3. Consent to jurisdiction of the appropriate Federal District Court
4. A statement, under penalty of perjury, of good faith belief that removal was a mistake or misidentification must be included in your notice:

"I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."

5. A physical or electronic signature

Register to Vote

University of Phoenix makes a good faith effort to educate students regarding the importance of exercising their right to vote, distribute voter registration forms, and make voter registration information available at the campus.

The National Mail Voter Registration Form can be used by U.S. citizens to register to vote, to report a name or address change, or to register with a political party. Please follow the generic and state specific instructions for completing the form prior to mailing it to the address provided for the state in which you reside. To access the form please visit:

https://www.eac.gov/voters/national-mail-voter-registration-form.

It is important for students to understand that

- Only citizens of the United States may vote in federal elections
- Voting more than once, including in two or more states, is prohibited by law
- Knowingly or willingly providing false information for the purpose of establishing eligibility to register to vote is prohibited
- In most states, individuals may only register to vote where they are domiciled, and they may not be domiciled in more than one place

Please note that not all states allow for same-day voter registration so you must plan accordingly. For more information on elections, registration, and voting in your state please visit

https://www.eac.gov/voters/register-and-vote-in-your-state.

Campus Safety and Security

Annual Security Report

University of Phoenix publishes an Annual Security Report annually by October 1st. The report consists of campus crime statistics (for three previous calendar years) and policy statements related to campus safety and security including, but not limited to, reporting criminal activity, policies and procedures, safety-related educational programs, awareness and prevention of crime, notification procedures, alcohol and drug abuse standards of conduct and sanctions, and alcohol and drug abuse prevention, health risks, and counseling services.

Visit https://www.phoenix.edu/about/campus-safety.html to access the PDF Annual Security Report.

Campus Safety Policies

The University's Campus Safety Policies at

https://www.phoenix.edu/content/dam/edu/about/doc/campus-safety-policies.pdf

are intended to increase the campus community's awareness of current programs that exist to protect its members' safety and well-being and to satisfy the requirements of the Jeanne Clery Campus Act (Clery Act). The information included relates to the following:

- How to report criminal activities
- The gathering of and reporting of crime statistics for three previous calendar years
- Prohibited use or distribution of illegal alcohol and drugs
- Alcohol and drug abuse prevention, health risks, and assistance
- Standards of conduct and sanctions regarding the unlawful use, sale, possession or distribution of illegal alcohol and drugs
- Available counseling and assistance resources
- Crime awareness and prevention measures
- Timely warnings, emergency mass notifications, and campus alerts
- Information related to campus safety programs
- Link to the national sex offender database
- Dating violence, domestic violence, sexual assault, and stalking awareness and prevention

The information is intended to provide a useful description of University of Phoenix safety-related policies and procedures; however, it is not intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize crime statistics from the most recently completed calendar year and two preceding calendar years within the Annual Security Report.

Campus Crime Statistics

The Clery Act delineates the violations which need to be collected and reported. The University of Phoenix Annual Security Report includes all Clery Act crimes which occurred within defined Clery Act geography and were reported to campus security authorities (CSAs), regardless of who reported, whether an investigation is initiated, or whether there is any decision by a court, prosecutor, or any other non-campus official unless it has been "un-founded" by law enforcement personnel. In addition, the University's Annual Security Report includes any Clery Act crimes reported to local law enforcement as collected by the Clery Compliance Officer through an annual information request. All statistics cover crimes reported which occurred on-campus, in or on certain off-campus (noncampus) buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the statistics. For this reason, University of Phoenix encourages everyone to accurately and promptly report all crimes to local law enforcement agencies, the University's Security Operations Center (SOC), or any CSA.

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence, and Stalking, definitions are provided by the Violence Against Women Reauthorization Act of 2013 (VAWA) and repeated in the Clery Act regulations.

- **Criminal Offenses** - Criminal Homicide (Murder and Non-Negligent Manslaughter, Manslaughter by Negligence), Sex Offenses/Sexual Assault (Rape, Fondling, Incest, Statutory Rape), Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, and Arson
- **Hate Crimes** - Any of the above-mentioned offenses (excluding Manslaughter by Negligence) and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias
  - Categories of bias under the Clery Act include Race, Religion, Sexual Orientation, Gender, Gender Identity, Ethnicity, National Origin, and Disability
- **VAWA Offenses** - Any incidents of Dating Violence, Domestic Violence, and Stalking
  - Sexual Assault is also a VAWA Offense but is included in the Criminal Offenses category for Clery Act reporting purposes
- **Arrests and Referrals for Disciplinary Action** - Weapons Law Violations, Drug Abuse Violations, and Liquor Law Violations
- **Hazing**

Crime statistics are available electronically in the Annual Security Report at https://www.phoenix.edu/about/campus-safety.html or by requesting a paper copy of the report from any University representative, a designated campus safety contact, the SOC at (866) 992-3301, or the Clery Compliance Officer at Jessica.Flores@phoenix.edu.

University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at any time, without notice.

Statement of Policy on Sex Offender Registration

The Campus Sex Crimes Prevention Act of 2000 provides minimum national standards for state sex offender registration and community notification programs and requires the state agencies to obtain information concerning registered sex offenders' enrollment or employment at institutions of higher education. Under the Act, sex offenders who are required to register in a state must provide notice to each institution of higher education in that state at which the offender is a student or is employed. This notice should be directed to the Clery Compliance Officer, the SOC, or a staff member at the Phoenix Main Campus.

To learn the identity of registered sex offenders on or near campus, or anywhere in the United States, visit the sex offender database at https://www.nsopw.gov/. You can search by city, county, or ZIP code. This information is collected by other agencies, and the University cannot guarantee this information is correct or complete. The information is provided to comply with the Clery Act and for campus safety purposes only. It should not be used to intimidate, threaten, or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

The University's emergency response and evacuation procedures includes protocols for emergency notifications in those situations that represent a significant emergency or dangerous situation occurring on or near the Phoenix Main Campus affecting the health or safety of our community.

An "emergency" is a high-risk event, expected or unexpected, that threatens the lives, safety, property, or the environment and requires immediate action. Such situations include, but are not limited to, fire/smoke/explosion, sever weather, hazardous material, earthquake/power outage, active shooter, disease outbreaks, bomb threats, etc.

The emergency response procedures include confirming the existence of a significant emergency or dangerous situation, determining the appropriate segment(s) of the campus community to notify, determining the content of the emergency notification, and initiating the emergency notification system. In an emergency, dangerous or otherwise high-risk situation, these processes enable the University to, without delay and taking into account the safety of the community, determine the content of the notification and initiate the notification system to enrolled students and current employees (faculty and staff) unless issuing a notification would compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. Students, faculty, and staff are responsible for having current and accurate information on file with UOPX to ensure they receive notifications from the emergency notification system. UOPX does not assume responsibility for incorrect contact information on file. Students and faculty may update their contact information on their MyPhoenix profile. Staff may update personal contact information through MyHR.

The policy can be viewed in its entirety in the Campus Safety Policies at
https://www.phoenix.edu/content/dam/edu/about/doc/campus-safety-policies.pdf

Campus Safety Contact List

To help ensure the safety of the campus community, the University designates Campus Security Authorities (CSAs) for reporting incidents and crimes.

In addition to notifying local law enforcement agencies, below are some of the CSAs to whom students, faculty, staff, vendors, and visitors can report crimes.

Security Operations Center (SOC)
866 992 3301 or 602 557 7000
SOC@phoenix.edu

Senior Director Security
Steve Lindsey 602 557 7537
Steve.Lindsey@phoenix.edu

Title IX Coordinator
Bridget Beville 602 557 1823
TIXC@phoenix.edu

Ethics Helpline
888 310 9569
http://www.UOPXhelpline.com

Clery Compliance Officer
Jessica Flores 602 412 9253
Jessica.Flores@phoenix.edu

A complete list of identified CSAs can be viewed in the Campus Safety Policies at
https://www.phoenix.edu/content/dam/edu/about/doc/campus-safety-policies.pdf

Alcohol and Drug Abuse Prevention

The U.S. Department of Education requires institutions of higher education to implement an alcohol and drug abuse prevention and awareness program. University of Phoenix also abides by the federal Drug-Free Workplace Act and Drug-Free Schools and Communities Act and related regulations, regardless of individual state policies. Standards of conduct for students and faculty are addressed in the Student Code of Conduct and Faculty Code of Conduct, respectively. All faculty and staff are subject to the Alcohol and Drug Abuse Prevention Policy and related policies as well as the University's Code of Ethics.

Policies and programs concerning alcohol and drug abuse, including health risks, effects of use, penalties, and counseling and assistance resources, can be viewed in the full Alcohol and Drug Abuse Prevention Policy in the Campus Safety Policies at https://www.phoenix.edu/about/campus-safety/policies.html.

Prohibition of Illicit Drug Use, Underage Drinking, and Other Violations of Alcohol and Drug-Related Policies

The University prohibits the unlawful use, sale, possession, or distribution of illicit alcohol and drugs on University-controlled property or at a University function and complies with state underage drinking laws.

Note: The legal drinking age in the United States is 21 and over. Misconduct violations relating to our Student Code of Conduct, Faculty Code of Conduct, related employee alcohol and drug abuse prevention policies, and Code of Ethics are subject to disciplinary sanctions, up to and including dismissal from the University. If an individual is found violating any alcohol or drug related law while on University-controlled property or at a University function, the University will fully cooperate with federal, state, and local law enforcement agencies.

Institutional Sanctions for Alcohol and Other Drug Violations

Any member of the University community found consuming or selling alcohol or drugs on University property is subject to disciplinary action up to and including dismissal from the University. Consistent with federal, state, and local sanctions, the University may impose a disciplinary sanction on students, faculty, and staff requiring the completion of an appropriate rehabilitation program. Failure to comply with disciplinary standards could result in sanctions.

For student violations, sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree. For faculty violations, sanctions may be imposed singly or in combination and include, but are not limited to, participation in counseling or coaching, adherence to and completion of a remediation plan, removal from assigned course(s), restrictions on future teaching assignments, and/or rescission of teaching privileges. For staff violations, including those faculty who are also staff, sanctions include, but are not limited to, corrective action plans such as completion of an appropriate rehabilitation program as a condition of continued employment, dismissal from UOPX, or referral to law enforcement.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.
2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials 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.
3. Students will 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.
4. Students' written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions. Electronic consent is given as part of requests made through the student portal or the National Student Clearinghouse transcript ordering center.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities 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.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student portal at: http://my.phoenix.edu.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary 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 by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4035 South Riverpoint Parkway, Phoenix, AZ 85040, Fax (480) 643-1600.

Student Organizations

It is the policy of University of Phoenix (UOPX) to provide our students with opportunities to form student organizations that are recognized under the University's Conditions of Recognition for Student Organizations.

Conditions of Recognition for Student Organizations

The University has established the following minimum criteria that each student organization must meet to be recognized by, and to function within, the UOPX community:

- A Student Organization (SO) is independently installed, organized, and managed by students enrolled and actively attending the University.
- All student members of a University SO must be enrolled in and must have posted positive attendance within the last 90 days, unless otherwise identified as an alumni participant.
- SOs must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- SOs are recognized by, but not official units of UOPX.
- SOs must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. These items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix template submitted the year prior must be updated including the completed Findings and Action Plan sections.
- SOs must have a University-approved University liaison. The role of the University liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the University liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University.
- SOs are established, managed and supported by the Department of Accessibility, Equity and Inclusion. Financial support for student organizations will be determined by the organization type. Organization by-laws will dictate financial reporting, use of and distribution of funds.

- The tax status of the University does not extend to SOs. SOs must follow all local, state, and federal guidelines. SOs have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are SOs allowed to use the federal tax numbers or designations of UOPX.
- Consistent with the UOPX Mission, SOs must strive to enhance the student experience, the University's culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- SOs must meet all Conditions of Recognition and agree to abide by all UOPX regulations, policies, and procedures. This includes, but is not limited to, all Academic Catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- SOs must be open to all students who meet the membership requirements. SOs may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- SOs must submit a Student Organization Recognition application to the UOPX Office of Educational Equity and be approved by the University to receive formal recognition and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition will expire every three years, August 31st. A request for recognition renewal must be submitted no later than August 31st of the third year to remain officially recognized as a SO. Exceptions will be made for new SOs with approval granted between July and December of that same year. Upon approval, recognition and benefits will be renewed for one year. This ensures proper maintenance of each SO's recognition and continued compliance with regulatory, policy, and procedural changes.
- SOs that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate institutional sponsor.
- The bylaws and/or policies for any SO must meet the minimum standards outlined in the Student Organizations Handbook.
- SOs must meet one of the University's approved SO Types as defined below.

Approved SO Types

- **Student Council** - Student Council at the University would serve as the governing body for Student Organizations. Participating in Student Council will allow students to demonstrate leadership, communication, collaboration, and organization skills while meeting University learning goals. As the face of our student body, the Student Council would reinforce the value of institutional connectedness and provide representation to otherwise marginalized communities. Additionally, the Student Council serves to identify opportunities for new student organizations, ensure that SOs align with the University goals and initiates the review and approval process for applications for new organizations. Funding for this council will come from the University, specifically the department of Accessibility, Equity, and Inclusion.
- **Academic (excluding Honor Societies)** - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom. Funding for this organization will come from the national organization to include dues acquired for membership.
- **Honor Societies** - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies is typically by invitation and criteria based. Funding for this organization will come from the national organization to include dues acquired for membership.
- **Professional** - Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]). Funding for this organization will come from the national organization to include dues acquired for membership.
- **Service** - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities. Funding for this organization will come from the national organization to include dues acquired for membership.
- **Affinity** - Student organizations based on shared identities, ideologies, or interests. These requests are considered on a case-by-case basis. Funding for this organization will come from the University, specifically the department of Accessibility Equity and Inclusion.

Equal Opportunity, Harassment, and Nondiscrimination

Policy on Nondiscrimination

The University is committed to providing an educational environment that is free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting equity in all aspects of the educational program or activity, the University has developed policies and procedures that provide a prompt, equitable, and impartial process for allegations of discrimination or harassment on the basis of protected class status and for allegations of retaliation.

Resolution Services oversees implementation of the University's policy on Equal Opportunity, Harassment, and Nondiscrimination. The University's Title IX Coordinator has the primary responsibility for coordinating the University's efforts related to investigation, resolution, and implementation of sanctions to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Team are trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Bridget Beville, Vice President, Resolution Services & Title IX Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-1823 office
480-273-0455 mobile
TIXC@phoenix.edu

The University's 504 Coordinator is responsible for overseeing efforts to comply with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), , and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities. Questions may be directed internally to:

Kelly Hermann, Vice President, Accessibility, Equity & Inclusion & 504 Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602.387.9936
Section.504Coordinator@phoenix.edu

Inquiries may be made externally to:
Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

Scope

The core purpose of this policy is the prohibition of all forms of discrimination. When an alleged violation of this policy is reported, the allegations are subject to resolution using one of two processes outlined below as determined by the Title IX Coordinator. These procedures may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

Any person whose acts deny, deprive, or limit the educational access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes defined below is in violation of this policy.

This policy is interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the University's education program and activities or use University networks, technology, or equipment.

Jurisdiction

This policy applies to the University's education program and activities, to conduct that takes place on campus or online or on property owned or controlled by the University or at University-sponsored events.

The University may also extend jurisdiction to off-campus and/or online conduct when the Title IX Coordinator determines that the conduct affects a substantial University interest, including any situation that is detrimental to the educational interests or mission of the University and/or has continuing effects on the University community.

Definitions

Advisor: The person chosen by a party or appointed by the University to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at a Formal Grievance Process hearing, if any.

Complainant: The individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class.

Education Program or Activity: Locations, events, or circumstances where the University exercises substantial control over both the Respondent and the context in which the harassment or discrimination occurs.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting an investigation of the allegations.

Mandated Reporter: Any University employee obligated by policy to share knowledge, notice, and/or reports of actual or suspected harassment, discrimination, and/or retaliation with the Title IX Coordinator.

Preponderance of the Evidence: The standard of proof used to determine whether a Respondent is responsible for a violation of this policy, meaning whether a policy violation is more likely than not.

Protected Class: Race, color, religion, creed, sex, pregnancy (including lactation, childbirth, and related medical conditions), sexual orientation, gender, gender identity or expression, familial or marital status, age (40 or older), physical or mental disability, medical condition (any health impairment related to a diagnosis, record, or history of cancer), genetic information (including testing and characteristics), national origin, ancestry, ethnicity, citizenship, military or veteran status, or any other status or characteristic protected by applicable federal, state, or local law.

Respondent: The individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered to the Complainant or the Respondent designed to restore or preserve equal access to the education program or activity, including measures designed to protect the safety of all parties or the educational environment, or deter harassment, discrimination, and/or retaliation. Supportive measures may include, but are not limited to, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, security escorts, mutual restrictions on contact between the parties, changes in work location, leaves of absence, increased security and monitoring of certain areas, counseling referrals and other similar measures.

Title IX Coordinator: The official designated by the University to ensure compliance with Title IX and who has the primary responsibility for coordinating Recipient's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. For the purposes of executing this policy, a designee may be assigned by the Title IX Coordinator.

Prohibited Conduct

Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. The University does not tolerate discriminatory harassment of any employee, student, visitor, or guest and will act to remedy all forms of discriminatory harassment when reported, whether or not the harassment rises to the level of creating a hostile environment.

For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce any individual covered by this policy.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes epithets, slurs, and negative stereotyping, and comments that are offensive or unwelcome regarding any characteristic or status protected by this policy or applicable law.
- Non-verbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of any characteristic or status protected by this policy or applicable law.
- Physical harassment includes assault, unwanted touching, or blocking normal movement because of an individual's protected status.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational access, benefits, or opportunities. This discriminatory effect results from harassing verbal, non-verbal, written, graphic, or physical conduct that is severe or pervasive, and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, the University may impose sanctions through application of the appropriate grievance process below.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature not based on a protected status, under the applicable Code of Conduct.

Sexual Harassment

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that defines the meaning of "sexual harassment" (including forms of sex-based violence). Under the Final Rule, the University must narrow both the geographic scope of its authority to act under Title IX and the types of "sexual harassment" subject to its Title IX investigation and adjudication process.

Only incidents falling within the Title IX definition of sexual harassment will be subject to the Title IX Formal Grievance Process.

Title IX Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
- Sexual assault (as defined in the Clery Act);
- Dating Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Domestic Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Stalking (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act).

All other incidents, including those that meet the following definition of sexual harassment will be subject to the Standard Grievance Process.

Sexual Harassment is unwelcome, sex-based and/or gender-based verbal, non-verbal, written, online and/or physical conduct that satisfies one or more of the following:

- Takes the form of quid pro quo harassment;

  Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of an individual's work or educational development or performance, or evaluation thereof.

- Creates a hostile environment;

  A hostile environment is created when sexual harassment is severe, and/or persistent and/or pervasive and objectively offensive, such that it unreasonably interferes with, denies, or limits the ability to participate in or benefit from the University's education program and activities.

- is retaliatory.

Other Civil Rights Offenses

The following offenses are prohibited forms of discrimination when the act is based upon the Complainant's actual or perceived membership in a protected class.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that conduct does not otherwise constitute sexual harassment under this policy.
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;
- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally

Retaliation

Retaliation is defined as any materially adverse action taken because of a person's participation in a protected activity. Protected activity includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

The University or any member of the University community is prohibited from taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Code of Conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator for investigation.

Reporting Harassment, Discrimination and/or Retaliation

Reports of harassment, discrimination, and/or retaliation may be made at any time (including during non-business hours) using any of the following options:

- Directly to the Title IX Coordinator via phone, email, text or in-person;
- Directly to Resolution Services;
- By informing any mandated reporter, such as a faculty member, academic counselor, Campus Security Authority (CSA) or Human Resources Business Partner (HRBP).
- By calling the Ethics & Compliance Helpline at 888-310-9569 or filling out an online form at http://www.UOPXhelpline.com.

All University faculty and employees are mandated reporters and expected to report actual or suspected harassment or discrimination of which they become aware and must promptly share all known details of a report made to them in the course of their employment, including the identities of both parties, with the Title IX Coordinator.

All reports are acted upon promptly, and every effort is made by the University to preserve the privacy of reports, meaning information related to an allegation will be shared with a limited number of University employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report.

There is no time limitation on reporting. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible.

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the University community and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether to proceed when the Complainant does not wish to do so, and the Title IX Coordinator may sign a Formal Complaint to initiate a grievance process upon completion of an appropriate violence risk assessment.

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, the University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community. The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information to make safety decisions in light of the potential danger.

Upon receipt of notice or a complaint of an alleged violation of this policy, the Title IX Coordinator engages in an initial assessment to determine jurisdiction and which process applies.

Anonymous Reports

Reports may also be made anonymously, without identification of the Complainant. However, anonymous reports typically limit the University's ability to investigate, respond, and provide remedies, depending on what information is shared. Anonymous reports will be preliminarily investigated to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures can be provided. The University cannot provide supportive measures to an unidentified Complainant.

False Allegations & Information

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties providing knowingly false evidence or deliberately misleading an official conducting an investigation will be subject to discipline under the applicable Code of Conduct.

Amnesty

To encourage reporting and participation in the process, the University maintains a policy of offering parties and witnesses amnesty from minor policy violations related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

Standard Grievance Process for Allegations of Harassment, Discrimination and/or Retaliation

The procedures described below apply to allegations of harassment, discrimination and/or retaliation on the basis of protected class status and Sexual Harassment as defined by this policy.

If a factual nexus exists between the allegation of harassment, discrimination and/or retaliation and the alleged actions, the Title IX Coordinator initiates one of two responses:

- Informal Resolution - typically used for less serious offenses and only when all parties agree, or when the Respondent is willing to accept responsibility for violating policy. This can also include a remedies-only response.
- Administrative Resolution - investigation of policy violation(s) and recommended finding, subject to a determination by the Title IX Coordinator and the opportunity to appeal to an Appeal Panel.

Resolution proceedings are private. All persons are expected to maintain the privacy of the proceedings in accordance with University policy.

The investigation and subsequent Administrative Resolution determine whether this policy has been violated.

At any point during the initial assessment or investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Informal Resolution

Informal Resolution is applicable when the parties voluntarily agree to resolve the matter or when the Respondent accepts responsibility for violating this policy or when the Title IX Coordinator can resolve the matter informally by providing remedies to resolve the situation.

It is not necessary to pursue Informal Resolution first in order to pursue Administrative Resolution, and any party participating in Informal Resolution can stop the process at any time and request the Administrative Resolution process.

Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent accepts responsibility, the Title IX Coordinator makes a determination that the individual is in violation of this policy and then determines appropriate sanction(s) or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the conduct, both on the Complainant and the University community.

If the Respondent accepts responsibility for all of the alleged policy violations and the Title IX Coordinator has determined appropriate sanction(s) or responsive actions, which are promptly implemented, the process is over. The Complainant will be informed of this outcome. If Respondent accepts responsibility for some of the alleged policy violations, the remaining allegations will continue to be investigated and resolved.

Administrative Resolution

Administrative Resolution can be pursued for any behavior for which the Respondent has not accepted responsibility that constitutes conduct covered by this policy.

Administrative Resolution starts with a thorough, reliable, and impartial investigation. If Administrative Resolution is initiated, the Title IX Coordinator will promptly provide written notification of the investigation to the parties. Notification will include a meaningful summary of the allegations and the policies allegedly violated.

Investigation

The Title IX Coordinator assigns an Investigator(s) free from bias and conflicts of interest who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

The University aims to complete all investigations within a sixty (60) day period, which can be extended as necessary for appropriate cause by the Title IX Coordinator, with notice to the parties as appropriate.

Investigations involve interviews with all relevant parties and witnesses, obtaining available, relevant evidence, and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence, and to fully review and respond to evidence.

Any evidence that is relevant and credible may be considered, including an individual's prior misconduct history as well as evidence indicating a pattern of misconduct. The process should exclude irrelevant or immaterial evidence and may disregard or provide little weight to evidence lacking in credibility or that is improperly prejudicial.

The Investigator(s) will provide an investigation report summarizing the investigation and evidence and provide parties with a copy of the draft investigation report when it is completed, including relevant evidence, analysis, credibility assessments, and recommended finding(s). Each party has a full and fair opportunity to respond to the report in writing within ten (10) days of receipt.

The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, and make any necessary revisions.

The Investigator(s) will share the report with the Title IX Coordinator for review and feedback and then provide a final report to the Title IX Coordinator. The report will include recommended finding(s) based on a preponderance of the evidence.

Determination

Within a reasonable time of receiving the Investigator's recommendation, the Title IX Coordinator reviews the report and all responses, and then makes the final determination on the basis of the preponderance of the evidence.

The recommendation of the investigation should be strongly considered but is not binding on the Title IX Coordinator. The Title IX Coordinator may invite and consider impact statements from the parties if and when determining appropriate sanction(s), if any.

If the Respondent admits to the violation(s), or is found in violation, the Title IX Coordinator, in consultation with other administrators as appropriate, determines sanction(s) and/or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the discriminatory conduct, both on the Complainant and the University community.

Notice of Outcome

The Title IX Coordinator will timely provide the parties with a written Notice of Outcome to include findings, any sanction(s), and a detailed rationale, delivered simultaneously to the parties.

Unless based on an acceptance of violation by the Respondent, the determination may be appealed by either party.

The Notification of Outcome also includes the grounds on which the parties may appeal and the steps the parties may take to request an appeal of the findings.

Sanctions

Factors considered when determining a sanction may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Title IX Coordinator

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/ responsive actions.
- Suspension: Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- Expulsion: Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- Withholding Diploma: The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- Revocation of Degree: The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- Other Actions: In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

Range of Sanctions - Faculty

The following sanctions may be imposed upon faculty singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the Title IX Coordinator.

Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

All requests for appeal must be submitted in writing to the Title IX Coordinator within ten (10) business days of the delivery of the Notice of Outcome. Either party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures.)
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanction(s) are disproportionate to the violation and the cumulative record of the Respondent.

When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party or other appropriate persons such as the Investigator(s), who may file a response within three (3) business days.

A three-member Appeals Panel will be designated by the Title IX Coordinator from those who have not been involved in the process previously and include a manager, director, and College Dean or Vice President. The Appeals Panel will review the appeal request(s) and if grounds are not sufficient for an appeal, or the appeal is not timely, the Appeals Panel dismisses the appeal.

If the Appeals Panel finds that at least one of the grounds is met by at least one party, additional principles governing the review of appeals include the following:

- Decisions are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s) only if there is compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation and pertinent documentation regarding the grounds for appeal.
- An appeal is not an opportunity for the Appeals Panel to substitute their judgment for that of the original Investigator(s) or Title IX Coordinator merely because they disagree with the finding and/or sanction(s).

- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration.
- Sanctions imposed as the result of Administrative Resolution are implemented immediately unless the Title IX Coordinator stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
- All parties will be informed in writing within three (3) business days of the outcome of the appeal.
- Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases when a procedural error cannot be cured by the original Investigator(s) and/or Title IX Coordinator (as in cases of substantiated bias), the Appeals Panel may recommend a new investigation and/or Administrative Resolution process.
- In cases in which the appeal results in Respondent's reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Grievance Process for Allegations of Title IX Sexual Harassment

Response to Allegations

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the Title IX Coordinator will promptly contact the Complainant to:

- discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures;
- inform the Complainant of the availability of supportive measures with or without filing a Formal Complaint; and
- explain the process of filing a Formal Complaint.

If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. The Title IX Formal Grievance Process is not initiated, though the Complainant can elect to initiate it at a later time.

If the Title IX Formal Grievance Process is preferred, the Title IX Coordinator determines if the alleged misconduct falls within the scope of Title IX.

- If it does, the Title IX Coordinator will initiate the appropriate process.
- If it does not, the Title IX Coordinator assesses which policies and/or procedures may apply and refers the matter accordingly. Dismissing a complaint under Title IX is just procedural and does not limit the University's authority to address a complaint through another applicable process.

Emergency Removal

Respondents may be removed from the University's education program or activity on an emergency basis. The University will undertake an individualized safety and risk analysis to determine if there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations that justifies removal. The Respondent will be provided with notice of Emergency Removal and the opportunity to challenge the decision immediately following the removal.

Dismissal (Mandatory and Discretionary)

The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the Formal Complaint would not constitute Title IX Sexual Harassment as defined in this policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University and/or the University does not have control over the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a Formal Complaint, a Complainant is not participating in or attempting to participate in the University's education program or activity.

The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. A dismissal decision is appealable by any party under the procedures for appeal below.

Resolution Processes

The processes described below apply only to allegations of Title IX Sexual Harassment involving students, employees, or faculty members that meet the Title IX Sexual Harassment definition in this policy.

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the University will initiate at least one of three responses:

- Offer supportive measures because the Complainant does not want to proceed formally; and/or
- Facilitate an Informal Resolution; and/or
- Initiate the Title IX Formal Grievance Process including an investigation and a live hearing.

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with University policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

The University will make a good faith effort to complete the resolution process within a sixty (60)-to-ninety (90) business day time period, including appeal, which may be extended as necessary for appropriate cause at the sole discretion of the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

Any individual materially involved in the administration of the resolution process, including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another individual will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University's Ethics & Compliance Department via email at office.complianceuopx@phoenix.edu or the Ethics Helpline at www.uopxhelpline.com.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The Advisor is not an advocate and does not represent the parties in the process.

The Advisor is entitled to inspect and review evidence prior to completion of the Investigative Report, receive a copy of the final Investigative Report, and is permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.

The parties are not permitted to directly cross-examine each other or any witnesses during the hearing. Cross-examination must be conducted by the parties' Advisors. Restrictions regarding the extent to which an Advisor may participate in the Formal Grievance process are further outlined in the Hearing Procedures section of this policy.

The University cannot guarantee equal advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney. The Title IX Coordinator will offer to assign a trained Advisor for any party if the party so chooses.

The University is obligated to investigate and adjudicate in a prompt timeframe under Title IX and may refuse to grant extension requests to accommodate the schedule of an Advisor. The determination of what is reasonable shall be made by the Title IX Coordinator.

Informal Resolution

Parties are not required to participate in an Informal Resolution process and Informal Resolution may only be used if a Formal Complaint is filed. Any party participating in Informal Resolution can stop the process at any time and begin or resume the Title IX Formal Grievance Process.

Informal Resolution may be used with the voluntary, written consent of both parties:

- When the Respondent accepts responsibility for violating policy and wants to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter by providing supportive measures to remedy the situation.

Prior to implementing Informal Resolution, both parties will be provided with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator accepts the Respondent's admission of responsibility and implements agreed-upon sanctions and or remedies, in coordination with other appropriate administrator(s), as necessary. The result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution.

Informal Resolution is not available to resolve allegations that an employee sexually harassed a student.

Formal Grievance Process

The Formal Grievance Process includes an objective evaluation of all relevant evidence obtained, including both inculpatory and exculpatory evidence. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

Relevant evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true and do not include the following types of evidence and questions, which are deemed irrelevant at all stages of the Formal Grievance Process:

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

There is a presumption that the Respondent is not responsible for alleged misconduct unless and until a determination of responsibility is made at the conclusion of the Formal Grievance Process. The standard of proof used to determine responsibility is preponderance of the evidence.

Notice of Allegations

The Title IX Coordinator will provide a Notice of Allegations to both parties as soon as practicable after receiving a Formal Complaint.

The Notice of Allegations will include:

- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A description of the applicable procedures,
- A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period, and
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

The institution will provide sufficient time for the parties to review the Notice of Allegations before any initial interview.

Investigations

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

Through the investigation process, all parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence and expert witnesses, and to review and respond to all evidence on the record.

The Title IX Coordinator appoints an Investigator who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

Investigator(s) will complete the following steps (not necessarily in this order):

- Provide each interviewed party and witness an opportunity to verify the Investigator's summary of the relevant evidence/ testimony from their respective interviews and meetings.
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses.
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding.
- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the Recipient does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence.
    - The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/ or to share the responses between the parties for additional responses.
- Incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report.
- Share the report with the Title IX Coordinator for their review and feedback.
- Incorporate any relevant feedback, and share the final report and a file of any directly related evidence that was not included in the report with all parties and their Advisors at least ten (10) business days prior to a hearing.

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing and select an appropriate Decision-maker. The Title IX Coordinator may not serve as a Decision-maker but may serve as an administrative facilitator of the hearing if their previous role in the matter does not create a conflict of interest.

Hearings

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties. The hearing body will consist of a single Decision-maker.

The Title IX Coordinator will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

If any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker. No inference may be drawn about responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

The parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.

Any evidence that the Decision-maker determine(s) is relevant and credible may be considered. The Decision-maker does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within this policy.

Hearing Procedures

The Decision-maker will answer all questions of procedure.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused.

The Investigator(s) will present a summary of the final investigation report and will be subject to questioning by the Decision-maker and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker may ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Decision-maker will direct that it be disregarded.

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Decision-maker. The parties/witnesses will submit to questioning by the Decision-maker and then by the parties through their Advisors ("cross-examination").

All cross-examination questions are subject to a relevance determination by the Decision-maker. The Advisor will pose the proposed question, allow the Decision-maker to consider it, and the Decision-maker will determine whether the question will be permitted, disallowed, or rephrased. Only questions that are permitted may be answered.

If a party's Advisor refuses to comply with the Recipient's established rules of decorum for the hearing, the University may require the party to use a different Advisor. If a University-provided Advisor refuses to comply with the rules of decorum, the University may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

The Decision-maker will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Decision-maker has final say on all questions and determinations of relevance, subject to any appeal. The Decision-maker will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-maker may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-maker must disregard that statement. Evidence provided that is something other than a statement by the party or witness may be considered.

Hearings (but not deliberations) are recorded for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The recording of the hearing will not be provided to parties or advisors.

The Decision-maker will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question using the preponderance of the evidence standard.

If the Respondent is found responsible, the Decision-maker will review any pertinent conduct history provided and will determine the appropriate sanction(s) in consultation with other appropriate administrators, as required.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions.

This report must be submitted to the Title IX Coordinator within three (3) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome within five (5) business days of receiving the Decision-maker's deliberation statement, which will be shared with the parties simultaneously.

The Notice of Outcome will identify the specific policy reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by the University from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, methods used to obtain evidence, and hearings held.

The Notice of Outcome will also specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the University is permitted to share such information under state or federal law; any sanctions issued which the University is permitted to share according to state or federal law; and any remedies provided to the Complainant designed to ensure access to the University's educational or employment program or activity, to the extent the University is permitted to share such information under state or federal law.

The Notice of Outcome will also include information on the relevant procedures and bases for any available appeal.

Sanctions

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered after a finding or admission of responsibility.

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions.
- Suspension: Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- Expulsion: Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- Withholding Diploma: The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- Revocation of Degree: The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.

- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Part-Time Faculty

The following sanctions may be imposed upon part-time faculty singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Employees (including Full-Time Faculty)

The following sanctions may be imposed upon employees singly or in combination:

- Warning - Verbal or Written
- Performance Improvement/Management Process
- Required Training or Education
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the final Decision-maker. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

Either party may file a Request for Appeal, but it must be submitted in writing to the Title IX Coordinator within ten (10) days of the delivery of the Notice of Outcome.

A three-member Appeal Panel comprised of a manager, director, and College Dean or Vice President will be designated by the Title IX Coordinator, one of whom will serve as the Appeal Chair. No appeal panelists will have been involved in the process previously.

The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal. This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds, the request will be denied by the Chair and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds, then the Appeal Chair will notify the parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker.

The parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) will be provided a copy of the request with the approved grounds and then be given ten (10) business days to submit a response to the portion of the appeal that was approved and involves them.

The Chair will collect any additional information needed and all documentation regarding the approved grounds. The Appeal Panel will render a decision in no more than three (3) business days, barring exigent circumstances. All decisions are by majority vote and apply the preponderance of the evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. The University may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal if the original sanctions included suspension or expulsion.

Appeal Considerations

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for the Appeal Panel to substitute their judgment for that of the original Decision-maker merely because they disagree with the finding and/or sanction(s).
- The Appeal Panel may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).

- In rare cases where a procedural error cannot be cured by the original Decision-maker (as in cases of bias), the appeal may order a new hearing with a new Decision-maker.
- The results of a remand to a Decision-maker cannot be appealed.

In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Extended Time and In Progress IX Accommodations

In accordance with federal regulations, University of Phoenix (UOPX) offers eligible students reasonable accommodations upon request. These accommodations are determined by the University following a student's disclosure of a qualifying event to appropriate staff.

Accommodations are individually determined after examining the student's eligibility under the applicable regulations. Accommodations provide students with the opportunity to demonstrate learning in University courses without reducing standards, fundamentally altering the nature of the course, program, or assignment, or posing an undue administrative burden.

Students with extended time accommodations are provided with reasonable additional time to complete their course work.

- The time allotted will be specified on the notification of accommodations sent to faculty and students at the start of the course, or upon approval of a student's accommodation if accommodations are requested after the course has begun. Separate clarification may be sent during the course or during an approved In Progress Extension (IX), if needed.
- Extended time for exams or quizzes will be determined on an individual basis after considering the student's request for accommodations and any supporting documentation.
- Students with an extended time accommodation for individual assignments will be allotted four (4) additional days after the assignment due date to submit their work without penalty, including the final week of the course. Assignments submitted after the fourth day past the assignment due date will be accepted, with a maximum 10% deduction for lateness. This also applies to assignments submitted during an approved IX.
- Students may be eligible for accommodation for discussion posts based on staff review. Students who are approved may receive either two additional days to complete their discussion posts, an alternative assignment to complete depending on course requirements and learning objectives, or other reasonable accommodation based on the University's review of the student's situation. Missed discussion posts and participation may not be made up in subsequent weeks of the class unless approved by the University as part of the student's approved accommodation. Students receiving accommodations for discussion posts are still required to meet attendance requirements in accordance with the University's attendance policy.
- Collaborative Team Assignments are typically time dependent. Students who need accommodations for Collaborative Team Assignments may receive an alternative assignment determined by the University in lieu of extended time after review by appropriate staff.

A student who needs additional time to complete course work beyond the course end date may request an IX. An IX must be requested by 11:59 pm Arizona time on the last day of class. If approved, the new deadline date will be communicated to both the student and the faculty.

- An approved IX allows a student extra time to submit assignments following the end of the course up to a maximum of five weeks. The duration may be dependent upon course or program requirements as determined by the University. The student is able to submit outstanding work for the class during that time, in accordance with the extended time provisions detailed in this policy.

If a student requires additional time to complete coursework beyond the approved IX period, the student may submit a request for an extension that includes a rationale as to why additional time is necessary.

- An IX extension is for students who experience an unforeseen exacerbation of symptoms or a new issue during the IX period and are unable to complete their work as a result. Examples may include an unexpected hospitalization, an acute illness with disabling symptoms, an accident resulting in injury, a pregnancy complication, or other similar situations.
- A continuation of symptoms related to the original accommodation request for an IX do not warrant an extension of the IX period.
- An IX extension can only be approved one time per course for a maximum duration of 14 days.
- IX extension requests are due by 1:00 pm Arizona time on the IX deadline date. Late requests for an extension will not be accepted without documentation of urgent circumstances that prevented the student from submitting the request on time.
- If a student is approved for an extension of their IX, the faculty member may receive additional compensation for the 14-day extension at the current directed study pay rate.

Accessibility and Student Accommodation Office Contact Information

The Student Accommodation Office provides students with the opportunity to request accommodations for a disability or contact a Intake or Accommodation Specialist, via e-mail, 24 hours a day at SAO@phoenix.edu. For more information, please visit: https://www.phoenix.edu/student-resources/student-accommodations.html. The department's mailing address and phone number is:

4035 S. Riverpoint Parkway
Phoenix, AZ 85040

Phone: 602.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility questions or concerns can get more information at https://www.phoenix.edu/about/accessibility.html, or can contact accessibilitysupport@phoenix.edu.

The University's Vice President of Accessibility, Equity and Inclusion and Section 504 Coordinator, is Kelly Hermann, Section.504Coordinator@phoenix.edu.

Acceptable Computer Use for Faculty and Students

University computing and communication resources are for approved business and educational purposes consistent with University policies and procedures.

- Computing and communication resources include all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.

By using University computing and communication resources, all users, including students and faculty, assume personal responsibility for appropriate use, and agree to comply with this policy and all other applicable University policies, including, but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable local, state, and federal laws and regulations. Any user using the University's computing and communication resources in violation of these policy requirements, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and laws. In addition, all activity and information, including personal activity and information on University systems, may be monitored and recorded. Any individual accessing University computing and communication resources consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity, or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Code of Conduct (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.
- Comply with the terms of use of any University or third-party service provider website(s).

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor.

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying, or use of audio files, images, graphics, computer software, data sets, bibliographic records, and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have authorized permission. The following sections describe how information security personnel may monitor computing and communication resources for violations of the Acceptable Use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize information security personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable local, state, or federal law, or University policy.
- If a reasonable suspicion exists that there has been or may be a violation of local, state, or federal law or regulation, or University policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

- Required or permitted by local, state, or federal law, including public records law, or by subpoena or court order.
- The University or its designated agent reasonably believes that a violation of local, state, or federal law, or University policy has occurred.
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions cannot be completely assured. All users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Reporting Violations and Enforcement

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to Resolution Services or University of Phoenix Information Security.

Resolution Services - Conduct Resolutions

4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-5566
Email: ConductResolutions@phoenix.edu

University of Phoenix Information Security

4035 South Riverpoint Parkway
Phoenix, AZ 85040
e-mail: infosecurity@phoenix.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offensive material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before a determination is made whether a violation occurred and what sanction(s), if any, are warranted. Cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) and/or to appropriate law enforcement authorities.

In addition to sanctions available under University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources or the University itself. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other University policy or terms or conditions faculty/students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.

Violation Examples

The list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations or the applicability of any other law or policy to those facts.

- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.
- Unauthorized, anonymous communication is prohibited. All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fundraising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized attempts to acquire and use the user ID or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional spread of malware, including viruses and other malicious software, the sending of spam emails, denial of service attacks, and inappropriate mass messaging to large numbers of recipients or systems.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems, or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to add new or alter any existing University computing or networking components (including, but not limited to, network cables, wireless access points, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems, or networks.
- Downloading Copyrighted material on University or personal resources connected to the University networks.

Accommodations for Pregnancy, Parental Status, and VAWA Offenses

Overview

The University does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including sex discrimination based on pregnancy or related conditions or parental status.

Under the Violence Against Women Act (VAWA) amendments to the Clery Act, the University must respond when any member of the campus community discloses dating violence, domestic violence, sexual assault, or stalking, offenses considered sex-based harassment under Title IX. This policy is intended to cover students who disclose they are victims of these offenses but those offenses have not occurred within the University's Clery geography.

Any person may report a violation of this policy to the Title IX Coordinator. The Title IX Coordinator coordinates the University's efforts to comply with its responsibilities under Title IX and retains ultimate oversight over those responsibilities.

The Title IX Coordinator for University of Phoenix is:
Bridget Beville, JD
TIXC@phoenix.edu
602.557.1823

Definitions

Parental Status:

Includes a biological parent, an adoptive parent, a stepparent, or a legal custodian or guardian.

- Students with new parental status because of the birth of a child may request Title IX Accommodations during the first six weeks from the time the child enters the home.
- Students whose spouse or partner gives birth may receive Title IX Accommodations for up to six weeks after the birth of the child.

Pregnancy or Related Conditions:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
- Recovery from pregnancy, childbirth, or termination of pregnancy..

Title IX Accommodations:

Modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to any University education program or activity. Title IX Accommodations are:

- Based on the student's individualized needs;
- Provided after consultation with the student;
- May include, but are not limited to, excusing medically necessary absences, granting extensions of time for coursework and exams, or make up tests or assignments; and
- Do not fundamentally alter the nature of the University's education program or activity.

Supporting Documentation:

Documentation that is necessary and reasonable to determine whether the student is eligible for Title IX Accommodations and which Title IX Accommodations are reasonably necessary.

VAWA Offenses:

Dating violence, domestic violence, sexual assault, and stalking as defined in Appendix A of the Sexual Violence Prevention section of the University's Campus Safety Policies at https://www.phoenix.edu/content/dam/edu/about/doc/vawa-policies.pdf

Disclosure of Pregnancy or Related Conditions, Parental Status or VAWA Offenses

Upon disclosure of pregnancy or related conditions, parental status, or one or more VAWA offenses, faculty and staff must refer students to the Title IX Office and inform students the Title IX Office will coordinate any Title IX Accommodations granted.

Faculty will be notified of any approved Title IX Accommodations by the Title IX Office and are required to implement them immediately upon notice.

Determination of Title IX Accommodations

After consultation with the student, the Title IX Office determines whether the student is eligible for Title IX Accommodations and which, if any, will be provided to the student.

Approved Title IX accommodations will be specified on both the notification to the student and the faculty at the start of the course or upon approval if requested after the course has begun. Title IX Accommodations are not provided for courses completed prior to approval.

Students who receive extended time as an accommodation are provided with reasonable additional time to complete their coursework per the Extended Time and In Progress IX Accommodations policy. Extended time accommodations are retroactive for the course in which they are approved. If a student discloses during the last week of class, they can make up late work for the entire course. However, students may only receive extended time for assignments that have not already been submitted and cannot re-submit work already completed for a better grade.

In-Progress Extension (IX) Grade

A student who needs additional time to complete coursework beyond the course end date may request an In Progress Extension (IX) from the Title IX Office consistent with the Extended Time and In Progress IX Accommodations policy. An IX is an incomplete grade and students do not earn credit for the course until a final grade is posted at the end of the extension period.

The Title IX Office determines whether supporting documentation is sufficient to approve an IX. If approved, both the student and the faculty will receive notice of a new course completion date. Students are required to complete all coursework by that date and notify faculty when coursework has been submitted. An IX grade will default to an F grade when the course exceeds its expiration date and no grade has been submitted.

If the IX is not approved, the student's current grade stands.

Excused Absences

Students may submit a request for an excused absence due to Pregnancy or Related Conditions, Parental Status, or VAWA offenses with supporting documentation that deems the absence(s) necessary. The Title IX Office approves or denies the request.

Students eligible under both Title IX and ADA

Occasionally students are entitled to both reasonable modifications under Title IX and reasonable accommodations on the basis of disability due to a co-existing diagnosis. In these instances, the Title IX Office and Student Accommodations Office work together to ensure the student receives the benefit of both as appropriate and both students and faculty receive necessary guidance and support.

Retaliation

University faculty and staff are prohibited from interfering with students' rights to take leave, to seek Title IX Accommodations, or otherwise exercise their rights under this policy. University faculty and staff are further prohibited from retaliating against students for exercising their rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students request leave or modifications, file a complaint, or otherwise exercise their rights under this policy.

Federal Financial Aid Implications

Students receiving modifications pursuant to this policy must still maintain Satisfactory Academic Progress (SAP) and are responsible for repayment of financial aid funds received. Additionally, students will not earn credit for a course until a final letter grade is posted. IX grades must convert to letter grades to be eligible for Title IV funding. Students should contact their Finance Advisor with any questions related to federal financial aid.

Artificial Intelligence

Artificial intelligence (Al) tools have significantly changed the way students learn and work. Students should familiarize themselves with AI tools and understand their potential applications, as well as their limitations, biases inaccuracies, and environmental impacts. Developing a thorough understanding of these tools will equip students to apply AI responsibly, effectively, and ethically in both academic pursuits and future professional environments.

Generative artificial intelligence (GenAI) tools use machine learning technologies to analyze prompts, data and images and generate output, including written text, voices, pictures, videos, and more. These tools can mimic humans' ability to learn, reason, solve problems, and make decisions. GenAI continues to evolve, incorporating diverse approaches and technologies to enhance its effectiveness, accuracy, and range of applications.

Students are responsible for understanding when AI use is acceptable in an academic setting. AI tools augment human capabilities, but do not replace them. If students use AI tools, they should be transparent about their use and be prepared to provide detailed documentation of how they interacted with the tools (i.e., providing prompts that were used to generate output, presenting rough drafts and/or revision notes identifying original work modified by a tool).

The University's Center for AI Resources provides students with specific examples of appropriate uses of AI, including how to cite AI tools properly, and is updated on a regular basis. Students are expected to use this resource to comply with this policy.

Appropriate uses of AI

- Identifying mechanical mistakes and using suggested edits as a means of proofreading.
- Generating ideas, synthesizing text, and understanding what is essential about a topic.
- Reviewing or refining an original rough draft.
- Identifying sources or summarizing research findings of articles.
- Asking questions for personalized tutoring support.

Appropriate use still requires students to include a statement describing the specific AI tools or resources used and how they used them. Students should not rely solely on output generated by AI tools to respond to discussion questions or complete assignments.

Students are strongly encouraged to use the AI tools provided or approved by the University, ensuring data protection. Information shared with a public AI tool does not have privacy protection, as there is limited or no control over how data being entered into the tool will be used.

Inappropriate uses of AI

- Submitting AI-generated output as one's own work without citation and disclosure.
  - Students must properly cite any AI tool according to the American Psychological Association (APA) guidelines.
  - Students must disclose the extent of AI use when the use has led to content creation or modification.
- Not evaluating AI-generated content for credibility, accuracy, and bias.
- Presenting AI-generated data or analysis as original research.
- Inputting copyrighted material owned by others, including materials owned by the University, faculty or other students, into an AI tool without permission, including, but not limited to:
  - University syllabi, discussion questions, assignments, worksheets, videos, etc.
  - Other students' discussion replies/responses
- Inputting confidential, proprietary, or otherwise sensitive information (e.g., personally identifiable information, health information, ID numbers, financial information, copyrighted content, etc.) into AI tools.

Notice of Inappropriate Use

If faculty suspect a student has inappropriately used AI to complete any academic work, the faculty will reach out privately to the student letting them know why they suspect AI was used inappropriately and offer an opportunity to discuss.

If the student does not respond to the faculty's request, the faculty may issue a zero for the assignment. It is the student's responsibility to respond to any faculty inquiry related to academic integrity within five days from the date the inquiry is received. Any responses provided after that date or after the course has ended do not have to be considered by the faculty and the issued grade will stand.

The discussion with faculty may include knowledge checks for course content and references used. Students should be able to explain how they produced the assignment and demonstrate full understanding of learning objectives without the aid of AI. Faculty have the discretion to adjust grades accordingly as a result of the discussion.

Referral for Academic Misconduct

Inappropriate uses of AI are considered academic misconduct and are subject to the same procedures as alleged violations of the Student Code of Conduct. Faculty may submit a report of suspected academic misconduct to Conduct Resolutions for formal disciplinary action if informal coaching has been unsuccessful. Conduct Resolutions is permitted to use reliable means of AI detection to ensure compliance with this policy. Student submissions will be evaluated based on a combination of a likelihood score, the probability of AI-generated content, the requirements of the assignment, and the presence of original thought.

STUDENT CODE OF CONDUCT

A. Purpose

1. Students are accountable for their actions and are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University of Phoenix (UOPX) community. This requires the demonstration of mutual respect and civility in all University-related activities and interactions. The Student Code of Conduct applies to all interactions whether conducted in-person, telephonically, via text, chat, email, social media, or through any other electronic platform, including any University learning management system.

2. These procedures provide a fair and impartial administrative process for allegations of behavioral or academic misconduct. Finding a student in violation of University policy and subject to sanctions must be supported by a preponderance of the evidence, meaning it is more likely than not that a violation occurred. When a student is unable to conform their behavior to these expectations as demonstrated by egregious or repeated violations, the student conduct process may determine that the student should no longer share in the privileges of participating in the educational community.

3. Assigned sanctions will take into consideration the context and seriousness of the violation. Sanctions are intended to provide students the opportunity to reflect on their choices, develop ethical decision-making, and bring their behavior into conformance with community expectations. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

B. Jurisdiction

Generally, University jurisdiction is limited to conduct that occurs on University property and at University-related events, occurs on any University electronic platform, or that adversely affects the University community or the pursuit of its objectives. However, this policy may also apply to off-campus conduct and to actions online when the off-campus conduct, or online action affects a substantial University interest. The University has continuing jurisdiction over students who withdraw from the University while conduct proceedings regarding that student are still active or pending.

C. Definitions

Student: Any person currently admitted or registered or who participates in a University function, such as orientation, in anticipation of enrollment, or those individuals who were students at the time of an alleged violation as well as individuals on University premises or using any University system for any purpose related to admission or enrollment. Persons who are not officially enrolled but who have a continuing relationship as a student with the University are considered "students."

Intellectual Property: Property (such as an idea, invention, or process) that derives from the work of the mind or intellect.

Course Materials: Syllabus, discussion questions, worksheets, lectures, or any other written or recorded material produced by the University or faculty.

Preponderance of Evidence: The standard or proof used to determine whether a student is responsible for a violation of the Code of Conduct.

Suspension: Suspension is separation of the student from the University for a specified period, after which the student is eligible to return. During suspension students are not allowed to attend any University class, University facility, or University event. During the period of suspension, there is a hold on the student's University records which may prevent the student from obtaining transcripts, verifications, or a degree from the University.

Expulsion: Expulsion is permanent separation from the University and the termination of the student's status as a UOPX Student, and exclusion from all premises, privileges, and activities without the possibility of readmission.

Rescission of a Conferred Degree: Canceling and revoking a degree previously awarded by the University.

University Community: All individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to students, employees, faculty, contractors, consultants, suppliers, or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University.

Artificial Intelligence: A set of technologies that are based primarily on machine learning and deep learning, used for data analytics, predictions and forecasting, object categorization, natural language processing, recommendations and intelligent data retrieval that can create new content such as text, visual images, code, audio, or video.

D. Prohibited Conduct

1. Academic Misconduct. The University requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept responsibility to ensure submission of academic work does not constitute academic misconduct as defined below.

Expectations of Students: It is the responsibility of each student to refrain from infractions of academic misconduct, conduct that may lead to suspicion of such infractions, and conduct that aids others in such infractions.

a. Plagiarism: The intentional or unintentional use of work which is not one's own, in whole or in part, without acknowledging the source and presenting that material as one's own original academic work. This includes, but is not limited to:

i.Reproduction and submission of work which is not one's own, whether published or unpublished. This includes using materials from third parties that sell or provide academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials. This also includes output generated by artificial intelligence tools.

ii. Using another's ideas, written words, or intellectual property without properly acknowledging the source:

1. Quoting a source word-for-word without providing quotation marks and citations.

2. Submitting work that is substantially identical to another source in content or organization without appropriately citing the source.

3. Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, presentations, videos, software programs, computer code, charts, figures, illustrations, and artistic or musical composition.

b. Cheating: Any attempt by a student to gain an unfair academic advantage by means other than their own knowledge. This includes, but is not limited to:

i. Assisting another student to plagiarize, copy, or observe one's own work. This includes submission of work to third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.

ii. Using the textbook, manuals, electronic devices, or other materials in a manner not authorized by faculty or the University.

iii. Allowing another person, whether free of charge or for hire, to complete work on one's behalf, including any classroom post, assignment, quiz, test, exam, or similar evaluation, or doing the same in place of another person.

iv. Providing or requesting assistance from another person in a manner not authorized in writing by faculty.

c. Fabrication or Falsification: Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.

d. Self-plagiarism, Double-Dipping, or Dovetailing: Submitting one's own academic work that is identical or substantially similar to one's own work previously submitted, unless specifically authorized by the course faculty or course curriculum.

e. Sale or Distribution of Course Materials: Delivering, uploading, or distributing copyrighted course materials without the express permission of the copyright holder.

2. Behavioral Misconduct: The University requires that students adhere to the behavioral standards necessary to maintain a positive and productive learning environment. The following examples of prohibited misconduct are not exclusive or all-inclusive but are intended to provide examples of the types of behavior that may result in disciplinary action.

a. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings, or other University activities.

b. Unprofessional conduct or verbal abuse of any member of the University community by any means (e.g., conduct, speech, written notes, learning management system [i.e., Blackboard], electronic mail, messaging, text, chat, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments or bullying.

c. Inflicting harm upon or reckless disregard for the health or safety of any person or taking any action for the purpose of inflicting harm upon any person.

d. Engaging in discrimination or harassment as defined by the University's Equal Opportunity, Harassment, and Non-Discrimination Policy.

e. Retaliation, including but not limited to intimidation, threat, coercion, or any other type of discrimination or harassment because of an individual's complaint, report, or participation in a protected activity.

f. Misuse of Access: Providing another person access to password or privacy protected University information, including but not limited to:

i. Sharing or providing logins or passwords allowing another access to student systems and information.

ii. Sharing or providing verification information allowing another to pose as the student

iii. Allowing or having unauthorized possession, duplication, sharing or use of means of access to any University building or property.

g. Failure to comply with reasonable lawful requests or directives of University officials or agents, including security officers, acting in the good faith performance of their duties or interference with faculty or staff acting in the performance of their official duties.

h. Carrying of weapons on University property or at University-sanctioned events, including firearms and any other item designed or used for inflicting bodily harm or physical damage. (This policy is not applicable to students who are law enforcement officers required, by law, to carry firearms at all times).

i. Using, dealing in, or being under the influence of alcohol, illegal drugs, or other substances prohibited by local, state, or federal law (including cannabis) or use or possession of drug paraphernalia while occupying University property, at University-sanctioned events, or when meeting with campus personnel.

j. Use of any tobacco or nicotine product, including electronic cigarettes or vaporizers while occupying University property, at University-sanctioned events, or when meeting with University staff or faculty.

k. Acts of Dishonesty including but not limited to,

i. Providing false or misleading information to any University official, faculty member, or office.

ii. Forgery, alteration, or misuse of any University document, record, or instrument of identification.

iii. Aiding, abetting, or procuring another person to violate a University policy.

l. Identity Theft.

i. Possessing or using another person's name, address, Social Security Number (SSN), bank or credit card account number, or other identifying information without that person's knowledge and consent.

ii. Filing a false claim of identity theft with the University.

m. Theft, unauthorized use or unauthorized possession of University property or services or property belonging to any member of the University community.

n. Failure to use the University's computing and communication resources for approved educational purposes consistent with University policies and procedures.

o. Any action that causes damage or which would tend to cause damage to University property or property of a member of the University community or other personal or public property.

i. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property.

p. Improper on Camera Behavior

i. Failure to appear on camera dressed as if present in a physical classroom or office setting.

ii. Failure to maintain an area free from disruption and distractions visible during camera communication.

iii. Failure to behave, whether intentionally or unintentionally, in a professional manner.

q. Making, sharing, or otherwise distributing any audio, video, photographic, or digital recording or image, which was taken without a person's prior knowledge and consent when the person being recorded would have a reasonable expectation of privacy, or where the recording is reasonably likely to cause injury or distress.
r. Violation of published University policies, procedures, or standards.
s. Inciting, aiding, or encouraging others to engage in a behavior which violates this Code.
t. Committing or attempting to commit any act which would be a violation of federal, state, or local laws or regulations when such behavior is detrimental to the University community's interest.

E. Procedure for Processing Alleged Violations of the Student Code of Conduct

1. Investigation: On receipt of information from any source that a student may be in violation of this policy, Conduct Resolutions will evaluate the information to determine an appropriate course of action. Alleged violations will be investigated in a prompt, thorough, and impartial manner. Conduct Resolutions acts as the fact-finder and will explore information relevant to the allegation. Investigations involve obtaining available, relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses and any information provided by the student, faculty, College, or staff.
a. During an investigation a student may be removed from class, campus-sanctioned events, or other University events.
b. A hold may be placed on the student's records at any point in the disciplinary process pending the resolution of all outstanding matters or to assure compliance with sanctions. This includes but is not limited to placing holds on future scheduling, degree conferral, receiving transcripts, or program updates.
c. In exceptional circumstances, where the continued presence or participation of a student would present a serious threat to any other person or the University, it may be determined that an immediate suspension is warranted. A student who is immediately suspended will be withdrawn from any current course and may not attend any University class or event pending final resolution of the matter.
2. Notification: Following an investigation, if it is more likely than not that a violation has occurred, the student will be notified of one of the following:
a. Warning. A warning is notice to the student that a violation of the University Student Code of Conduct has occurred, and that continued or repeated violations of specified conduct may be cause for further disciplinary action. A warning is not appealable and no response from the student is required.
b. Charge. A charge letter is notice to the student that their alleged actions are in violation of the University's Student Code of Conduct and subject to the disciplinary process. The student is provided the opportunity to respond to the charge(s).
3. Student Response: The student has ten (10) calendar days from the date of the Charge Letter to submit a written response to the University. The Response should include all relevant information and materials the student wishes the University to consider. The Response is also the student's opportunity to provide exculpatory evidence and explain any extenuating circumstances relevant to the issue.
a. If the student does not provide a written Response within ten (10) calendar days, the case will proceed without the student's input.
4. Decision
a. Conduct Resolutions will apply a preponderance of the evidence standard to determine whether a violation occurred and determine what sanction(s), if any, are warranted.
b. The decision and sanction(s) will be communicated in writing to the student.
c. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased because of the alleged crime or offense, UOPX will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA).
5. Sanctions: If a violation is found, sanctions will be appropriate to the violation, taking into consideration the context and seriousness of the violation. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred credential.
a. Students who are suspended or expelled from the University remain responsible for all tuition, fees, and charges associated with their attendance. Students sanctioned with expulsion have the right to appeal.
b. A sanction for recission of a conferred credential based on academic misconduct must be under the authority and direction of the University Provost and Registrar.
c. Students sanctioned with recission of a conferred credential or expulsion automatically meet the grounds for appeal.
6. Appeals: Students have the right to appeal a decision provided they do so timely and meet the grounds for appeal.
a. Appeals must be requested in writing within ten (10) calendar days from the date of the decision letter. Appeals will only be accepted for review on one or more of the following grounds:
i. The student can provide new evidence, which was unavailable at the time of the initial response, that could substantially impact the original finding.
ii. University procedures were not followed.
iii. The student was sanctioned with expulsion.
iv. The student was sanctioned with recission of a conferred credential.

If the student does not meet the above grounds for appeal, the appeal will be denied and the original decision is final.

A student's failure to timely respond does not constitute "new evidence" if filed at a later date.
b. If a student meets one or more of the grounds for appeal, a Student Discipline Review Committee (SDRC) will be convened to hear the appeal. The SDRC is facilitated by an impartial administrator and is comprised of three (3) University representatives who will make a determination whether the original decision will be upheld, amended or reversed. The SDRC's decision will be communicated directly to the student.
c. The SDRC's decision on the matter is final and no further appeals will be allowed.

SUPPLEMENTAL & PROFESSIONAL STANDARDS FOR STUDENTS

Students in programs leading to certification or licensure are subject to greater scrutiny because of their anticipated entry into a licensed profession. Additionally, students who will be interacting with members of the community, i.e., students, patients, families, clients, or participating in off-site activities as part of their academic program, are expected to represent the University as professionals and adhere to the ethics and standards of their intended profession, irrespective of where these activities occur.

In addition to being subject to the Student Code of Conduct, students are also subject to the Supplemental and Professional Standards for their respective program (Standards), as both address a student's affective attributes and disposition for the chosen profession. Adherence to these standards includes off-site activities and locations when the student's behavior affects the reputation of the University and/or the integrity of the program.

A student's ability to satisfactorily meet the Standards is a matter of ongoing academic judgment made by the respective College. Additionally, University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure students refrain from unsafe or unprofessional practices.

A. Definitions

Academic Judgment: The College's assessment of whether the student's behavior demonstrates the attributes and disposition to be in the chosen profession.

Off-Site Activities: Field Placement, Clinical, Rotation, Practicum, Internship, Preceptorship, or any other activity that is required as part of the student's program at a location other than the university classroom.

Supplemental Standards: Guidelines designed to address unique program needs, goals, and emerging trends, not covered by university policies and professional standards.

Professional Standards: Established core expectations and requirements that define knowledge, skills, behaviors, and ethical practices.

B. Supplemental Standards

1. Adheres to College, clinical, and site policies and procedures within the scope of authority.
2. Maintains state-mandated requirements for certification and/or licensure as applicable.
3. Demonstrates ethical judgment and confidentiality.
4. Demonstrates professional communication and conduct.
5. Maintains active engagement in all components of their program.
6. Demonstrates effective listening, writing, and speaking skills.
7. Demonstrates cultural sensitivity and respect for diversity.
8. Actively contributes to a collaborative and supportive learning environment.
9. Demonstrates critical thinking and problem-solving skills.
10. Engages in reflective learning and professional growth.
11. Practices professional and ethical use of technology and stays current with industry and technology trends.
12. Demonstrates a level of responsibility and ethical judgement appropriate for a professional in the field.

C. Professional Standards

College of Nursing

The College of Nursing standards address a student's affective attributes and disposition to be nurses, nurse practitioners, and/or healthcare providers. The College adheres to the broader nursing community's ethical standards, and students are required to adhere to the following:

1. The American Nurses Association (ANA) Code of Ethics for Nurses guides ethical nursing practice in complex healthcare environments while prompting social justice, health equity, and compassionate care. Students can locate the ANA Code of Ethics at: The Code of Ethics for Nurses | ANA (nursingworld.org)
2. Students are required to read, understand, and perform in compliance with their state's Nurse Practice Act. Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students can locate this information at https://www.ncsbn.org/npa.htm
3. ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found at: https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/ana-principles/

College of Social and Behavioral Sciences

Counseling

Students in counseling programs are required to follow guidelines outlined in:

1. The American Counseling Association (ACA) Code of Ethics outlines ethical standards and principles for professional counselors, ensuring they provide high-quality services while upholding core values such as autonomy, justice, beneficence, nonmaleficence, and fidelity. A copy of the ACA Code of Ethics can be found at: https://www.counseling.org/resources/ethics
2. The American Association for Marriage and Family Therapy (AAMFT) sets the standards for ethical practice among marriage and family therapists, emphasizing professional excellence, public trust, and accountability. A copy of the AAMFT Code of Ethics can be found at: https://www.aamft.org/Legal_Ethics/Code_of_Ethics
3. The NBCC Code of Ethics establishes standards for ethical behavior among professional counselors. It ensures public protection, guides ethical decision-making, and provides enforceable directives for addressing violations. A copy of the NBCC Code of Ethics can be found at: https://nbcc.org/ethics

Human Services

Students in the Human Services program are required to follow guidelines outlined in the National Organization for Human Services (NOHS) Code of Ethics. A copy of the NOHS Code of Ethics can be found at:
https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals

Social Work

Students in the Social Work program are required to follow the broader social work community's ethical standards and adhere to the following:

1. National Association of Social Workers (NASW) Code of Ethics is a guide for professional conduct of social workers, outlining the profession's mission, core values, ethical principles, and standards to ensure ethical practice and accountability. Students can locate the NASW Code of Ethics at: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
2. Students can locate their state's statutes at the Association of Social Work Boards - Licenses. These statutes are part of the state's regulatory framework to protect its citizens from harm by ensuring that social work is practiced by competent professionals. Students can locate their state's statutes at: https://www.aswb.org/licenses/
3. The National Association of Social Workers (NASW), partnered with the Association of Social Work Boards (ASWB), Council on Social Work Education (CSWE), and Clinical Social Work Association (CSWA) to develop the Standards for Technology in Social Work Practice, a uniform set of technology standards for professional social workers to use as a guide in their practice. A copy of these standards can be found at: https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice
4. The Council on Social Work Education (CSWE)'s nine competencies define the knowledge, values, skills, and cognitive and emotional processes that characterize the generalist level of practice, followed by a set of behaviors that incorporate these elements. These behaviors serve as visible indicators of the competencies and aid in promoting human and community well-being. These competencies can be found at:

   2015 Educational Policy and Accreditation Standards (EPAS) Competencies (https://www.cswe.org/getmedia/23a35a39-78c7-453f-b805-b67f1dca2ee5/2015-epas-and-glossary.pdf)

   OR

   2022 Educational Policy and Accreditation Standards (EPAS) Competencies (https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf)

College of Education

Initial Teacher Licensure

Students in a program leading to initial teacher licensure must adhere to the following:

1. InTASC Model Core Teaching Standards developed by the Council of Chief State School Officers (CCSSO)'s Interstate Teacher Assessment and Support Consortium (InTASC). These standards provide a framework for teacher effectiveness, ensuring students meet professional standards through ongoing teacher development and support. A copy of the InTASC Model Core Teaching Standards can be found at: https://learning.ccsso.org/intasc-model-core-teaching-standards-and-learning-progressions-for-teachers
2. Model Code of Ethics for Educators (MCEE) was developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) to establish ethical standards for educators emphasizing professional responsibility, competence, and ethical decision-making. A copy of the MCEE can found at: https://www.nasdtec.net/page/MCEE_Doc
3. Students residing in California must also adhere to the California Commission on Teacher Credentialing (CTC)'s Teaching Performance Expectations (TPEs). These standards outline the knowledge, skills, and abilities expected of teachers in California and act as a framework for ensuring that new teachers are well-equipped to provide effective instruction and support to all students in California's diverse educational settings. A copy of the CTC TPEs can be found at: https://www.ctc.ca.gov/educator-prep/stds-prep-program

Administration and Supervision

Students in a program leading to certification or licensure as school administrator must adhere to the Council of Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA)'s Professional Standards for Educational Leaders (PSEL) Standards, which emphasize student-centric leadership, equity, and continuous improvement to create supportive learning environments. These standards guide effective school leadership, focusing on academic rigor and equitable outcomes. Students may locate the NPBEA's PSEL Standards at: https://www.npbea.org/?page_id=6518

College of Health Professions

Public Health

Students in the public health program are required to adhere to the broader public health community's ethical standards and to the American Public Health Association (APHA) Public Health Code of Ethics. Students are expected to read, understand, and incorporate these Principles into course assignments and in the conduct of their practicum (Field Experience). Students may locate the Public Health Code of Ethics at: https://www.apha.org/getcontentasset/43d5fdee-4ccd-427d-90db-b1d585c880b0/7ca0dc9d-611d-46e2-9fd3-26a4c03ddcbb/code_of_ethics.pdf?language=en

D. Supplemental and Professional Standards Process & Procedure

When a student is reported for exhibiting behavior that may not meet one or more of the Standards, the Supplemental & Professional Standards Administrator will review the reported behavior, student history, and any additional relevant information. This inquiry will result in one of the following outcomes:

1. Unsubstantiated
2. Coaching
3. Referral
4. Retention Committee Referral

NOTE: Students are not permitted to have representation by an attorney or any other third party at any time during the process.

1. Unsubstantiated

If the reported student behavior does not violate the Standards, the report will be determined unsubstantiated, and no action will be taken.

2. Coaching

If the reported student behavior is of concern and/or may lead to a violation of Standards if continued, the student may receive coaching from the Supplemental & Professional Standards Administrator. This coaching includes:

- Reminder of the Standards and value to the student
- Description of reported behavior and how this behavior could lead to Standards violations
- Potential consequences if the behavior persists
- Relevant support resources

3.Referral

If the reported student behavior does violate Standards, a referral will be issued. The referral process provides the student and the College the opportunity to collaborate to identify the most appropriate path forward. The process is designed to be supportive and remedial in nature, helping students understand the expectations necessary for success in their chosen profession.

A. Referral is issued to the student by the Supplemental & Professional Standards Administrator. The referral includes:
   - Outline of the referral process, purpose, and potential outcomes
   - Specific Standards violated
   - Description of reported behavior and how behavior violated Standards
   - Required action(s)
   - Due date(s)

B. Student must respond to the referral within ten (10) business days from the date of issue. If student fails to acknowledge the referral, they will be placed in Scholastic Suspension (SS). Scholastic Suspension will take effect at the conclusion of the current course or immediately if the student is not currently enrolled. Scholastic Suspension will remain in place until the Referral process is complete.

C. Remediation:

1. Student is required to participate in a remediation conversation with the College to discuss the reported behavior and collaborate in the development of a plan to correct any identified deficiencies. A remediation conversation must take place between the student and a College representative within thirty (30) business days from the date the referral was issued.
2. Student will be notified in writing of the remediation decision within ten (10) business days from the date of the collaborative remediation conversation.

Decision Issued:

a.No Action

No further action necessary from the student; referral is clear; or

b.Remediation Plan

1) A remediation plan will be issued to the student by the Supplemental & Professional Standards Administrator. The remediation plan includes:
   - Required remediation deliverables
   - Due date(s)
   - Relevant support resources

2) Student completes and submits all required remediation deliverables by the indicated due date(s).
   a) Assigned deliverables may include but are not limited to:
      o Dispositional modules
      o Reflection essay
   b) Student is expected to maintain regular communication with the Supplemental & Professional Standards Administrator and the College regarding their progress or any barriers to completion.

3) Supplemental & Professional Standards Administrator and the College review and evaluate the remediation deliverables.

4) Upon successful remediation, student will receive a notification of clearance from the Supplemental & Professional Standards Administrator.

5) Remediation Plan decisions are not appealable.

NOTE: If student fails to participate in the remediation conversation and/or fails to complete the remediation plan as required, or complete deliverables within the indicated timeframes, they will be placed in Scholastic Suspension (SS). Scholastic Suspension will take effect at the conclusion of the current course or immediately if the student is not currently enrolled. Scholastic Suspension will remain in place until the Referral process is complete.

4. Retention Committee Referral

If after remediation efforts, a student engages in repetitive behavior, OR a behavior is considered egregious to necessitate bypassing the initial referral process, the matter will be referred to the Retention Committee, and a referral from the Committee will be issued. The Retention Committee is comprised of College leadership and faculty members, and facilitated by the Supplemental &Professional Standards Administrator.

NOTE: The Retention Committee will not include faculty or staff directly involved in the referred student behavior.

A. Retention Committee referral is issued to the student by the Supplemental & Professional Standards Administrator. The referral includes:
   - Outline of the Retention Committee referral process, purpose, and possible outcomes
   - Specific Standards violated
   - Description of reported behavior and how the behavior violated Standards
   - Required action(s)
   - Due date(s)

B. Students must respond to the Retention Committee referral within ten (10) business days from the date of issue.

C. Retention Committee Referral:
   1. Student will be required to participate in a conversation with the Retention Committee to discuss the reported behavior. Remediation conversation must take place within thirty (30) business days from the date referral was issued.
   2. Student will be notified of the Retention Committee decision within ten (10) business days from the date of the collaborative remediation conversation.

   Decisions include:

   a. No Action
   No further action necessary from the student; referral is clear.

   b. Remediation Plan
   See Remediation Plan above.

   c. Program Withdrawal
   1) Student will be placed in Scholastic Suspension.
   2) Supplemental & Professional Standards Administrator provides summary report outlining findings and Retention Committee recommendations to the College Dean.
   3) College Dean has the final authority to accept, reject, or modify the recommendations of the Retention Committee, and renders final decision.
   4) Student will receive a notification from the Supplemental & Professional Standards Administrator.

   Program Withdrawal Appeal:
   a) Students have the right to appeal a program withdrawal decision with the Central Administration Appeals Committee (CAAC).
   b) Student must initiate the appeal within ten (10) business days from date of decision.
   c) The CAAC decision is final and cannot be appealed.

NOTE: If at any time during the process, the student fails to meaningfully participate, the College may recommend the student be withdrawn from the program. Program withdrawals must be approved by the College Dean.

This process is separate from the Student Code of Conduct disciplinary process, but they may run concurrently. Students charged with violating the Student Code of Conduct are subject to the policies, procedures, and sanctions under that policy in addition to these standards.

A Student Code of Conduct charge may be the basis for a Referral if the underlying incident indicates these Standards have not been met. Similarly, a Referral may be the basis for a Student Code of Conduct charge.

Supplemental & Professional Standards Expectations Rubric

Standard	Behavioral Indicator
1. Adheres to College, clinical, and site policies and procedures.	Consistently follows all policies and procedures, demonstrating a clear understanding of their purpose and role in supporting professional preparation. Engages in practice within scope and approved by the College and site, with appropriate supervision.
2. Maintains state-mandated requirements for certification and/or licensure as applicable.	Ensures all eligibility requirements for certification or licensure are met. If already licensed, maintains current and unencumbered certification or licensure as required for the program.
3. Demonstrates ethical judgment and confidentiality.	Exhibits ethical judgment and decision-making in both in-person and digital environments. Adheres to professional ethical guidelines, maintains confidentiality, respects privacy, and refrains from unauthorized recording or sharing of sensitive information.
4. Demonstrates professional communication and conduct.	Communicates professionally both in-person and digital environments. Exhibits clear and effective written and non-written communication, distinguishing between formal and informal contexts. Uses a professional tone and adheres to appropriate language conventions. Attends all required activities on time, prepared, dressed professionally, and communicates proactively about extenuating circumstances.

Standard	Behavioral Indicator
5. Maintains active engagement in all components of their program.	Attends courses, completes assignments, and participates in course discussions. Engages in all required activities and demonstrates the skills and behaviors expected in their professional field.
6. Demonstrates effective listening, writing, and speaking skills.	Actively listens and responds thoughtfully to others, avoiding assumptions and defensiveness. Recognizes and respects differences in experiences and knowledge.
7. Demonstrates cultural sensitivity and respect for diversity.	Uses language that is sensitive to others, demonstrates an understanding and appreciation of cultural differences, and shows awareness of the complexities of diversity, including but not limited to protected classes.
8. Actively contributes to a collaborative and supportive learning environment.	Seeks and values guidance, offers support to peers, and demonstrates consideration for others, fostering a collaborative, respectful environment. Adheres to University policies to maintain a positive, safe, and productive learning atmosphere.
9. Demonstrates critical thinking and problem-solving skills.	Identifies, analyzes, and evaluates complex issues; solves problems independently and collaboratively.
10. Engages in reflective learning and professional growth.	Reflects on classroom and field experiences to enhance knowledge and skills, modifies behavior based on new information and feedback, and demonstrates commitment to lifelong learning.
11. Practices professional and ethical use of technology and stays current with industry and technology trends.	Identifies and analyzes key trends in their field, stays current with emerging technologies, and uses them ethically and effectively. Integrates theoretical knowledge with practical applications and connects learning to relevant current events.
12. Demonstrates a level of responsibility and ethical judgment appropriate for a professional in the field.	Consistently upholds professional responsibilities, accepts accountability for actions, exercises sound ethical judgment in decision-making, and models integrity in all professional interactions.

DOCTORAL DEMEANOR: SUPPLEMENTAL STANDARDS FOR DOCTORAL PROGRAMS

The University's doctoral programs prepare students to enter their field of study utilizing the Scholar, Practitioner, Leader Model. The SPL Model focuses on the development of a scholar-practitioner-leader who enriches the world by supporting lifelong learning (scholarship), social and workplace contribution (practice), and the ability to exert positive influence (leadership) in students' academic, professional, and personal life.

Students are expected to engage in behavior that demonstrates their ability to become successful scholars, practitioners, and leaders in their field of study. This includes when students are representing the University in their capacity as doctoral students through presentations, publications, collaborative projects, and other means.

The following standards apply to students enrolled in the University's doctoral programs.

Doctoral Student Standards

1. **Commitment to Scholarship:** Students are expected to demonstrate a high level of scholarly inquiry and critical thinking throughout their coursework and dissertation research.
2. **High-Quality Work:** All assignments and the dissertation must meet academic standards of rigor, originality, and scholarly integrity, including adherence to APA.
3. **Ethical Practice:** Conduct research and practice with integrity and respect for diverse perspectives.
4. **Professional Conduct:** Respectful interactions with faculty, peers, and staff and professionalism in written and oral communication is expected at all times. Interactions include text, phone, chat, email, social media, or any other electronic platform, including any University learning management system.
5. **Regular Communication:** Maintain open communication with dissertation committee members. Respond promptly to emails and scheduling requests.
6. **Receiving Feedback:** Approach feedback with an open mind and a willingness to revise and improve work. Engage in constructive dialogue with committee members to clarify expectations, address concerns, and ask for clarification when needed.
7. **Implementing Feedback:** Use feedback to refine research, methodology, and writing. Demonstrate growth and development based on the incorporation of feedback received throughout the dissertation process.
8. **Embracing Mentorship:** Receive constructive feedback with positive intent and commit to ongoing professional development and lifelong learning.

By adhering to these standards, doctoral students put themselves in the best position to not only succeed academically but also contribute meaningfully to their field upon completion of their doctoral degree.

DOCTORAL DEMEANOR: SUPPLEMENTAL STANDARDS REFERRAL PROCESS FOR DOCTORAL PROGRAMS

The Referral Process is designed to help doctoral students identify issues that may be impacting their ability to complete their doctoral program. The goal is for students to fully understand what is expected of them to become a successful scholar-practitioner-leader and put them on a path to success. A student's ability to satisfactorily meet the doctoral student standards is a matter of ongoing academic judgment made by the College of Doctoral Studies.

Upon notice that a doctoral student may not be meeting one or more of the doctoral student standards, Resolution Services will review the information, the student's history, and any additional information that may assist in appropriately addressing the issue(s) presented.

A review may result in one of the following:

1. Dismissal

a. If there is insufficient evidence to indicate a failure to meet the standard(s), or if the standard(s) in question are not relevant, the matter will be dismissed.

2. Formal Coaching

a. If there is evidence one or more standards are not being met, the student will receive a notice indicating which standards are at issue and how they are not being met.

b. The student will have an opportunity to provide a written response within ten calendar days of receipt of the notice.

c. The College of Doctoral Studies leadership will make a determination within five business days as to whether formal coaching is necessary and if so, will develop an action plan in collaboration with the student.

d. Formal coaching action plans are not appealable, as they do not result in disciplinary action.

e. If the student does not successfully complete and adhere to the action plan, the student will be referred to Conduct Resolutions for evaluation under the Student Code of Conduct.

3. Student Code of Conduct Referral

a. In the event not meeting one or more of the standards rises to the level of unprofessional conduct under the Student Code of Conduct, the matter will be referred to Conduct Resolutions for evaluation under that policy.

b. Unprofessional conduct includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments.

Students are not permitted to have representation by an attorney or any other third party at any time during the process.

STUDENT COMPLAINTS

The University of Phoenix (UOPX) has established specific processes for students to submit complaints related to a violation or misapplication of a current policy, procedure, or established practice. Except as otherwise provided, students should first attempt to resolve their concerns with the department representative(s) involved or a supervisor as set forth in Step One below. If the issue cannot be resolved through informal means, the student may file a complaint in writing with Resolution Services for an impartial evaluation.

Complaints related to academic policies, including but not limited to, Grades, Grade Disputes and Corrections, Academically-Related Appeals, Student Code of Conduct, and Supplemental or Professional Standards, must first adhere to those respective procedures before filing a complaint with Resolution Services.

Issues related to student financial aid eligibility are addressed as described in the Consumer Information Guide. The evaluation by Resolution Services includes a determination of whether Consumer Information Guide policies were followed.

Complaints related to financial aid processing and account balances should be first directed to Student Financial Services before being submitted to Resolution Services. Students may request an independent review of their financial aid file in the event their issue remains unresolved.

Student complaints not related to policy can be submitted in writing to Resolution Services, who will determine the appropriate course of action.

Complaints alleging harassment or discrimination will be evaluated under the University's Equal Opportunity, Harassment, and Nondiscrimination Policy.

This policy is intended to create a framework by which a student and the University can resolve complaints timely and equitably. However, none of these steps precludes any student from seeking other forms of resolution, including in a court of law.

Resolution Services maintains records of all complaints.

Step One: Internal Resolution

Students should first attempt to resolve their issue(s) by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the Academic Catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such complaints should be reported. Students should carefully consult the Academic Catalog to gain a more complete understanding of the processes associated with each.

- Allegations of discrimination, harassment, or retaliation: Title IX Coordinator, Resolution Services. See "Equal Opportunity, Harassment, and Nondiscrimination" policy for applicable definitions and procedures.
- Student Code of Conduct Violations: Manager, Resolution Services. See "Student Code of Conduct" for applicable definitions and procedures.
- General Student Complaints: Sr. Director of Student Resolutions, Resolution Services.
- Complaints relating to financial aid, account balances, or collections: Student Financial Services. See "Consumer Information Guide" for applicable policies and procedures.
- Academic Policy and Grade Disputes: College Dean or designee. See exceptions to "Academic Policy - Student Appeals Center" and "Grade Disputes and Corrections" policy, respectively.

Step Two: Mediation

If a student's issue(s) are of a legal nature and cannot be resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes.

The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

The mediator shall schedule the mediation as expeditiously as possible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be mutually agreed to by the parties, which shall constitute a final and binding resolution of the matter.

Step Three: Binding Arbitration

If a student's issue(s) are of a legal nature and cannot be resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

- The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association (AAA). Except as provided in this Agreement, the arbitration shall be held in accordance with the then current Consumer Arbitration Rules of the AAA (AAA Rules). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Services, currently at 4035 S. Riverpoint Parkway, Phoenix, Arizona 85040.

- In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.
- Each party will pay the fees for his, her, or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.
- The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.
- The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties.

A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

Student Address Changes

Students are required to immediately notify the University any time they change their current address, including moving out of state, as this can impact program eligibility. Students must provide this notification by updating their current address in the Contact Information section of their profile on the student website (http://my.phoenix.edu).

Students who are enrolled in any of the following programs that prepare for professional licensure or certification will need to contact a University Representative in addition to updating their current address in the Contact Information section of their profile on the student website, if they change address to a new state.

Students in one of these programs who move to a state where the University has determined that the program does not meet the state's educational requirements for professional licensure or certification will not be able to continue in their program, and a hold will be placed on their schedule to prevent progressing into any future courses. Additionally, students in a program leading to licensure in counseling, social work, or education who move to a state that has mandatory disqualifying offenses for licensure, will not be able to continue in their program if they have been convicted of a mandatory disqualifying offense for that state. A hold will be placed on their schedule to prevent progressing into any future courses.

Students in one of these programs who move to a state where the University has determined that the program does meet the state's education requirements for professional licensure or certification will be advised to review the state licensure requirements for their program via the applicable University web page listed below.

Education programs, except for MAED/ADM:
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html
MAED/ADM program:
https://www.phoenix.edu/state-licensure-requirements/principal.html
Nursing programs:
https://www.phoenix.edu/state-licensure-requirements/nursing.html
BSSW program:
https://www.phoenix.edu/state-licensure-requirements/social-work.html
MSC/CCMH program:
https://www.phoenix.edu/state-licensure-requirements/ccmh.html
MSC/MFCT program:
https://www.phoenix.edu/state-licensure-requirements/mfct.html

UNIVERSITY PROGRAMS THAT PREPARE FOR PROFESSIONAL LICENSURE OR CERTIFICATION

Bachelor of Science in Education/Elementary Education (BSED/E)
Bachelor of Science in Education/Early Childhood Education (BSED/ECH)
Bachelor of Science in Liberal Studies (BSLS)
Master of Arts in Education/Elementary Teacher Education (MAED/TED-E)
Master of Arts in Education/Secondary Teacher Education (MAED/TED-S)
Master of Arts in Education/Special Education (MAED/SPE)
Master of Arts in Education/Administration and Supervision (MAED/ADM)
Alternative Pathway/Elementary Education (CERT/AP-E)
Alternative Pathway/Secondary Education (CERT/AP-S)
Alternative Pathway/Special Education (CERT/AP-SE)
Graduate Initial Teacher Certificate/Elementary (CERT/G-ELM)
Graduate Initial Teacher Certificate/Secondary (CERT/G-SEC)
Graduate Initial Teacher Certificate/Special Education (CERT/G-SPE)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Master of Science in Nursing/Family Nurse Practitioner (California) (MSN/ FNP-CA)
Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMH)
Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM)
Master of Science in Nursing Concentration in Nurse Education (MSN/NED)
Master of Science in Nursing Concentration in Informatics (MSN/INF)
Doctor of Nursing Practice (DNP)
Post Master's Certificate in Nurse Administration (CERT/NAD)
Post Master's Certificate in Nurse Education (CERT/NED)
Post Master's Certificate/Family Nurse Practitioner (FNP)
Bachelor of Science in Nursing (BSN)
Bachelor of Science in Nursing (Competency Based) (BSN-CB)
Bachelor of Science in Social Work (BSSW)
Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH)
Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT)

Identity Verification

Applicants and students may be required to complete an identity verification process at any time, which may include providing a valid, government-issued identification (e.g., driver's license, passport). The name on an admission application and in a student's official record must match the legal first and last name on an applicant's or student's valid, government-issued identification. Applicants and students may be subject to an administrative hold while identity verification is in progress. If an administrative hold is placed on an applicant's or student's record for identity verification purposes, it will be lifted upon verification of identity.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment-Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last four decades, University of Phoenix has made significant academic and financial investment in developing and maintaining a sustainable ecosystem of touchpoints to ensure academic quality in our curriculum, our support of faculty, and the design of institutional processes. These teams, processes, and systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and its ability to continuously improve students' educational experiences. The comprehensive nature of this ecosystem of touchpoints across the institution and the data it produces provides the University with significant and meaningful input. For example, data gathered from student learning assessment within programmatic, institutional and co-curricular contexts are used by departments in the curriculum development process and faculty development. Data gathered from the continuous evaluation of institutional processes are used to streamline administrative support systems, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Curriculum Development

The University of Phoenix curriculum and its design are grounded in philosophical and theoretical frameworks that guide best practice in andragogy. Academic leadership of programs capture career-relevant skills through collaboration with faculty, discipline-specific industry councils, labor analytics data, and accreditation requirements. Resulting from this work, curriculum is mapped to student learning outcomes and skills, learning activities and authentic assessments are designed, and continuous improvement processes are implemented.

Assessment of Student Learning

At the University of Phoenix, assessment of student learning generates information and insights for faculty, academic leadership at the program and College level, and broader University stakeholders regarding the efficacy of curriculum and educational practices in enabling students to achieve expectations at the course, program, and institutional levels. Academic and Institutional assessment at the University of Phoenix answers the question: How well are students meeting the general education, programmatic, co-curricular, and institutional learning outcomes underscored by the University's mission? Sophisticated data analysis mechanisms at the institution enable deep insight into measures ranging from accreditation reporting to end of course surveys. Findings inform identification of successes and opportunities for curricular and pedagogical improvement, for policy consideration, resource allocation, and accountability.

The University frames its assessment processes and reporting within the Plan Do Check Act model of continuous improvement. By utilizing this model to guide assessment processes, academic, institutional, and co-curricular programming is designed and iterated upon with measurable academic and career-focused outcomes. Learning is scaffolded, ensuring students have sufficient and appropriate opportunity to demonstrate skills. Through this model, evidence is systematically gathered through quantitative and qualitative analysis of student learning outcomes in academic, institutional, and co-curricular contexts alongside insights from faculty.

The University's academic and institutional assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, evaluations, and exams, and indirect measures (e.g., internal surveys, external benchmark surveys) that gather information from students, alumni, and employers regarding their impression of the education that the University provides students. The instruments and measures are designed to produce valid and reliable evidence to support continuous improvement of academic programs.

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, 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 (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, and administrative support for faculty. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic 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.

Academic Alumni Questionnaire

Graduates are invited 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 that influenced their student experience at the University of Phoenix, the major personal and professional goals they achieved, the quality of their academic experience according to the stated learning outcomes, the effectiveness of the University's teaching/learning model in helping them achieve their career goals. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers in program evaluation. These studies may include enrollment 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 students' 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.

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member annually. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Congratulations, and welcome to your Phoenix Alumni benefits! You worked hard, pouring your heart and soul into completing your program, juggling work, family and studies. Now, we're here to work hard for you, for life—whether you graduated yesterday or years ago. It's good to be a Phoenix! Explore your alumni benefits today. Benefits for Life - phoenix.edu/alumni

Career Resources

As a University of Phoenix alum, your career development is a life-long priority for us. So, when we speak of our Career Services for Life ® commitment, we mean it.

- **Career Navigator™ Tool** - Dive into personalized tools that guide you through every step of your career journey. Save time and build confidence in your job search with our Job Explorer, which highlights opportunities relevant to the skills you've acquired both in and out of the classroom. If you're considering a new career path, our Career Explorer helps you uncover exciting opportunities that match your goals, interests, and degree program. Explore our Career Navigator™ tool: https://careers.phoenix.edu/
- **Career Advising** - Whether you're new to the job market or looking for new opportunities, as an alum, you get access to continued one-on-one guidance with a career coach, so you can navigate your professional journey with confidence. And remember, they're 100% free. So, make as many appointments as you need. Focus on your career goals and schedule an appointment: https://careers.phoenix.edu/advising/schedule

Alumni Benefits & Savings

- **Alumni Chapters** - Being a Phoenix isn't just about the degree. It's about being part of a dynamic, lifelong community. As a graduate of a nationwide university, you have the unique opportunity to bond with fellow alum across the country and right in your own backyard. We encourage you to join your local alumni chapter, whether you're looking to give back to your community, network, or just have fun – there's something for everyone. Join your chapter: phoenix.edu/chapters
- **Benefits & Discounts** - Access exclusive benefits and discounts at over 900 merchants tailored to you, based on your interests. You can even promote your business to 185,000+ active members. Visit uopxdiscounts.perkspot.com to start saving on your favorite brands today. For more alumni benefits, including special offers on tuition pricing and professional development courses, visit phoenix.edu/alumni/benefits-discounts.
- **Tuition Savings & Scholarships** - Your alumni benefits extend beyond graduation. Eligible alumni can save up to $2,880 on a bachelor's degree or up to $2,200 on a master's degree through exclusive tuition rates, plus explore Forever a Phoenix® scholarship opportunities valued at up to $2,000. Learn more at phoenix.edu/alumni-offer.

Signature Events & Experiences

- **Homecoming** - Ignite your fire and join your fellow alumni for a homecoming celebration like no other - where connections spark, memories are made and your school spirit shines. From boat cruises to sporting events, Topgolf nights to exclusive networking receptions, every homecoming event is different depending on the location. Locations are selected annually. You can view the most updated schedule and get more details here: https://www.phoenix.edu/alumni/homecoming.html
- **Small Bites & Big Connections** - Build meaningful relationships with fellow Phoenixes at this exclusive networking event designed to bring alumni together through engaging conversations, shared experiences and great food. Whether you're looking to expand your professional network or strengthen your connection to the University community, this event offers the perfect opportunity to connect and celebrate with fellow graduates. Learn more and view upcoming events at phoenix.edu/alumni/small-bites.
- **Alumni Chapters United** - Make an impact alongside fellow Phoenix alumni through this annual nationwide service initiative. Alumni Chapters United brings graduates together to support local communities through volunteer projects, donation drives and outreach efforts that reflect the spirit of giving back. Learn how you can participate at phoenix.edu/alumni/chapters/united.

Recognition & Alumni Stories

- **UOPX Alumni Luminaries** - Celebrate the extraordinary achievements of distinguished University of Phoenix graduates who are making a difference as innovators, entrepreneurs and leaders in their fields. The UOPX Alumni Luminaries program recognizes alumni whose leadership, service and accomplishments illuminate the path for others to pursue their goals and create meaningful change. Learn more at phoenix.edu/alumni/luminaries.
- ***Degrees of Success* ® Podcast** - Be inspired by real stories from University of Phoenix alumni who've walked the path and risen as they share career insights, personal journeys and lessons learned along the way. Tune in for conversations that motivate, inform and help you navigate your own path to success. Listen at phoenix.edu/blog/alumni-chronicles/podcast.
- **Alumni Chronicles** - University of Phoenix alumni come from all walks of life to achieve great things, from students who overcome adversity to get to the classroom to graduates who are gamechangers in their industry. Read your fellow alumni's stories at phoenix.edu/alumni-chronicles. Want to stay informed and connected to our global network of Phoenixes? Check out our official University of Phoenix alumni magazine, Alumni Chronicles Magazine, at phoenix.edu/blog/alumni-chronicles/magazine.html.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit phoenix.igrad.com/landing/uopx-alumni-landing.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library, the Center for Mathematics Excellence, and the Center for Writing Excellence found through the student portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/ students/transcripts to order one.

Stay Connected

Visit us on the Web at phoenix.edu/alumni
E-mail address: alumni@phoenix.edu
linkedin.com/school/university-of-phoenix
facebook.com/uopxalumni
instagram.com/uopxalumni
x.com/uopxalumni

UNIVERSITY POLICIES

Registration

Applicants must enter the most current version of the desired program of study offered in their state and modality.

Applicants must sign an Enrollment Agreement for the program of study they intend to pursue. The Enrollment Agreement outlines what is required to complete the program. Applicants cannot be officially evaluated or start a course if the University (UOPX) does not have their signed Enrollment Agreement on file.

Enrollment Agreements expire if students do not post attendance in a course applicable to their program within one year of the signature date. Once an Enrollment Agreement expires, students are not eligible to earn any credit in that program unless they sign and submit a new Enrollment Agreement and are admitted to the program again.

Applicants whose Enrollment Agreements expire can re-apply to their desired program of study only if it is still offered in their state and modality.

Students who have ever received, or who will receive, any of the following funding sources must provide a Social Security number (SSN) to be added to their education record.

- Title IV US federal financial aid
- US Veterans Affairs benefits
- US educational tax credit/T-1098

Students who have not and will not be receiving funding from these sources can choose not to provide their SSN. If a student chooses not to provide their SSN , they must complete the Social Security Number Override Verification form. If UOPX becomes aware that a student who chose not to provide their SSN has received, or will receive, funding from one of the sources listed above, the Registrar's Office will add the SSN to their education record and notify the student.

Student Identification

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. Student ID cards are available on the student portal for those individuals who are eligible.

In order to be eligible for an ID card you must:

- Be in an active status with University of Phoenix (Full time, Less Than Half Time, or Leave of Absence)

Student Badges

Student badges are available to current and former students at the Phoenix campus location

In order for a student badge to be issued you must:

- Provide a government issued ID to staff to confirm student identity and eligibility

Official Evaluation

Every applicant to a University (UOPX) program must submit the required admission documents. UOPX reviews these documents as part of the official evaluation process.

An official evaluation is the process by which UOPX makes official decisions about an applicant's admission and transfer credits. It is not complete until all the following actions and decisions have occurred.

- UOPX has received all required admission documents from the applicant.
- UOPX has received all applicable transcripts from colleges, universities, or other sources of transfer credit.
- UOPX has made an official decision as to whether all admission requirements have been met.
- UOPX has made an official decision as to whether the transfer credits received are acceptable based on UOPX standards.
- UOPX has made an official decision as to where acceptable transfer credits are able to be applied to the program.

UOPX's Office of Admissions and Evaluation, or its designees, performs all official evaluations.

UOPX notifies applicants of the outcomes when the official evaluation is complete.

Admission Statuses

Admission Statuses for Degree and Credit-Bearing Certificates

The University (UOPX) recognizes the admission statuses below for applicants seeking a degree or credit-bearing certificate. Some statuses only apply to degree programs, as noted.

Applicant (RR)

Applicants are placed in Applicant (RR) status after account creation. They remain in RR status until UOPX makes an admission decision. They may attend up to four UOPX courses once they sign an Enrollment Agreement.

Admitted with Condition (AC) - Designated Degree Programs Only

Admitted with Condition (AC) status grants a risk-free period for students in designated programs. Applicants are eligible for this status if they meet both criteria listed below.

- Report on their Admission Application less than 24 prior college credits, which meet UOPX transfer standards
- Have not previously attended a credit-bearing course at UOPX

UOPX places applicants in AC status after receiving all admission documents and confirming all admission requirements for the program are met. A student's admission status is updated from AC to Admitted (AM) after UOPX evaluates all transfer credits and the student has met attendance requirements for the first four weeks in their first course.

En-route Credential (EC)
Applicants can apply to a certificate or degree program that can be earned en-route to completing another degree program. When UOPX offers this combination of programs, applicants sign one single Enrollment Agreement for both programs. The program completed en-route is referred to as an en-route credential program. The en-route credential program is placed in En-route Credential (EC) admission status upon admission.

Admitted (AM)
Applicants in Admitted (AM) status are unconditionally admitted to the program. UOPX places applicants in AM status after receiving all admission documents and confirming all admission requirements for the program are met.

Deferred (DF)
Applicants are placed in Deferred (DF) status when they are missing required information or admission documents. They remain in DF status until the missing items are received. Applicants in DF status cannot attend class. They are administratively withdrawn from UOPX until the status is resolved.

Provisional (PV) - Designated Degree Programs Only
Applicants in designated master's degree programs may be admitted in Provisional (PV) status. These applicants meet all admission requirements except the minimum GPA for their bachelor's degree. Applicants admitted in PV status must earn a 3.0 GPA by the end of the fourth program-applicable course completed at UOPX. Concurrent enrollment is not allowed in PV status. Students with a GPA below 3.0 at the end of the fourth course are disqualified for admission (DA). They remain in PV status. (R1, E1, E2)

Only credit-bearing courses count as part of the four courses a student has while in PV status.

A course that is repeated counts as part of the four courses a student has while in PV status, but the grade for the previous attempt(s) will no longer be part of the GPA calculation.

Effective for Enrollment Agreements or Re-Entry Acknowledgements signed 7/1/2020 or later: UOPX will not place students admitted in PV status on Academic Probation during the first four program-applicable courses they complete. If they do not earn a 3.0 GPA by the end of the fourth course, UOPX will place them on Academic Probation.

Applicant International Credentials (RI)
Applicants are placed in Applicant International Credentials (RI) status when they apply using copies of international credentials. UOPX must receive verification or original international academic records before placing these applicants in AM status. Students in RI status may attend up to four UOPX courses.

Denied for Cause (DC)
Applicants placed in Denied for Cause (DC) status are administratively withdrawn from UOPX. They are placed in DC status if one of the following apply:

- They violated a UOPX policy or procedure.
- They cannot verify the accuracy of information provided on the admission application.
- They committed an act that would pose a risk to the UOPX community or require sanctions for violating the Student Code of Conduct if they were a student.

UOPX may place previously admitted students in DC status retroactively if they provided inaccurate information or UOPX cannot verify their admission information. (R2)

Denied (DN)
Applicants are placed in Denied Admission (DN) status if they do not meet all admission requirements. They are administratively withdrawn from UOPX.

Admission Deadline Exceeded (DE)
Students are placed in Admission Deadline Exceeded (DE) status if they are not placed in AM status by the deadlines defined in the Admission Deadlines policy. They are administratively withdrawn from UOPX.

Re-entry Required (RE)
Students are placed in Re-entry Required (RE) status if they meet the criteria to be considered a re-entry student, as defined in the Academic Program Re-entry policy. Students in RE status must meet the requirements outlined in that policy if they want to return to their program of study.

Admission Status for Non-Degree Enrollment

Non-Degree (ND)
Applicants who want to take courses but do not plan to pursue a degree or credit-bearing certificate may register as non-degree students. They are placed in Non-Degree (ND) status.

Admission Deadlines

- Students must be admitted by the end of their fourth course.
- University of Phoenix (UOPX) does not guarantee admission for students who begin coursework before admission to a program.
- Students who are not admitted by the deadline will be administratively withdrawn from UOPX. These students are placed in Admission Deadline Exceeded (DE) admission status.

General International Admissions Information

Graduate applicants relying on credentials from non-US institutions to meet admission requirements may enroll in University of Phoenix (UOPX) courses before admission if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies
- Have a pre-evaluation completed by the Office of Admissions and Evaluation confirming their academic background meets admission requirements and
- Meet all other admission requirements for their selected program

UOPX accepts academic records from non-US institutions to conduct pre-evaluations. Pre-evaluations determine comparability of previous academic studies for unofficial placement and advisement purposes.

Records of academic studies completed outside the US must meet one of the following verification standards to be acceptable for admission and transfer credit evaluation:

- Receipt of the official academic records sent directly to UOPX by the applicant's previous institution.
- If the applicant possesses the official record of their academic studies and sends them to UOPX, upon receipt, UOPX will review for authentication and, if authenticated, verify the record.
- Receipt of official correspondence sent by the applicant's previous institution sent directly to UOPX confirming that copies of academic records are valid, or
- Upon receipt of an official evaluation of the applicant's academic record sent directly to UOPX from a professional evaluation agency approved by the Office of Admissions and Evaluation.

Academic records from non-US institutions with approved institutional accreditation are treated the same way as those within the US.

Secondary completion credentials earned outside of the US are considered comparable to secondary completion within the US and need no additional validation unless required by the applicant's state or jurisdiction.

Applicants must obtain an official translation of documents submitted to UOPX in a language other than English. Translations must be completed by one of the following:

- The foreign language department of an institution with approved institutional accreditation
- The originating country's embassy/consulate
- The UOPX Office of Admissions and Evaluation, if translation services are provided for that specific language.

International applicants will only be admitted as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC"). UOPX will not admit any individual that has been designated as one of the following:

- Specially Designated National ("SDN")
- Foreign Sanctions Evader ("FSE")
- Blocked Person
- Denied Person or other similar classification, as defined by US Law.

For purposes of this policy, an international applicant is defined as a non-US citizen or any applicant, regardless of citizenship, living at an address outside of the US or a US territory. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and to allow UOPX to process the applicant's personal information.

UOPX does not market its educational services outside the US. Individuals who reside in certain countries are not enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless the Office of Admissions and Evaluation gave prior approval.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered, after their admission to UOPX, that they were expelled from an undisclosed institution.

Student Falsification of Information

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.

Acceptable Transfer Credit

University of Phoenix (UOPX) reviews the transfer credit types listed below:

1. Coursework from institutions that offer associate degrees or higher; the institution must have been accredited, or a candidate for accreditation, at the time the student attended, and accreditation must come from an approved institutional accrediting body

2. Coursework from foreign institutions that offer associate degrees or higher; the institution must be recognized or authorized by the country's Ministry of Education

3. Graduate-level coursework from institutions accredited by the American Bar Association (ABA), including institutions provisionally approved by the ABA; UOPX will not accept coursework from a program below the graduate level-Juris Doctor (JD), Master of Laws (LLM), and Bachelor of Laws (LLB) are graduate-level programs

4. Credit recommendations from the American Council on Education (ACE)

5. Credit recommendations from the National College Credit Recommendation Service (NCCRS)

6. Credit earned through national testing programs, including:
    a. College Level Examination Program (CLEP)
    b. Excelsior College Examinations (UExcel)
    c. Berlitz Language Assessment
    d. National League of Nursing Exams (NLN)
    e. Advanced Placement Examinations (AP)
    f. Defense Language Proficiency Tests (DLPT)
    g. DSST Exams (previously DANTES and USAFI)

7. Prior learning assessed for credit by the Office of Admissions and Evaluation

B. UOPX must receive official transcripts or original documents from the issuing institution.

Documents from the US, its territories, or Canada must be sent directly to UOPX. They must be sent in a sealed envelope or through an approved alternative, such as fax, Escrip, or EDI. UOPX will not accept transcripts marked "issued to the student" because they are not official.

UOPX accepts copies of academic records from international institutions. Official records sent directly by the institution in a sealed envelope do not require verification.

Applicants with international credentials are placed in RI (Applicant International Credentials) admission status. They cannot be placed in Admitted status before UOPX receives verification or official documents from the issuing institution.

C. The Office of Admissions and Evaluation reviews all official transcripts. Credits are awarded under the Evaluation of Transfer Credit policies.

Evaluation of Transfer Credit

Transfer credit evaluations are only official when performed by the University (UOPX) Office of Admissions and Evaluation, or approved designees, as part of the official evaluation process. Transfer credit evaluations performed outside of that process (i.e., preliminary evaluations) or by any other party are unofficial. Unofficial evaluations are not binding and are subject to change.

Transfer credit is evaluated using the following criteria:

1. Courses must be credit-bearing with a grade of "C-" or better (grades of credit, pass, or satisfactory may also be accepted).
2. Acceptable transfer credits will be transferred as semester credit hours.
3. Courses must be designated non-remedial, college level, transferable, or degree-applicable in the issuing institution's transcript key. Professional development and vocational courses are not considered transferable.
4. Credit is transferred based on the course level (i.e., lower division, upper division, graduate, doctoral) used by the issuing institution.
5. A maximum of four physical education credits may be transferred.
6. Program requirements and state of residence determine how transfer credits are applied, and limitations on how they are applied.

Georgia residents are subject to the following state-mandated limits on all forms of transfer credit applying to their program of study.

1. Undergraduate students cannot have more than 75% of their program requirements met by transfer credit
2. Graduate students cannot have more than 66% of their program requirements met by transfer credit

UOPX does not accept the following types of courses in direct transfer to program requirements.

1. Transfer courses that duplicate UOPX courses already applying to the program
2. Transfer courses that duplicate other transfer credit already applying to the program
3. Transfer credit that is regressive to UOPX courses already applying to the program
4. Transfer credit that is regressive to other transfer credit already applying to the program

Associate degree transfer policy: Students meeting the following criteria will be considered to have satisfied the lower division elective and general education requirements of their program. They will be considered ready to begin their required course of study at UOPX but will still need to meet all prerequisites and any other specific requirements outlined in the Academic Progression and General Education requirements in their program's policies.

1. Applying to a UOPX associate or bachelor's degree program, except those with any of the prefixes listed below:
   a. AA/PF, ASCYB, BA/ENG, BS/EVS, BSCS, BSCYB, BSDS, BSED, BSIT, BSLS, and BSIT
2. Previously completed an Associate of Arts degree from an institution with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation

The credits applied to a student's program under this policy will not exceed the number of credits earned in the previously completed Associate of Arts degree.

California general education certificate transfer policy: Students meeting the following criteria will be considered to have satisfied the general education liberal arts component of their program. They will be considered ready to begin their required course of study at UOPX but will still need to meet all prerequisites and any other specific requirements outlined in the Academic Progression and General Education requirements in their program's policies.

1. Applying to a UOPX associate or bachelor's degree program, except those with any of the prefixes listed below:
   a. AA/PF, ASCYB, BA/ENG, BS/EVS, BSCS, BSCYB, BSDS, BSED, BSIT, BSLS, and BSIT
2. Do not reside in Arkansas, Nevada, Oregon, or Puerto Rico
3. Previously completed a California State University or Intersegmental General Education Transfer Curriculum (IGETC) certification from a California college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation

A signed Enrollment Agreement must be on file prior to the official evaluation being completed.

Students may appeal transfer credit evaluation decisions. They must submit their appeals within 90 days of being notified of the evaluation decision. Once evaluated and applied, transfer credits may not be unapplied.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix (UOPX) offers Prior Learning Assessment (PLA) as an option to apply assessed credits to degree requirements. Assessed credits can come from prior training, experience, or eligible courses that are applicable to degree requirements.

Prior learning must be equivalent to college-level learning to receive credit. Credit is granted for demonstrated knowledge, not for experience alone.

Students must submit official documentation for all courses, professional training, and experiential journals. It must clearly distinguish learning from experience. Documentation must include proof of completion, proof of course length, course descriptions, verification letters, and other related documents. Professional training documentation must match the timeframe of the completed license.

Students who submit experiential journals must demonstrate college-level writing skills that meet University standards.

UOPX will assess courses, professional training, and experiential learning for credit if they do not duplicate previously applied PLA, applied transfer activities, completed UOPX courses, or required UOPX courses that students must complete in the future.

UOPX reviews standards from industry leaders, such as the Council for Adult Experiential Learning (CAEL) and the American Council on Education (ACE), to assess prior learning.

UOPX recognizes credit recommendations from the ACE Credit Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). The University does not need to assess credit awarded using these recommendations.

Standard courses from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation are not eligible for PLA. The following non-standard course types from these colleges and universities may be eligible for assessment:

- Professional training courses
- Extension courses
- Courses that earn Continuing Education Units (CEUs), Professional Development Units (PDUs), or Contact Hours

I. Students cannot submit UOPX noncredit courses and certificates that earn CEUs, PDUs, or Contact Hours for PLA.

PLA may apply to lower division and upper division requirements in undergraduate degree programs. However, program-specific policies or the student's state of residence may limit this application.

The relevant college reviews PLA requests for graduate-level programs.

Students may not rewrite an experiential journal more than once.

Students completing experiential journals must write them on an approved topic. Students have 90 days to submit their completed experiential journal once a topic has been modified or removed from the Approved Journal Topic List.

The Student Code of Conduct applies to all PLA submissions.

Prior Learning Assessment Credit Assessment

Students can submit prior training, experience, or courses for Prior Learning Assessment (PLA) credit. PLA evaluators apply credit based on clock hours or academic content equivalence. PLA evaluators, with support from the University's colleges and Provost's Office, determine content equivalence. The following ratios are used to calculate how many credits can be applied for each clock hour.

- 15 in-person classroom instruction clock hours = 1 semester credit
- 30 laboratory/clinical clock hours = 1 semester credit
- 30 self-paced study clock hours = 1 semester credit

Prior learning credits are included on official transcripts.

Students may challenge PLA evaluation decisions. Challenges must be submitted in writing within six weeks of the credit award letter date. Challenges received after this date will not be considered.

Professional Training

PLA evaluators may divide professional training content into multiple course titles if they determine it to be worth more than three credits.

Experiential Journals

The Approved Journal Topics List indicates the level of credit to apply for an experiential journal.

When a journal submission is approved, submission documentation indicates the number of credits to be applied. No credit is given for incomplete or unsatisfactory journals. Journals do not receive partial credit.

Journal credits are only applied to associate and bachelor's programs in elective and general education categories.

Associate program students may have up to 15 journal credits applied to their program. Bachelor's program students may have up to 30 journal credits applied to their program.

Corporate Agreement - Credit Recommendation Guide

The University (UOPX) may enter into agreements with corporations to enhance transfer credit options for students. These transfer credit recommendations are documented in a Credit Recommendation Guide (CRG).

CRGs define how many UOPX credits can be given for a corporation's professional trainings. They also recommend where and how those credits can be applied to UOPX associate and bachelor's programs. Since the content of professional trainings vary, and may change, these recommendations do not guarantee credit will be applied.

The CRG only lists professional trainings owned and created by (or for) the corporation UOPX has an agreement with.

Students must submit supporting documents (e.g., licenses or certificates) for CRG activities to the UOPX Prior Learning Assessment (PLA) team. The PLA team must review and approve the supporting documents before credit is applied.

The PLA team applies credits for CRG activities based on the PLA Credit Assessment Guidelines.

Some corporations may request their content not be publicly accessible. In such cases, the CRGs are housed on the UOPX Corporate Articulation internal website.

A list of corporations with which University of Phoenix has established corporate agreements can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Fees

There are no fees associated with the services rendered or awarding of credit through Prior Learning Assessment.

Standardized Credit Recommendations

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

Credit awards are applied toward UOPX Degrees. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Approved Institutional Accrediting Bodies for Transfer Credit and Admission Requirements

The University (UOPX) may review previously completed degrees and courses to determine if they meet the admission requirements for a program or if they may waive some program requirements. Such degrees and courses must come from institutions with approved accreditation.

The following are institutional accrediting bodies UOPX generally accepts. Some UOPX programs may place additional restrictions on which accrediting bodies are acceptable. When this occurs, the program's policy will specify the approved accrediting bodies.

- ACCJC - Accrediting Commission for Community and Junior Colleges
- HLC - Higher Learning Commission
- MSCHE - Middle States Commission on Higher Education
- NECHE - New England Commission of Higher Education
- NWCCU - Northwest Commission on Colleges and Universities
- SACSCOC - Southern Association of Colleges and Schools Commission on Colleges
- WSCUC - Western Senior College and University Commission
- AARTS - Association of Advanced Rabbinical and Talmudic Schools, Accreditation Commission

- ABHE - Association of Biblical Higher Education
- ABHES - Accrediting Bureau of Health Education Schools
- ACCSC - Accrediting Commission of Career Schools and Colleges
- ACCET - Accrediting Council for Continuing Education and Training
- ATS - Association of Theological Schools in the United States and Canada / Commission on Accrediting
- COE - Council on Occupational Education
- DEAC - Distance Education Accrediting Commission
- NACCAS - National Accrediting Commission of Career Arts & Sciences
- TRACS - Transnational Association of Christian Colleges & Schools / Accreditation Commission

College Articulation Agreement

The University (UOPX) creates college articulation agreements with other institutions. These agreements allow transferable credits from specific courses or programs to be applied to UOPX program requirements. They are created for UOPX associate and bachelor's degree programs only.

UOPX creates articulation agreements with degree-granting institutions that have approved institutional accreditation.

A list of institutions that University of Phoenix has established articulation agreements with can be viewed at https://www.phoenix.edu/tuition-financial-aid/transfer-credits/guides.html

Transient Student Policy

Transient students are individuals enrolled in a degree program at an external (home) institution, who are approved to complete non-degree coursework at University of Phoenix (UOPX) to fulfill program requirements at the home institution.

Prior to scheduling coursework at UOPX, transient students must have a Transient Student Request form on file from one of the approved institutions listed below.

- Paul Quinn College
- South Carolina State University

The following requirements apply to transient students attending UOPX:

- They are accountable to, and governed by, all classroom, conduct, and associated policies regarding student behavior and academic progression as set forth in the UOPX Academic Catalog.
- They will not be reviewed for specific UOPX admission requirements as degree-seeking students.
- They are held to the home institution's academic preparedness requirements and will not be individually reviewed for UOPX pre-requisite requirements for the courses they are entering.

Preferred Transfer Institution Policy Exceptions

Closed or closing institutions may name University of Phoenix (UOPX) as a preferred transfer institution. Students who transfer from these institutions may qualify for exceptions to some UOPX policies. UOPX grants these exceptions to simplify the admission process and reduce the loss of transfer credit.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at University of Phoenix is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending University of Phoenix to determine if your credits or degree, diploma or certificate will transfer.

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with transfer agreement institutions.

With a reverse transfer agreement in place, University of Phoenix will notify the transfer agreement institution through the National Student Clearinghouse for students that have consented to the release of their records to a previously attended institution that also are meeting certain credit requirements that indicate the student may be eligible to earn an associate degree from the transfer institution.

The transfer institution may pursue communication with the student to discuss requirements and may award the associate degree to the student per its discretion after an official credit evaluation is conducted.

Add or Change Program or Modality

Students who change their program must enter the most current program available in their state or jurisdiction. Students who add an additional program must also enter the most current program available in their state or jurisdiction.

Students who permanently change from one modality to another, such as online to local campus, must sign a new Enrollment Agreement for the new modality.

Course Waivers

A course waiver lets students replace a required course with completed transfer credit. To be applied, a waiver must meet the criteria in the student's program policies.

- Transfer coursework is reviewed during the official evaluation and course waivers are applied when appropriate. Students may also request a course waiver.
- The University must receive an official transcript from the institution or the credit provider where the student completed the credits. A course description from the institution's catalog may also be required.
- With approval from the appropriate college, nationally recognized or industry accepted certifications or training programs may waive certain courses. These waivers do not need Prior Learning Assessment. Certification-based waivers must be verified using an official transcript or completion documentation from the certifying organization.
- Once applied, course waivers will not be removed.
- Once a course has been waived, students must not complete that course or its equivalent at UOPX.

Course Equivalencies

Equivalent courses are approved UOPX courses that are substantially similar in content, course objectives, and learning outcomes to a program's required courses. Students may complete equivalent courses instead of the required courses in a program.

The level of an equivalent course must be the same or higher than the level of the course it replaces.

An equivalent course must be worth at least the same number of credits as the course it replaces.

Students must achieve the minimum grade required by the program to receive credit for an equivalent course,

Colleges may create a combination equivalency when the combined content from two or more UOPX courses will satisfy the content for one required course.

Students must successfully complete all courses needed for the combination equivalency.

Students who use a combination equivalency may apply the excess credits to additional liberal arts, interdisciplinary, and elective requirements. Any restrictions are noted within program policies.

Course equivalencies may change based on college needs or program updates.

GPA calculations include the most recently completed equivalent course.

Academic Advisement

All students will have an Academic Counselor to support them in their educational journey from the start of their first course until after graduation. Academic Counselors provide holistic guidance, addressing both academic and personal needs, and tailoring university resources, policies, and processes to support student success.

Academic Counselors collaborate with students to develop individualized academic plans, identify opportunities to save time and money, and support key educational milestones. Through regular contact, they help students stay committed to their goals, navigate program requirements, and make informed decisions about their academic and career paths. Academic Counselors also offer coaching to help students overcome challenges and maintain steady progress toward graduation.

Students can access additional tools and resources through the student portal, including transfer credit summaries, official grades, program GPA, transcript requests, and career resources. Upon official evaluation, all students are notified of their transfer credit results and may review their transcript evaluation, including any approved course waivers in their Academic Plan. Progress toward degree completion can be reviewed at any time on the student portal.

Enrollment Status

The University recognizes the following enrollment statuses:

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for their program is at least 6 credits for an academic year, the student is meeting course attendance, and their official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14-day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for their program amounts to less than 6 credits for an academic year, as determined by the institution. In addition, the student is meeting course attendance and their official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and IX grades are excluded from the 14-day out of attendance calculation. Non-degree students are considered to be in Active Less Than Half Time status.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative (see University Withdrawal policy).
Academic Complete	C	Academic program requirements have been satisfied, as indicated by an academic complete date for the program in the academic system of record; however, the student's program has not been officially audited nor has the University Registrar's Office officially conferred the credential.

Enrollment Status	Code	Definition
Graduated	G	The student has completed all program requirements and the credential is conferred.
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in their program.

Course Status

The University recognizes the following course statuses:

AW (Administrative Withdrawal)

Student has been withdrawn from a course for failure to meet academic, admission, candidacy, financial, or code of conduct policies

AU (Audit)

Student has received appropriate approvals to observe the course and will not receive a letter grade

CO (Completed)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade, and either has posted positive course attendance in the final week of their course, or the course end date has passed (whichever occurs first).

DR (Dropped)

Student was in a SC or EN course status and has requested to be removed from the course. The student has not met the minimum attendance requirements in the course

EN (Enrolled)

Student has satisfied at least one week of positive course attendance and continues to actively meet course attendance requirements

OB (Obsolete)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University

SC (Scheduled)

Student has been scheduled for a course and no course attendance has been posted

TA (Insufficient Attendance)

Student has been automatically removed from the course due to not meeting minimum course attendance requirements

WI (Withdrawn for Admissions)

Student is not in Official Evaluation (OF) status, or has been removed from Admitted (AM) status, after completing five courses

WO (Waived with Credit)

The Office of Admissions and Evaluation or the Registrar's Office has processed a waiver

WP (Withdrawn for Prerequisite)

Student has failed to meet the course or program prerequisite requirement

WV (Exemption)

Course has been waived without credit

Candidacy Statuses

Some programs have Level 1 and Level 2 candidate status requirements. Students must meet these requirements to progress in the program.

Level 1 candidate status is based on the admission requirements for the program. Students who meet the admission requirements meet Level 1 candidate status.

- **Level 1 Candidate Status Satisfied (1S):** Meets the admission requirements and is admitted to the program
- **Level 1 Candidate Status Not Satisfied (1N):** Does not meet the admission requirements and is denied admission

Level 2 candidate status is a review of the additional requirements students must meet to continue in the program. These requirements, and their deadlines, are listed in the Candidacy Status section of each program's policy.

- **Level 2 Candidate Status Satisfied (2S):** Meets the additional requirements by the required deadline (E1)
- **Level 2 Candidate Status Not Satisfied (2N):** Does not meet the additional requirements by the required deadline

Students who do not meet Level 2 candidate status by the deadline are administratively withdrawn. They may not enroll in or attend courses until the requirements are met.

Course Attendance Policy

Attendance is mandatory in all University courses. Students satisfy course attendance requirements through the activities listed below. Deadlines for attendance are based on Arizona time (UTC-07:00).

- **Online**: Students must post at least one Academically Related Activity (ARA) on at least one day during the online week.
- **Local Campus and In Person Residency:** Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster. Excluding in-person residencies and students in the MSC/CCMH program, students at the Phoenix campus may virtually attend the local campus workshop meeting during the scheduled class time. Virtual attendance is recorded based on students accessing the online virtual class session in Blackboard Collaborate during the scheduled class time.

  Students attending the Phoenix campus, who are using VA Chapter 33 Benefits, must attend class in person at least once during each course to be eligible for the local MHA rate.
  - Most local campus courses meet four hours per week.
  - Most in-person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- **Directed Study**: Students must post one ARA in the scheduled class during the online week.
- **Local Campus Preceptorship Clinical Courses:** Students enrolled in preceptorship courses at a local campus are not required to meet classroom workshop attendance in-person each week because they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member based on the completion of weekly discussions/reflections and assignments, and on their attendance at four class sessions during the course. To have positive attendance recorded by the faculty member, students must complete at least one discussion/reflection or assignment during the week and must attend the class session if one is scheduled during the week.

- Counseling Residency Courses (First and third MSC/CCMH Counseling Residency courses only):
  - **Online week**: Students must post at least one ARA at least one day during the online week.
  - **Three day residency**: Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in-person residency will receive a failing grade for the course.

The second MSC/CCMH Counseling Residency course does not include an in person component.

- **Online MSC/CCMH Counseling Practicum and Internship Courses Scheduled 1/1/2023 or later:** During week one of the Practicum course, students must post at least one ARA on at least one day during the week to meet the course attendance requirement. For every subsequent week of that course, and for every week of the Internship courses, students must attend the weekly virtual instruction session via Blackboard Collaborate to meet the course attendance requirement each week. Attendance for each virtual session will be verified by session access recorded in Blackboard.
- **Online MSC/MFCT Counseling Practicum and Internship Courses Scheduled 11/1/2024 or later:** During week one of the Practicum course, students must post at least one ARA on at least one day during the week to meet the course attendance requirement. For every subsequent week of that course, and for every week of the Internship courses, students must attend the weekly virtual instruction session via Blackboard Collaborate to meet the course attendance requirement each week. Attendance for each virtual session will be verified by session access recorded in Blackboard.

Unexcused Absence Policy

Unexcused absences will result in an automatic "W" grade if students miss more than the maximum allowed absences. Students who do not miss more than the maximum allowed absences by the end of their course will receive a letter grade and will not be eligible to receive a "W". Refer to the chart below:

Number of workshops	Allowed Unexcused Absences	Unexcused Absences resulting in W grade
1-4	0	1
5-9	1	2
10-59 (excluding Competency-Based program courses and Direct Assessment program courses)	2	3
60	9	10

Students may submit a request for an excused absence prior to or after the missed week of attendance (for courses with a weekly attendance requirement), for one of the following reasons, with supporting documentation:

- Military deployment
  - Documentation can consist of military orders.
- Required military training
  - Documentation can consist of military training orders.
- Extreme serious illness or hospitalization of student or family member
  - Documentation can include a note from the doctor or release from the hospital. The documentation does not need to contain specifics of the medical condition and/or injury, etc.
- Title IX - Pregnancy and Childbirth
  - A student must be excused for medically necessary absences due to pregnancy, pregnancy-related conditions, or childbirth for as long as the doctor deems the absence(s) medically necessary.
  - Documentation can include a note from the doctor, release from the hospital, and any other documentation that would typically be required for other medically necessary absences.
- Death of a family member
  - Documentation can consist of a copy of the deceased's obituary.
- Jury Duty
  - Documentation can consist of a copy of the jury summons.
- Other extenuating circumstances
  - Students may request an excused absence based on extenuating circumstances, as approved by the University.
- Natural disaster, inclement weather, or emergency situations that require campus(es) to cancel classes.

Academically Related Activities

The University (UOPX) records a student's academic engagement as Academically Related Activities (ARAs). UOPX uses ARAs to determine a student's official last date of attendance and their enrollment status.

UOPX records ARAs for the activities listed below when they occur on or after the course start date, and on or before the course end date. ARA dates are based on Arizona time (UTC-07:00). Many of the activities listed refer to Blackboard. Blackboard is UOPX's learning management system. This is the primary forum in which students engage in learning activities.

- Discussion posts submitted via Blackboard in a course
- Assignment submissions posted via Blackboard in a course
- Quiz/exam submissions graded and required in a course
- Submission of completed engagement activities in an interactive tutorial, webinar, or other computer-assisted instruction that is graded and required in a course; this also includes completion of any portions of these activities that are submitted to Blackboard to have points recorded
- Participation in a learning team session with one or more other classmates, conducted via Blackboard's Course Collaborate feature, that lasts at least two minutes
- Learning team discussion posts submitted in the Assignment Submissions section via Blackboard in a course

- Student interactions with faculty regarding the academic subject matter studied in the course via Blackboard Course Collaborate sessions or Blackboard Messages; students must contact their Academic Counselor to submit a request to have an ARA recorded for an interaction with faculty via Blackboard Messages, after which the Registrar's Office will record an ARA for the interaction upon validating that it is related to the academic subject matter studied in the course
- In-person attendance in a faculty-led instruction session, verified by a signed attendance roster, in local campus courses and in-person residency courses
- Virtual attendance in a faculty-led instruction session (where approved) as verified by students accessing the virtual class session via the Blackboard Course Collaborate feature

UOPX does not record ARAs for any activity in the following course types:

- an Audited (AU) course
- an orientation that is required for admission to a program, and not part of the program's required course of study.

Concurrent Enrollment

- The University of Phoenix (UOPX) defines concurrent enrollment as attending two or more UOPX courses where the start or end dates overlap.
- Undergraduate or graduate degree students may enroll in up to two credit-bearing courses at the same time. This limit applies regardless of whether one of the courses is a non-degree course.
- Non-degree students must complete one course with UOPX before they may enroll in concurrent courses. After completing one course, non-degree students may enroll in up to three non-degree courses at the same time.
- Degree students cannot enroll in concurrent courses in the following scenarios:
  - during the first two courses at their current program level.
  - during the Phoenix Success Series courses.
  - while on Provisional (PV) admission status.
  - while on Academic Probation (AP) program academic status.
  - while completing a Master's or Doctoral Pathway.
- Some programs may have additional program-specific concurrent enrollment policies. Any additional requirements are documented within policy for those specific programs.

Course Levels

University of Phoenix offers courses at the following levels:

- 100-299: undergraduate, lower division
- 300-499: undergraduate, upper division
- 500-699: graduate
- 700-999: doctoral

Grading Procedures

Course grades can be viewed on the student website (http://my.phoenix.edu) on the Academic Plan tab. In addition students may view their grades on their unofficial transcript and order their official transcript on the home page by selecting order transcript. Faculty members are required to post final grades within seven days of completion of the course.

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

Grade Definitions

Student grades represent the work and knowledge level attained in a course. Only the faculty member assigned to teach the course is authorized to issue grades to the students in the course. Final grades may only be changed by the faculty member after the grades have been submitted if an approved formal grade dispute is on file or if the faculty member determines the original grade was improperly calculated.

University of Phoenix (UOPX) has established the following grading guidelines:

Grade	Quality Points	Grade Definition
A	4.00	Excellent
A–	3.67	Excellent
B+	3.33	Good
B	3.00	Good
B–	2.67	Good
C+	2.33	Average
C	2.00	Average
C–	1.67	Average
D+	1.33	Passing, Below Average
D	1.00	Passing, Below Average
D-	0.67	Passing, Below Average
F	0.00	Fail

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
IP = In Progress
IX = In Progress Extension
W = Withdrawal
P = Passing
AU = Audit
QC = No Grade Awarded
NC = No Credit
WC = Waived With Credit
RC = Removed Course

The minimum passing grade for a University course is D-. However, some University programs and courses require higher minimum grades. Program-specific minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

Additional Grade Definitions:

I (Incomplete): At the faculty member's discretion, an I grade may be granted during the last week of the course to complete assignments. A student who receives an I grade is given up to five weeks beyond the course end date to complete the course requirements and receive a grade.

Each assignment submitted during the I grade extension period will receive a 20% deduction, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an I grade had not been requested. Students must request an I grade in writing as a private message in the classroom. The student and faculty member must enter into a written Incomplete grade agreement posted as a private message during the last week of class prior to the course end date. The written agreement must consist of the following: a course completion plan, a clearly identified extended course deadline (not to exceed five weeks from the original course end date), and an acknowledgement that the score for any assignment(s) submitted during the I grade extension period will be reduced 20% in consideration of the extra time allowed to complete the coursework, regardless of the circumstances.

I grades will be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for the purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an I grade can be issued instead of a W grade. The I grade may be issued with an initial extension of six (6) weeks beyond the standard five (5) week extension. The practice of deducting 20% per assignment submitted during the I grade extension period will be waived for deployed students.

IP (In Progress): An IP grade may be awarded in the following instances:

The IP grade allows students additional time to complete requirements in specific designated courses where such allowance is warranted (e.g., clinical hour, counseling internship, student teaching, or dissertation requirements). IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IP Grade Matrix

IX (In Progress Extension): An IX grade may be awarded in the following instances:

This grade is only awarded to eligible students who are approved for reasonable accommodations under the Americans with Disabilities Act (ADA) or Title IX.

For ADA: A new IX grade course completion date for ADA accommodations must be determined by the Student Accommodations Office (SAO). The Registrar's Office will work with the SAO to determine the IX course completion date for ADA accommodations.

For Title IX: A new IX grade course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.

Students who are approved for reasonable accommodations will not have their grades penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.

IX grades will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC (No Grade Awarded):

This grade may be used for zero credit courses once the attendance requirement has been satisfied.

A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.

This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU (Audit): Students will receive a designation of AU on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W (Withdrawal): Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the University. A W grade will be issued in the following scenarios:

The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.

The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

P (Passing): Student satisfactorily completed the course.
NC (No Credit): Student withdrew from the course; no grade was issued.
WC (Waived with Credit): UOPX required course, waived with credit.
RC (Removed Course): Under exceptional circumstances in which the University determines it is warranted (e.g., due to an administrative error), an RC grade may be given for a course in which a student has posted attendance and which has been approved, after review by the University Registrar (or designee), to be removed from the official transcript.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at http://my.phoenix.edu. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

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.

Official transcripts can be released - for a $15 fee.

Students can order their official transcript on their student portal or on the National Student Clearinghouse site at https://www.studentclearinghouse.org/students/.

Students near Phoenix, Arizona can pre-order and pick up (by appointment only) their transcript with a photo ID by calling the Admissions and Records Service Center at 800.866.3919 during regular business hours (7:00 AM -5:00 PM, MST).

The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by 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, disc or electronic imaging system.

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree or certificate program. Program GPA is the sum of the student's UOPX program-specific quality points divided by the sum of the student's UOPX program-specific attempted credits.

UOPX cumulative GPA is a calculation of all completed UOPX courses. Cumulative GPA is the sum of the student's UOPX quality points divided by the sum of all the student's UOPX attempted credits.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

Program applicable courses that may not apply toward the program in terms of credit but which are needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the program GPA.

Academic Forgiveness

University of Phoenix (UOPX) provides the following academic forgiveness options for students.

- **Course Repeat:** This option allows students to improve their GPA by repeating a previously completed course, or an equivalent to a previously completed course. The initial course will be removed from the GPA, and the most recent course will be included in the GPA regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Refer to Academic Standing and Scholastic Disqualification policies within each program for additional guidelines or limitations.
- **Academic Reprieve:** This option allows a student's program GPA to recover from lower grades earned due to extenuating life circumstances.
  - Students enrolled in an undergraduate degree program, who have completed at least four GPA-applicable UOPX courses, may request to have two course grades removed from their program GPA for the duration of their undergraduate studies at UOPX.
  - Students enrolled in a graduate degree program, who have completed at least four GPA-applicable UOPX courses, and who are not in Provisional (PV) admission status, may request to have one course removed from their program GPA for the duration of their graduate studies at UOPX.

- Undergraduate students may request to remove only one graduate course completed with a passing grade that is applying to their undergraduate program (e.g., through a master's pathway). Undergraduate students who request to remove a graduate course may request to remove only one undergraduate course. They will not be able to request the removal of another graduate course in a graduate program.
- Doctoral and certificate programs are not eligible for Academic Reprieve. Students may not request Academic Reprieve for any doctoral course, even if it is applied to a graduate program (e.g., through a doctoral pathway).
- If desired, students may authorize the Registrar's Office to identify the course(s) Academic Reprieve should be applied to, that will have the optimal impact on student success (e.g., impact on GPA, academic progression, degree completion, etc.).
- Once Academic Reprieve has been applied to a course, it will be removed from the program GPA for any program on the student's record that is at the same degree level (undergraduate or graduate) that the course is applicable to, excluding certificate and doctoral programs. Courses removed from the program GPA through Academic Reprieve will continue to apply to the cumulative GPA.
- Students may not request to have Academic Reprieve unapplied from the requested course(s) after it has been approved and applied to the course(s).
- Non-passing grades earned in required course of study courses, and any course that earns a non-passing grade as a result of a student code of conduct sanction, are not eligible for Academic Reprieve. Additionally, courses that have a minimum grade requirement are not eligible for Academic Reprieve if the minimum grade requirement was not met. This may include capstone, practicum, clinical, internship, field placement, and student teaching courses.
- Students who request Academic Reprieve for a course that received a passing grade will continue to receive credit for the course after the grade has been removed from the program GPA.
- Students using Academic Reprieve for a general education or elective course that earned a non-passing grade will have the grade removed from their program GPA, but will be required to satisfy the applicable requirement through another UOPX course or an acceptable transfer activity.
- Students are not eligible to apply Academic Reprieve to a program after the degree has been conferred.

- All courses and associated grades removed from the program GPA as part of the University's Academic Forgiveness policy will continue to appear on the student's official transcript.

Grade Disputes and Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process, or the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance with academic policies. The faculty member's decision is final unless the dispute alleges discrimination or harassment.
  - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
  - Disputes challenging a grade that also allege discrimination or harassment by the faculty member are addressed according to the Equal Opportunity, Harassment, and Nondiscrimination policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the relevant director of academic affairs, or designee, who may mediate a resolution between the student and faculty member. The decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to credential conferral.

Program Academic Standing

Program academic status refers to a student's academic standing for a specific program in which they are enrolled. The University recognizes the following program academic statuses for degree and certificate seeking students.

Regular (RG) - Students are meeting all relevant progression requirements to be considered in good academic standing for their program.

Academic Probation (AP) - Students will be placed on AP status if their program GPA falls below the minimum GPA required in their program. Students on AP status are restricted to a period of no fewer than four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence.

Concurrent enrollment is prohibited in this status.

University of Phoenix (UOPX) courses completed with W, W/F, P, AU, QC, NC, or WC grades will not count toward the four-course AP sequence.

Courses with Academic Forgiveness applied will still count toward the four-course AP sequence.

Students must fulfil the requirements of each status on their record (i.e., admission, program academic, and student academic), regardless of what combination of statuses have been applied (e.g., a student may be in PV admission status and AP program academic status concurrently and must fulfil the requirements of each status.)

Students who add or change their program or program version will have their program academic status evaluated at the time of official evaluation into the new program or program version based on the applicability of previously completed UOPX courses.

First Four Courses AP Grace Period

Students enrolling into an associate or bachelor's degree program, excluding nursing programs, will not be placed on AP status within the first four credit-bearing courses they complete at UOPX if they meet the following criteria:

- They signed an Enrollment Agreement or Re-Entry Acknowledgement for their program on or after 7/1/2019.
- They have no positive recorded attendance in a UOPX course prior to 7/1/2019.
- They have not completed more than three previous credit-bearing UOPX courses that started on or after 7/1/2019.

Upon completion of the fourth course, students who are below their minimum required program GPA will be placed on AP status and restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program.

Students enrolling into a master's degree program will not be placed on AP status within the first three credit-bearing graduate level courses they complete at UOPX if they meet the following criteria:

- They signed an Enrollment Agreement or Re-Entry Acknowledgement for their program on or after 7/1/2022.
- They have no positive recorded attendance in a UOPX graduate level course prior to 7/1/2022.
- They have not completed more than two previous credit-bearing UOPX graduate level courses that started on or after 7/1/2022.

Upon completion of the third course, students who are below their minimum required program GPA will be placed on AP status and restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. This policy does not apply to students who begin their program in Provisional admission status.

Provisional Status AP Grace Period

Students initially admitted to graduate degree programs in Provisional (PV) admission status will not be placed on AP within the first four program-applicable courses they complete at UOPX. If students do not achieve a GPA of 3.0 by the end of their fourth course, when they return from Disqualified for Admission (DA) status they will also be placed on AP status.

AP Sequence Extension for Program Change and Re-Entry Students

Students who are on AP status after they add or change their program or version will be given a full four-course AP sequence in the new program or version.

Students who have been out of attendance for more than 365 days, who are on AP status at the time they re-enter their program of study, will remain on AP status but will be given a full four-course AP sequence upon re-entry.

Student Academic Standing

Student academic status refers to a student's academic standing across all programs in which they are enrolled. The University recognizes the following student academic statuses for degree and certificate seeking students:

Regular (RG)

Students in RG student academic status have no academic standing restrictions that are applicable across all programs in which they are enrolled.

Disqualified for Admission (DA)

Students admitted in Provisional (PV) status are placed in DA status when they fail to achieve a GPA of 3.0 at the end of the fourth completed program-applicable course. The course end date of the fourth completed program-applicable course determines the effective date for DA status.

Students placed in DA status:

- will be administratively withdrawn from the University and are not eligible to reapply for six months from the date of disqualification
- may not transfer to another program (including another concentration or specialization) until the end of the six-month disqualification period
- will remain in PV admission status for four additional courses when they return; as part of that four-course sequence, students with a GPA below 2.4 (i.e., more than 20% below the 3.0 minimum requirement) are required to retake or replace the program-applicable course(s) with the lowest grade(s) earned until they are within 20% of a 3.0 GPA
- **Students in Nursing and Counseling Programs Only:** must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision

Academic Disqualification (AD)

Students on Academic Probation (AP) program academic status will be placed in AD student academic status when they fail to achieve the required minimum GPA at the end of the four-course probationary period. The course end date of the final course completed within the four-course AP period determines the effective date for AD status. The University will note the date a student is placed in and removed from AD on the permanent transcript.

Students placed in AD status:

- will be administratively withdrawn from the University and are not eligible to return for six months from the date of disqualification
- may not transfer to another program (including another concentration or specialization) until the end of the six-month disqualification period
- will remain on AP program academic status for four additional courses when they return; as part of that four-course sequence, students with a program GPA more than 20% below the minimum program requirement (i.e., a 1.6 GPA for programs that require a 2.0 GPA or a 2.4 GPA for programs that require a 3.0 GPA) are required to retake or replace the program-applicable course(s) with the lowest grade(s) earned until they are within 20% of their program's required minimum GPA.

- **Students in Nursing and Counseling Programs Only:** must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

Students are placed in SD status when they do not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the program GPA based on attempted credits. The University will note the date a student is placed in and removed from SD on the permanent transcript.

Students placed in SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by the Scholastic Disqualification requirements outlined in their program's academic policies
- may not transfer to another program (including another concentration or specialization) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

Students are placed in SS status when they are suspended either for a designated period or indefinitely from the University. This can occur for either academic or student code of conduct reasons. Students placed in SS status will be administratively withdrawn and will have the dates of suspension noted on their official transcript. Students placed in SS status will not be allowed to continue in their program or transfer to another program (including another concentration or specialization) until the designated period for the suspension has ended (if there is one) or an appeal to return and resume studies has been approved.

Expulsion (EX)

Students are expelled, and placed in EX status, when they are administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Maximum Credit Limits

The University has identified the maximum number of credits a student may complete during a 12-month period. This limit is determined based on the student's actual start date in their program at University of Phoenix (UOPX). The number of credits completed within a 12-month period is limited by the program level of study the student is actively pursuing.

- Undergraduate students may complete a maximum of 45 UOPX credits in a 12-month period.
- Graduate students may complete a maximum of 39 UOPX graduate credits in a 12-month period.

Students who are enrolled in both graduate and undergraduate programs are limited by the undergraduate credit maximum.

Late Assignments

Individual course assignments will be accepted up to four days after the assignment due date, with a maximum 10% deduction for lateness. This includes final week individual assignments, which may be submitted up to four days after the course end date.

The four-day grace period does not apply to faculty-graded assignments that have already been graded. Once a grade has been published, the assignment cannot be resubmitted. However, this restriction does not apply to non-faculty-graded assignments that allow multiple submissions.

Course participation requirements must be met within the designated course week.

Academic Recognition

University of Phoenix (UOPX) recognizes exceptional academic performance by students in a degree program on a semi-annual basis through placement on the Dean's List for their college, or on the University President's List.

To be eligible for recognition on their college Dean's List, associate, bachelor's, and master's degree program students must meet the following criteria for courses completed during the six months prior to each semi-annual Dean's List publication.

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA in an associate, bachelor's, or master's degree program.
- Have no courses on the student record with I, IX, IP, F, or Competency-Based program NM grades (students will be eligible if any of these grades are subsequently changed to an acceptable grade).
- Achieve a qualifying GPA for UOPX courses completed during the six-month eligibility period, without using Academic Reprieve or course repeats to achieve the qualifying GPA:
  - Associate and bachelor's programs: 3.50 - 3.99
  - Master's programs: 3.70 - 3.99

To be eligible for recognition on the University President's List, associate, bachelor's, master's, and doctoral students must meet the following criteria for courses completed during the six months prior to each semi-annual President's List publication:

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA in an associate, bachelor's, or master's degree program; or complete at least 9 UOPX semester hour credits that are applicable to the program GPA in a doctoral program.
- Have no courses on the student record with I, IX, IP, F, or Competency-Based program NM grades (students will be eligible if any of these grades are subsequently changed to an acceptable grade), or that have been removed from calculating into the program GPA through course repeats or Academic Reprieve.
- Achieve a qualifying GPA of 4.0 for UOPX courses completed during the six-month eligibility period without using Academic Reprieve or course repeats to achieve the qualifying GPA.

Direct Assessment, certificate, and en-route programs are not eligible for Dean's or President's list.

Institutional Review Board

- The University (UOPX) has an Institutional Review Board (IRB). The IRB reviews and approves all research involving human subjects. These reviews occur before any research activities begin. No researcher can begin collecting data before receiving IRB approval for the study.
- The IRB's review and approval includes, but is not limited to, the following matters:
  - Institutional reliance (i.e., for instances in which there are multiple IRB's, the process of agreeing to rely on the IRB that's been designated the 'IRB of record')
  - Affiliation agreements
  - Policies related to human subject research
  - Assessments of risk to human subjects' rights and welfare including physical, psychological, emotional, social, and economic risks
- UOPX complies with federal human research regulations (45 CFR 46). UOPX holds a Federalwide Assurance (FWA) filed with the US Department of Health and Human Services. UOPX's FWA number is 00004202.
- The UOPX IRB follows the ethical guidelines in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. The IRB also follows guidance from the federal Office of Human Research Protections.
- Some research studies are exempt from IRB oversight. The IRB must confirm these as exempt before any research activities occur. There are no exceptions if human subjects are involved.
- Doctoral students' research plans/proposals must be approved by college faculty prior to IRB review. Doctoral students' dissertation chairs must work as co-principal investigators, meaning they partner with, and supervise, students in developing their research plans. Doctoral students must have Committee on Research approval if UOPX faculty, staff, or students are part of the study population.
- The IRB ensures that legal, regulatory, and ethical standards are upheld for all studies conducted by UOPX researchers.
- Researchers must complete human subjects ethics training through the Collaborative Institutional Training Initiative (CITI) Program. They must receive CITI certification before submitting an IRB application. CITI certifications must be renewed every two years while conducting IRB-reviewed research.

Required Procedures: IRB Review, Research and Reports

- **IRB Review:** The IRB conducts initial review of research protocol using the IRBNet system. This review includes all human subject protection protocol forms. The protocol forms are based on federal categories. They address federal and institutional study requirements. The initial review determines which research studies require full committee review. The IRB may review research using the following processes if full committee review is not needed:
  - Expedited
  - Exempt
  - Non-human-subject research
- **IRB Research:** The IRB reviews studies with more than minimal risk to participants on a yearly basis. If one of these studies is not completed within the approved timeframe, researchers file a Continuing Review of Research form. This form is found in the IRBNet system. The IRB can decide that a shorter approval period is appropriate. Studies with minimal risk, or less than minimal risk, do not have an expiration date.
- **IRB Reports:** The IRB may contact researchers if they do not comply with federal or UOPX policies. The IRB may also contact researchers if study participants contact UOPX with a complaint about the study. Researchers must contact the IRB Office immediately if unanticipated problems or adverse effects occur during a study. Unanticipated problems are defined as incidents in which:
  - The problem is unexpected (as judged by nature, severity, or frequency)
  - IRB-approved research protocol or informed consent documents are not followed
  - The problem is related to participation in the research
  - There is a reasonable possibility that the problem was caused by research procedures
  - Research places participants at greater physical, psychological, economic, or social harm risk than was previously anticipated

  IRB review may result in changes to the research protocol or informed consent process. IRB review may also result in corrective actions. These actions can include suspending or terminating IRB approval.

Research, Scholarship, and Surveys

- University of Phoenix (UOPX) encourages student, faculty, and staff research and scholarship efforts. UOPX provides an Office of Scholarship Support (OSS) and a series of Research Centers to support researchers.
  - "Research" is defined as scholarly and scientific inquiry projects focused on collecting and analyzing empirical data and facts.
  - "Researchers" are students, faculty, staff, or external parties who plan to systematically sample, collect, and analyze data for public distribution.
  - "Scholarship" is defined based on Boyer's Model and Boyer's Four Domains of Scholarship. It is the process by which faculty, staff, and students integrate these four domains into demonstrated evidence, showing how each domain applies to their work, research, and scholarly endeavors.
    i. Discovery
    ii. Integration
    iii. Application
    iv. Teaching
- All researchers associated with or conducting research at UOPX must gain appropriate approvals prior to conducting research. The University's Institutional Review Board (IRB) policy contains the approval process.
- Research must be approved in advance when UOPX is the subject or when the research takes place at UOPX or in UOPX systems.
  The Committee on Research (COR) reviews and approves all research and scholarship in which UOPX is a subject. UOPX is considered a subject when the research study:
  - Samples UOPX students, faculty, or staff
  - Involves UOPX records, data, or materials
  - Uses UOPX systems, websites, or tools

  COR must approve any research involving UOPX as a subject before IRB review.
- The IRB is a federally mandated committee. The COR is a committee formed by UOPX. COR approval does not imply IRB approval. Research involving UOPX and human subjects must be approved by the IRB. Researchers must be able to show proof of approval from another institution's IRB in the event that the researcher is employed, enrolled, or acting as an agent of an institution other than UOPX. Likewise, research approved by another institution's IRB does not imply UOPX COR approval.
- Faculty, staff, and student researchers who fail to adhere to these policies are subject to disciplinary action as outlined in the Student Code of Conduct, Employee Handbook, or Faculty Code of Conduct. External party researchers who fail to adhere to these policies will lose IRB approval and access to UOPX faculty, staff, and student data.

Leave of Absence

- Students who need to take a formal break from their program must submit a signed, written request for a Leave of Absence (LOA) that includes the date and the reason for the request. All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.
- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period, including approved LOA days that occur during a period of time when the student is subsequently withdrawn.
- A LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status. Students will not be placed in Withdrawn enrollment status on the 15th day of nonattendance if a LOA has been approved to start on that day, and the LOA request was approved prior to that day.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.
- Students must return to the same program of study in which they took the LOA.
- Students must return on the date designated as the Return Date on their LOA Request Form, or they will be withdrawn from the University and the withdrawal effective date will be the last date of attendance in an ARA determined from University records, prior to the LOA start date.

University Withdrawal

The University Withdrawal policy addresses a student's separation from the University and is applicable to all students enrolled in degree or certificate programs. Students may be officially, unofficially, or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).

- **Official Withdrawal:** Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
  - The withdrawal effective date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
  - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
  - Students wishing to officially withdraw from the institution may complete the self-service Official Withdrawal automated process via the University student website.

- Students who wish to rescind their intent to withdraw from the University must participate in an ARA after the effective date provided on the student's Official Withdrawal form.

- **Unofficial Withdrawal:** Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
  - The withdrawal effective date for students who cease attendance at the University, including a student who does not return from an approved leave of absence (LOA), is the last date of attendance in an ARA determined from University attendance records.
  - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.

- For a student who fails to return from an approved LOA, the DOD is the day after the student's approved LOA end date.
  - If a student is granted an extension in the course he or she is currently attending and intends to complete, the days in the extension period will not count toward the 14 days of consecutive nonattendance. During this extension period, the student will remain in active status regardless of whether or not an ARA is posted. This exception applies only when an extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.

- For a student who is granted an IX grade and does not post an ARA after the IX grade extension end date, the DOD is the day after the student's IX grade extension end date.

- **Administrative Withdrawal:** Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
  - The withdrawal effective date for students who are AW is the last date of academic attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
  - The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Course Cancellation

The University may need to cancel or re-schedule a student's course due to unforeseen circumstances. When this occurs, the University will work with students to re-schedule or to transfer to a comparable course. Any payments made for cancelled courses will be refunded or applied to another University course.

Directed Study Information

Students may take college-approved courses through directed study. The Registrar's Office must review and approve all directed study requests. The following credit limits apply:

- **Undergraduate and graduate degree programs (excluding the Master of Science in Counseling):** Students may have no more than 12 directed study credits for the program.
  - **Master of Science in Counseling:** Students may have no more than 9 directed study credits for the program. They must have approval from the program chair or designee.
- **Doctoral degree programs (excluding the Doctor of Nurse Practice):** Students may have no more than 21 directed study credits for the program.
  - **Doctor of Nursing Practice:** Students may have no more than 12 directed study credits for the program. They must have approval from an associate dean or designee.
- **Certificate programs (excluding College of Doctoral Studies post master's certificates):** Students may have no more than 3 directed study credits for the program.
  - **College of Doctoral Studies post master's certificates:** Students may have no more than 9 directed study credits for the program. They must have approval from an associate dean or designee.
- Deployed active-duty military students (Phoenix campus only): Students may have no more than 15 directed study credits per academic year. They must provide official documentation that shows the deployment timeframe

Courses in the Competency-Based and Direct Assessment programs are not available through directed study.

Course Audit Policy

With approval from the Registrar's Office, students may audit University courses.

Auditing students are passive participants in the course and are not held accountable for assignments unless otherwise negotiated with the faculty member.

Auditing students are bound by all University policies and procedures that apply to non-auditing students.

Auditing students who have met the minimum attendance requirements for the course will receive a grade of AU on their permanent record, which will not carry any academic credit.

Academically related activities will not generate in audited courses, regardless of activity type.

Students who choose to audit a course may not change their auditing status after the start of the course.

Academic Program Re-Entry

- A student is considered to be a re-entry student if they have not posted attendance in a course in their program for more than 365 days.
- Re-entry students may re-enroll in the same program version they were in when they last attended if they meet the following criteria.
  - They can complete within their program completion deadline without violating the maximum credit limit policy.
  - The program version they want to re-enroll in is not expired.

  Re-entry students who meet the criteria above can re-enroll in their original modality (online or local campus) only if their program is still available in that modality.

  Re-entry students who do not meet the criteria above are not able to re-enroll in their original program version. If their original program version is not the most current offered in their state, they have the option to enroll in the newer version and receive a new program completion deadline.
- No appeals will be accepted for re-entry students to re-enroll into an expired program.
- This standard re-entry policy does not apply to programs in the College of Education, the College of Nursing, and the College of Social and Behavioral Sciences that meet either of the following criteria. Re-entry students who want to re-enroll into one of these programs must consult their program's re-entry policies.
  - The program leads to professional licensure or certification OR
  - The program requires a license, certification, or professional credential for admission

Servicemember Readmission

An institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services and to spouses of those in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and National Guard or Reserve duty unable to attend class due to a military service obligation. This policy also applies to members of the national guard of any state or the United States Armed Forces Reserves, and to the spouses of those serving, who are ordered to either state or federal reserve component duty.

Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if all the following criteria are met:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advanced verbal or written notice to Student Services or Enrollment as far in advance as reasonable under the circumstances of the student's upcoming service obligation. No advance notice by the student is required if the giving of such notice is precluded by military necessity (e.g., a mission, operation exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative will meet the notice requirements by submitting, at the time the student seeks readmission, documentation (e.g., deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence.
- The cumulative length of the absence and of all previous absences from the University by reason of service in the uniformed services cannot exceed five years.
- The student must give oral or written notice of intent to return to the University within three years after the completion of the period of service.
  - A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the University within two years after the end of the period needed for recovery from the illness or injury.

If the student does not submit a notification of intent to re-enter within the time limits or documentation sufficient to establish the student's eligibility for readmission, the student is subject to the University established Leave of Absence policy and general practices.

A student's eligibility for readmission under this policy terminates upon the occurrence of any of the following events:

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge,
- A dismissal of such person permitted under section 1161(a) of Title 10, USC,
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC.

Provided students meet the readmission criteria, the University must promptly readmit students to their program by assisting them in enrolling in the next available class or classes in their program unless they request a later date of readmission or unusual circumstances require the University to admit them at a later date. Unusual circumstances may include the length of any necessary retraining or intervening changes in the circumstances of the University.

When providing readmission to a servicemember, the University must readmit the servicemember with the same academic status as when the student was last admitted. This includes those students who were admitted but did not attend because of service in the uniformed services. The student will be enrolled with the same academic status as long as the University admits the student under the following conditions:

- The student is admitted to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar, unless the student requests or agrees to enroll into a different program.
- The student is admitted with the same enrollment status that the student last held, unless the student requests or agrees to admission with different enrollment status.
- The student is admitted with the same number of credit hours completed previously, unless the student is readmitted to a different program or program version to which the completed credit hours are not transferable.
- The student is admitted with the same academic standing in terms of satisfactory academic progress (SAP) the student previously had.
- If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed:
  - The tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution; or
  - Up to the amount of tuition and fee charges that other students in the program are assessed for that academic year, if veterans' education benefits, or other servicemember education benefits, will pay the amount in excess of the tuition and fee charges assessed for the academic year in which the student left the institution; or
- If a student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be charged no more than the institutional charges that other students in the program are assessed for that academic year.

If the student is not prepared to resume the program at the point where the student left off, or will not be able to complete the program, the University will make reasonable efforts to help the student become prepared to complete the program including, but not limited to, providing refresher courses at no extra cost and allowing the student to retake a pretest at no extra cost.

If after reasonable efforts, the student is still not prepared to resume the program at the point the student left off, or the University determines that there are no reasonable efforts that can be taken to prepare the student to resume the program at the point the student left off, or to enable the student to complete the program, the University is not required to readmit the student.

Military Deployment

University of Phoenix supports the educational needs of servicemember students who are temporarily unable to attend class due to military service obligations. The following policy applies both to servicemember students, and to students who are spouses of servicemembers.

When students learn they will be temporarily unable to attend class due to military service obligations, students must notify their academic representative and their faculty member either orally or in writing. In order for the University to provide accommodation(s), students must provide documents sufficient to show the student has a military service obligation.

No advance notice by the student is required if giving of such notice is prohibited by military requirements (e.g., a mission, operation, exercise, or requirement that is classified, or a pending or ongoing mission, operation, exercise or requirement that may be compromised or otherwise adversely affected by public knowledge). In addition, any student (or appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance notice of service to the appropriate University representative, will meet the notice requirements by submitting, at the time the student seeks re-admission, signed documentation (e.g., deployment paperwork or a letter from the student's commanding officer) to confirm that military duty was the reason for the student's absence

The University is unable to coordinate decisions regarding the student's record or take action on the student's record through a third party without appropriate authorization granted through a Power of Attorney.

If the student is enrolled in a course at the time of their military service obligation and would like an opportunity to complete the course in which they are currently enrolled, there are four accommodations which may be used to support the student:

- Excused absences may be granted in accordance with the Excused Absence policy. The University will use discretion and take such action only if the excused absences would benefit the student.
- Allow the student additional time to complete assignments missed due to military service obligation.
- Allow the student to make-up participation missed due to the military service obligation without a penalty. Faculty may choose to either accept late participation posts for the impacted week(s) or offer a reasonable and comparable alternative assignment worth the same point value.
- An Incomplete (I) grade will be issued instead of a Withdrawal (W) grade. The I grade may be issued with an initial extension of six weeks beyond the traditional five-week extension (for a total of 11 weeks). No grading penalties will be applied to students who receive an I grade for military service obligations.

If the student will be unable to complete the course due to military service obligation, the student may drop from the course and receive a full refund of tuition and fees for the course and a "W" grade will be issued.

Students who will be temporarily unable to attend class due to military service obligations are advised to contact Student Financial Services regarding the status of their account or financial aid.

- If documentation is provided at the time of the military service obligation, Student Financial Services will review the student's account and if it is determined to be applicable, will place the student in Military Forbearance status or on a Leave of Absence. Military Forbearance status ensures students do not continue to incur tuition charges and that current tuition charges are placed on hold for payment until the student returns from deployment.

In the event the student wishes to re-enter their program following their military service obligation, the University's Servicemember Readmission policy may apply.

Holiday Calendar

The University's holiday calendar is listed below.

2025-2026 Online Holiday Calendar

Winter Break December 22, 2026 - January 4, 2027

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2026/2027 award year is December 22, 2026 - January 4, 2027.

For students attending the Phoenix campus, additional University institutionally scheduled breaks apply for University observed holidays for the 2026/2027 award year. For University observed holidays, a one week institutionally scheduled break will be placed on a student's academic record in the event that the student is enrolled in a course that has been extended at a local campus due to a University observed holiday.The actual dates of the institutionally scheduled break will vary based upon the observed holiday. Currently the University observes the following additional holidays: Independence Day, Labor Day, Thanksgiving Day (and the day following), Martin Luther King Jr. Day, Good Friday, Easter, Memorial Day, and Juneteenth.

Program Completion Deadlines

- Students must complete all program requirements within the following timeframes:

Program Type	Program Completion Deadlines
Certificate	within 5 years
Associate	within 5 years
Bachelor’s	within 8 years
Master’s	within 5 years
Doctoral	within 8 years
BSED/ES and MAED/ES	within 1 year

- Students who enroll in two programs at the same time, when all the courses for one can all be completed as part of the other (e.g., a certificate program that can be completed by courses taken as part of a bachelor's program), have one completion deadline for both programs. The deadline for both programs is based on the start date of the program the courses are scheduled under.
- Students who have passed their completion deadline will not be able to continue in their program. They will be administratively withdrawn.
- Students with a future completion deadline date, who cannot reasonably complete the remaining courses for their program at UOPX before that date (based on analysis of their student record), may also be administratively withdrawn.
- Note: Students who exceed their deadline, or who have been identified as not able to complete remaining program requirements by their deadline, will not be placed in Academic Complete enrollment status.

- Students' completion deadlines are calculated from the start date of the first scheduled credit-bearing course that begins after their Enrollment Agreement signature date, and in which positive attendance is recorded.
- Students actively attending their final course at the time their completion deadline passes will be considered to have completed their program within their deadline, if all their program requirements are completed by the end date of that final course.
- Only transfer activities completed before the completion deadline can be evaluated and applied to the student's program.
- Changes to a major, specialization, concentration, emphasis, or en-route credential within the same program version will not reset a student's completion deadline.
- Changes from a Competency-Based program or a Direct Assessment program to the standard version of that same program will not reset a student's completion deadline.
- Students who change their program or version will have a new completion deadline. The new program's deadline is calculated based on the start date of the first scheduled credit-bearing course that begins after their Enrollment Agreement signature date, and in which positive attendance is recorded.
  - Students who post positive class attendance, change their program, and then return to the prior program version, will be held to their original program's completion deadline.
- If UOPX retires a program and does not offer a newer version, the program is considered discontinued. Students in discontinued programs will be given a modified completion deadline if their original deadline is later than the modified deadline date. The new deadline will be calculated from the date the most recent version of the program is retired.

Program Type	Adjusted Program Completion Deadlines
Certificate	Within 2 years of the program retirement date
Associate	Within 3 years of the program retirement date
Bachelor’s	Within 4 years of the program retirement date
Master’s (programs with < 120 weeks)	Within 2 years of the program retirement date
Master’s (programs with > 120 weeks)	Within 3 years of the program retirement date
Doctoral	Within 4 years of the program retirement date

Credential Conferral

The Registrar's Office confers students' degrees and certificates after confirming they have completed all program requirements.

Once conferred, students receive one physical and one digital copy of their credential. The authenticity of digital copies can be confirmed on the University's website.

The diploma date is the last day of the month in which a student completes all their program requirements.

The certificate date is the date on which a student completes all their program requirements.

A diploma or certificate date may not be earlier than the date the program became available in the student's state or jurisdiction.

A student's official academic record can be amended after the credential is conferred only for the following reasons.

- Student code of conduct violations
- Substantiated University record inaccuracies
- Challenges under the FERPA process resulting in approved amendments

Graduation with Honors

Students in associate and bachelor's degree programs with a qualifying program GPA will graduate with the following Latin honors designations, based on the program GPA achieved. The applicable honors designation below will appear on the University diploma and official transcript.

- Cum Laude: 3.70 - 3.84
- Magna Cum Laude: 3.85 - 3.94
- Summa Cum Laude: 3.95 - 4.00

Students in master's degree programs with a program GPA of 3.90 or higher will graduate with distinction. The 'With Distinction' designation will appear on the University diploma and official transcript.

Direct Assessment programs are not eligible for graduation honors.

Honorary Degree

- The University's senior leadership may nominate an individual, at their discretion, to receive an honorary degree. The reasons for a nomination include, but are not limited to, the following unique achievements.
  - Extraordinary intellectual achievement
  - Service to the University and to society
  - Distinguished career in education, government, business, public service, or humanitarian endeavors
  - Effective leadership in improving the quality of life, in furthering human relationship, or assisting in the advancement of knowledge
- Nominations are reviewed for approval by the University's President or Provost.
- Each honorary degree is awarded in one of the four areas listed below.
  - Doctor of Laws
  - Doctor of Letters
  - Doctor of Humane Letters
  - Doctor of Science

Participation in Commencement Ceremony

The University may host in-person and virtual commencement ceremonies throughout the year.

Students enrolled in a degree program may participate in commencement if they meet the following criteria by the final registration deadline.

- Regular (RG) student academic status
- Regular (RG) program academic status
- Satisfied all financial obligations
- Credit complete or within the credit limits below:
  - Associate programs: Lacking no more than 6 credits
  - Bachelor's and master's programs: Lacking no more than 9 credits
  - Doctoral programs: All program requirements completed, including an approved dissertation or applied project

Students who meet the graduation honors requirements for their program by the ceremony date will be recognized with the appropriate University honor cord.

Participating in a ceremony does not guarantee students will receive a credential or an honors designation on their diploma or official transcript. To earn a credential and/or honors designation, students must satisfy all program requirements and meet the graduation honors requirements at the time their degree is conferred.

Certificate students are not eligible to participate in commencement.

Multiple University Credentials

Students can earn more than one credential from University of Phoenix (UOPX). The following policies apply:

- Students cannot earn a credential in the same subject area, at the same or lower level (associate, bachelor, master's, or doctoral), as a credential they have already completed. However, they can earn multiple credentials in different subject areas within the same level.
- Students may apply some credits from a previous credential to a new program. However, they must complete a minimum number of UOPX credits from the new program's required course of study (see below). These must be credits that are scheduled and completed under the new program.
  - Master's programs: at least 18 credits
  - Bachelor's programs: at least 30 credits

  Program-specific exceptions are outlined in program policies.
- Students may only earn one associate degree.
  Note: No appeals will be accepted for a request to confer a second associate degree credential from UOPX.
- Students may complete only one pre-service teacher education program that leads to initial teacher licensure. This restriction applies to students who successfully completed the program at UOPX or another college or university.
- Students may complete only one BSN degree program. This restriction applies to students who have successfully completed a BSN degree at UOPX or another college or university
- Students may complete only one degree program from the College of Doctoral Studies.
- Students may earn a certificate in the same area of focus as the specialization, concentration, or emphasis in their degree program. Restrictions are noted within program policies.

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

- The University may, at its discretion, present posthumous degrees for deceased students. Immediate family members of the deceased, or the executor of their estate, can request a posthumous degree. Requests for posthumous degrees must be received within two years of the student's last date of attendance. The request must include documentation of the student's passing.
- Students are eligible for a posthumous degree if they met the criteria below at the time of their passing.
  - Posted positive attendance in the program
  - Completed at least 65% of the credits required for the program, or (for doctoral students) have an approved dissertation proposal
  - Was in good academic standing
  - Had not been administratively withdrawn.
- Posthumous degrees are provided only to immediate family members, or to the executor of the estate, of a deceased student.

Rescinding Academic Credentials

University of Phoenix (UOPX) may rescind a conferred degree or certificate when necessary.

When a rescission is based on alleged academic misconduct, UOPX will follow the Student Code of Conduct process. UOPX reserves the right to rescind a credential based on a finding of academic policy. This authority rests with the Provost and Registrar.

A credential may be rescinded if a student did not meet all program requirements. A credential may also be rescinded due to errors or misconduct. This includes, but is not limited to:

- student, faculty, or administrator error
- Student Code of Conduct violations
- plagiarism
- dishonesty
- fraud
- misrepresentation
- misconduct by students, staff, faculty, or administrators

Disclaimer on Job Placement

University of Phoenix cannot and does not guarantee career advancement, continued employment, or salary level. **The University does not offer job placement.** The employment outcome for an individual will vary based on multiple factors, including, but not limited to, prior work experience, geographic location, and other factors specific to the individual. University of Phoenix's career services offer assistance in job seeking, including resume writing, interview preparation, job market data, and other tools that can help the student investigate, prepare for, and pursue the employment marketplace. The purpose of degree and certificate programs offered by the University of Phoenix is to educationally-prepare the student for gainful employment in recognized occupations related to the field of study by providing a quality education that integrates theory with practical application. The University offers other educational products that are developed to help a student develop skills or learn other content that can help the student in their current occupation or assist in extending the nature and range of careers available.

Letter Request

The Registrar's Office must process all student letter requests. Students may contact the Admissions and Records Service Center (ARSC) to request letters and will be required to verify their identity per FERPA guidelines.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to a third party.

A FERPA release is required if a letter containing non-directory information is to be faxed, mailed, or sent by encrypted email to the student, and the student does not have the fax number, mailing address, or email address listed on the official student record.

A FERPA release is not required for students who call the ARSC directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for letters sent to the Letter Center in the student portal because this requires an individual user ID and password.

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students may ask their faculty members to provide a recommendation for them, but granting such requests is at the faculty's discretion. Recommendations provided by faculty members are personal recommendations and will not be provided on University of Phoenix (UOPX) letterhead.

In lieu of providing a letter of recommendation, the Registrar's Office can provide a UOPX approved letter or a customized letter based on information in the student's record that can be validated by the Registrar's Office.

Students may call the National Student Clearinghouse at (703) 742-4200 to verify information related to their enrollment. If the National Student Clearinghouse has sent information to lenders within the last 30 days, an enrollment verification letter is not required by the lender.

Forms

The Registrar's Office processes forms requiring a school official's signature, coordinating with other departments to provide information as needed.

University of Phoenix (UOPX) may not be able to complete certain forms or accommodate certain form requests.

Directory information requests do not require a FERPA Release form.

A FERPA release is required if the form is to be faxed, mailed, or sent by encrypted email to a third party for non-directory information.

A FERPA release is required if the form containing non-directory information is to be faxed, mailed, or sent by encrypted email to the student, and the student does not have the fax number, mailing address, or email address listed on the official student record.

A FERPA release is not required for students who call the Admissions and Records Service Center directly, successfully complete the Student Verification Process, and request non-directory information to be sent to themselves provided the fax number, mailing address, or email address is on the official student record. A FERPA release is also not required for forms sent to the Letter Center in the student portal because this requires an individual user ID and password.

Students may call the National Student Clearinghouse (NSC) at (703)742-4200 to verify their enrollment information has been sent to the student's lender, or to request that the Clearinghouse resend the information to the student's lender. The UOPX OPE-ID code is 020988.

Administrative Holds

The University may place an administrative hold on the record of any applicant or student who is required to meet an obligation under University policy. An administrative hold may include, but is not limited to, preventing registration for or admission to a program, revoking access to the student portal, withdrawal from a current course, removal of all courses on the current schedule, preventing any additional scheduling of courses, preventing the issuing of official transcripts or diplomas, and preventing conferral of a degree or certificate. Students are notified when an administrative hold is placed on their record, to inform them of the reason for the hold and what is needed to remove it.

Name Changes

Students who have legally changed their name must submit the required form and supporting documentation to the Registrar's Office to have University records updated.

Social Security Number Changes

The University requires documentation of social security number changes.

A signed social security card issued by the Social Security Administration is required for changes in social security numbers.

Record Maintenance

Applicants and students are required to sign various documents as part of the admission and other University (UOPX) processes. These documents include information that is used to create students' records. They also become part of each student's educational record. Documents can have wet or digital signatures. In either case, no party other than the applicant or student can sign a document that requires a signature.

Exceptions to Academic Policy

Most requests for exceptions to academic policy must be submitted in writing to the Student Appeals Center (SAC). Exceptions may be granted based on academic rationale and the student's individual circumstances. Students must provide the following:

- an explanation for why an exception should be granted
- each specific policy they are appealing
- all relevant supporting documentation

The SAC determines if a request is eligible for review.

If the initial SAC appeal is denied, a student may request a SAC Second Level Review if they can provide new information that was not previously considered, and if any of the following apply.

- the student's initial SAC appeal was denied
- the student has exhausted the time period stated in the initial SAC decision
- the student has exhausted the attempts allowed in the initial SAC decision
- the student is disputing any portion of the initial SAC decision

Second Level decisions are final. No appeals are accepted to change the terms of those decisions.

SAC decisions cannot be appealed through any other University process or entity.

Some policy exceptions are not reviewed by the SAC. Students must follow a separate review and approval process for them. The departments listed below review all exception requests for the specified policy topics.

- Registrar's Office:
  - excused absences
  - academically related activities
  - academic recognition (president's and dean's lists)
  - graduation honors
  - posthumous degrees
  - rescinding academic credentials
- Office of Admissions & Evaluation:
  - acceptable transfer credit
  - prior learning assessment
- Colleges/Faculty:
  - grade disputes
  - late assignments
- Student Financial Services:
  - satisfactory academic progress
  - leave of absence
- Resolution Services:
  - student code of conduct
  - Title IX
  - in progress extension (IX) grades related to Title IX
- Center for Access, Resources, Engagement, and Support Services:
  - ADA accommodations,
  - IX grades that are related to ADA accommodations
- Events Management:
  - commencement ceremonies

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an internship and the supervised student teaching component and teaching performance assessments.
- The California Early Completion Option consists of credit-bearing, non-degree coursework. Candidates are not completing a University of Phoenix (UOPX) certificate or degree.
- The California Early Completion Option requires:
  - Completion of the following coursework (120 pre-service hours):

    Multiple Subject: MTE 511; ELM 530; ELL 500; MTE 512; RDG 556; ELM 532
    Single Subject: MTE 511; SEC 530; ELL 500; MTE 512; RDG 558; SEC 532

    Effective for students signing the Intern Checklist 10/1/2026 or later: Single subject students must also complete the Content and Curricular Knowledge course aligned with their credential area (SEC 535, SEC 536, SEC 538, SEC 539, SEC 540, or SEC 541).
- Upon successful completion of required Early Completion Option (ECO) coursework and completion of additional requirements as determined by the California Commission on Teacher Credentialing (CCTC) and listed on the ECO checklist, students are eligible to apply for the intern credential.
- Early Completion Option students enrolled in this option must validate a full-time student teaching experience (minimum 17 weeks) as the teacher of record.
  - Students must successfully complete 17 weeks of supervised student teaching experience. Candidates will be assigned a faculty supervisor by the University throughout the program and their student teaching experience.
  - Students will be assigned a mentor at the school site for the duration of their district contract.
  - Students must earn a B or better in each of the student teaching seminars. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in each of the student teaching seminars will not earn quality points, as the grade is considered a failing grade.
  - Students have only one opportunity to successfully complete the student teaching experience.
- Early Completion Option students who have completed coursework but have not met their Institutional Recommendation (IR) requirements within the contracted school year, may not be eligible to maintain their internship credential.
- Early Completion Option students must pass the Teacher Performance Assessment (edTPA), Task 1 on their first attempt before being eligible for the intern credential. Additionally, the remaining edTPA Tasks must be passed on their first attempt and within one year of being issued the intern credential. Students who do not pass any of the edTPA Tasks on their first attempt must transition to the CA internship option in the MAED/TED CA programs.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered non-degree students and will be enrolled under the Non-Degree (ND) admission status. Non-degree students are subject to all institutional policies, except those that indicate they are specific to degree-seeking or certificate-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:

- General education or elective credit-bearing courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.
- Credit-bearing courses that are part of an extension offering for a college or non-credit-bearing courses that are part of a Continuing Education offering.
    - Students may not have any Continuing Education for Educators (COLEXT-ED) coursework apply to any program requirements (including general education, interdisciplinary, elective, or required course of study requirements) unless that coursework was completed prior to the Enrollment Agreement sign date for a degree or certificate program.

Enrollment of international students into non-degree courses in any of the three categories will only be made as permitted by US law. University of Phoenix (UOPX) will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person, or other similar classification, as defined by US Law. For the purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

UOPX does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

Non-degree students may complete an unlimited number of courses; however, non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree students who are admitted into a degree program will need to meet the following credit requirements:

- Master's degree students must complete at least 18 credits in the required course of study after being admitted to the program.
- Bachelor's degree students must complete at least 30 credits from a combination of the required course of study, general education, or electives courses after being admitted to the program.
- Associate degree students must complete at least 15 credits from a combination of the required course of study, general education, or electives courses after being admitted to the program.
- Certificate program students must complete at least 9 credits in the required course of study after being admitted to the program.

Except for courses in the College of Nursing, non-degree students will not be held to minimum grade requirements applicable to students in a certificate or degree program. They will receive credit for a course if they do not receive a failing grade. However, if they later choose to enroll in a certificate or degree program with the University, those students would be held to the higher minimum grade requirements for those courses in order to receive credit for them in the program.

Eligibility and Academic Preparedness Requirements for Non-Degree Course Enrollment: To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, non-degree students must meet the following eligibility and academic preparedness requirements:

- Must be a minimum of 18 years old.
- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
    - High school graduation from an institution that holds state approval to confer high school diplomas
    - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
    - A foreign secondary institution completion credential
    - A successfully completed state sanctioned test, including any of the following:
        - TASC (Test Assessing Secondary Completion)
        - GED (General Education Development)
        - CHSPE (California High School Proficiency Examination)
        - HiSET (High School Equivalency Test)

    Unofficial or official transcripts showing proof of successful completion of at least one course that is acceptable for transfer from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or a recognized foreign institution or ABA accredited institution may be submitted in place of proof of high school completion.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement.

English Language Proficiency Requirement

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet one of the following exceptions to meet the English Language Proficiency Requirement:

- Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 4.5 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

    - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University
    - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University
    - Achieved a minimum passing score within the High B2 scoring band on the Berlitz Online Test of Reading and Listening Skills - English within two years of application to the University
    - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan
    - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University
    - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University
    - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required)
    - Possess a valid US teaching license
    - Successfully completed thirty (30) transferable, academic semester credits at a college or university in the US with approved institutional accreditation, or the equivalent of thirty transferable academic semester credits at a recognized institution in a country where English is the official language, or where English is the medium of instruction
- Applicants who reside in the United States must meet one of the following requirements:
    - Be a citizen of the United States
    - Have been granted permanent residency
    - Have a valid visa that does not prohibit educational studies
    - Have been granted asylum status
    - Have been granted refugee status
    - Have a valid F1 Visa
    - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (student's visa type must be TPS).
    - Have been granted Deferred Action for Childhood Arrivals (DACA) status
- Applicants must not have been expelled from UOPX or other institutions.
- Some for-credit courses have additional academic preparedness requirements for non-degree students.
    - For courses that have a pre-requisite requirement: Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). If the prerequisites were satisfied with UOPX coursework a transcript would not be required. To satisfy a prerequisite the course must meet the following criteria:

- have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation
- have been completed with a grade of "C-" or better if completed at another institution, or with a passing grade if completed at UOPX
- be comparable in content and must be an equivalent level or higher level course

    - For graduate level courses that are part of the required course of study for a degree or certificate program: Provide proof of completion of an undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
    - Additional academic preparedness requirements for specific courses by college:

College of Business and Information Technology: Concurrent Enrollment Program Courses

Students enrolled in an approved BSM Pathway Agreement Institution Concurrent Enrollment Program (CEP) or BSIT Pathway Agreement Institution CEP may be scheduled for non-degree courses as outlined on the BSM Pathway Agreement Transfer Pathway Guides or the BSIT Pathway Agreement Transfer Pathway Guides.

College of Health Professions Concurrent Enrollment Program Courses

Students enrolled in an approved BSHM Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the BSHM Pathway Agreement Transfer Pathway Guides.

College of Social and Behavioral Sciences Counseling Non-Degree Courses

- Non-degree students with a graduate degree in counseling or related field (e.g., psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses and programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.
- With approval from the College of Social and Behavioral Sciences, non-degree students enrolled in a graduate counseling degree or related field may take up to four graduate level counseling courses. Students must provide proof of enrollment in their program within the last year. An unofficial or official transcript or enrollment verification letter from the college or university may be used as proof.
- Non-degree students who are not alumni of a UOPX counseling program are not eligible to complete Internship and practicum coursework and no appeals will be accepted.

- Applicants to the Master of Science in Counseling (MSC) programs may complete the Graduate Portfolio I course required for admission to their MSC program provided they have a completed and acceptable bachelor's degree, or higher-level degree. Students who do not pass the Graduate Portfolio I course will be denied admission to the MSC program and may retake the course in 30 days. A student failing Graduate Portfolio I on the second attempt must wait 6 months before the next re-attempt. Students will be required to follow the Supplemental Standards referral process before their third re-attempt. Passing the Graduate Portfolio I is limited to a total of three attempts. If the student does not meet the minimum grade requirement on the third attempt, they will be denied admission and administratively withdrawn from the MSC program.
- Students in an MSC/CCMH program who did not successfully complete their prior attempt(s) of a comprehensive examination (including students who attempted CPCE) must enroll in the Comprehensive Exam course to complete their capstone examination requirement.

College of Nursing Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Pathway Agreement Transfer Pathway Guides.

RN-BSN Pathway Agreement CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn.

RN-BSN Pathway Agreement CEP students who have been scholastically disqualified will not be allowed to continue until they have taken the following steps: (E6)

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward
- Completion of the Academic Progression Student Agreement form, signed by the student and returned to Campus College Chair, or designee
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement

In addition to any course prerequisites required for non-degree students enrolling in nursing courses, students must provide documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:

- Guam
- American Samoa
- Northern Mariana Islands
- US Virgin Islands
- Puerto Rico

For master's level nursing courses: Provide documentation of an undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

For doctoral level nursing courses: Provide documentation of a master's degree or higher in nursing (MSN or MN) from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

College of Doctoral Studies Doctoral Non-Degree Courses

For doctoral courses: Provide proof of completion of a graduate degree from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.,- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a military university or college (Community College of the Air Force and US service academies) with approved institutional accreditation. If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. 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 for admission review.

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. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. 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 programs.

Official Transcript Time Limits

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

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information.

All applicants are expected to meet the following admission requirements:

- Applicants must be a minimum of 18 years old to be admitted.
- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.
- Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet one of the following exceptions to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 4.5 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum passing score within the High B2 scoring band on the Berlitz Online Test of Reading and Listening Skills - English within two years of application to the University.

- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
- Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).

- Applicants who reside in the United States must meet one of the following requirements for admission:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum or refugee status
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (applicant's visa type must be TPS).
  - Have been granted Deferred Action for Childhood Arrivals (DACA) status
- Signed Hardware/Software Agreement
- Completion of any state-specific required documents or forms
- Applicants who have been expelled from other post-secondary institutions (e.g., colleges and universities) are not eligible for admission to University of Phoenix (UOPX).
- Anyone who has been expelled from UOPX is not eligible for readmission to UOPX. No appeals will be accepted.

* Programs administered under the risk free period policy are indicated as such in the “General Information” section of the program's policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:
  - The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Residency Requirements and Course Waivers for Associate Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs in addition to the AACR.

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 15 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:
  - The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 6 credits from the required course of study.

Risk Free Period Policy

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously attended a credit-bearing course with the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in week four or after of their first course, at which point the trial period ends.

Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series

- Students are placed in Pathway A or Pathway B of an associate or bachelor's program based on criteria defined in the General Information section of each program's policies. Pathway A and Pathway B students must complete GEN/201 before proceeding into any other course in their program.
- Pathway A students must complete three credits of College Composition. Those three credits count towards the General Education requirements.
- Pathway B students must satisfy the Phoenix Success Series (PSS) categories below. PSS credits count toward general education and elective requirements. The PSS requirements must be met within the first six courses of the program and before starting any required course of study courses.
- Concurrent enrollment is prohibited during any of the PSS courses.

Phoenix Success Series content area requirements	Credits	PSS Course Selection
Foundations for University Success (Required Program Course)	3	GEN 201
Psychology	3	PSY 110
College-Level Writing & College-Level Research/Writing	6	ENG 110 ENG 210
Critical Thinking	3	HUM 115
Science	3	SCI 163T

Phoenix Success Series Preferred Sequence and Prerequisites - Enrollment Agreements, Program Change Agreement, or Re-Entry Acknowledgement signed 4/1/2024 or later

GEN 201 ..... 3 credits
Foundations for University Success
SCI 163T ..... 3 credits
Elements of Health and Wellness
Prerequisite(s): GEN 201
PSY 110 ..... 3 credits
Psychology of Learning
Prerequisite(s): GEN 201
ENG 110 ..... 3 credits
English Composition I
Prerequisite(s): GEN 201
HUM 115 ..... 3 credits
Critical Thinking in Everyday Life
Prerequisite(s): GEN 201
ENG 210 ..... 3 credits
English Composition II
Prerequisite(s): GEN 201, ENG 110

University Proficiency Requirements

Undergraduate students must meet math and English proficiency.

Students can meet proficiency in any of the following ways:

- Complete UOPX courses that meet math, composition, and research and writing general education requirements. These courses must be worth at least two semester credits.
- Transfer courses from a college or university with approved institutional accreditation, or other sources of transfer credit recommended by the American Council on Education (ACE), that meet all the following criteria:
  - received grade of C- or higher (or its academic equivalent)
  - is worth at least two semester credits
  - counts toward general education requirements
- Submit National College Credit Recommendation Service credit recommendations.
- Earn a passing score (as established by ACE) on a recognized National Testing Program exam.
- Pass a UOPX approved placement exam.

Students who meet this proficiency requirement do not need to meet it again if they change to a new program or program version.

Mathematics General Education

Undergraduate students who complete University of Phoenix courses to satisfy the Mathematics general education requirement for their program are encouraged to complete courses in one of the math pathways listed below. Students' schedules will default to include the math pathway courses determined to be the most relevant for their program.

- Quantitative Reasoning
- Statistics
- College Algebra
- Calculus
- Mathematics for Elementary Educators (specific to designated College of Education programs)

Unless otherwise specified in their program's General Education policy, students may satisfy the Mathematics general education requirement for their program with any combination of UOPX or transfer courses that are applicable to the math pathways listed above, and that do not duplicate, or regress from, courses previously completed. Students may also satisfy the requirement with any UOPX courses that the University has designated as General Mathematics coursework.

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 community. The General Education curriculum, which is developed through the College of General Studies, provides instruction that focuses on Liberal Arts, Humanities, Science, and Mathematics.

Undergraduate General Education requirements emphasize exposure to and exploration of topics in a variety of General Education categories. 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 navigate social, technological, scientific, and cultural change.

General Education Student Learning Outcomes

- In addition to the knowledge and skills related to the University Learning Goals, graduating students should attain certain knowledge, skills, and abilities within the various General Education categories. Therefore, students should be able to demonstrate the following learning outcomes by the time they complete their General Education requirements:
- Students will apply effective communication skills in a variety of contexts.
- Students will utilize quantitative reasoning skills for a variety of purposes.
- Students will utilize scientific thinking and inquiry skills for a variety of purposes.
- Students will apply critical and creative thinking skills in a variety of contexts.
- Students will apply intercultural and interpersonal awareness in a variety of contexts.

General Education Categories

The curriculum within the General Education catalog is comprised of traditional categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to content essential to a baccalaureate experience. Categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program.
Course work in Communication Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program.
Course work in English/Language Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

Mathematics, credit requirements vary by program.
Course work in Mathematics 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, credit requirements vary by program.
Course work in 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, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program.
Course work in Social Studies 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, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program.
Course work in 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.

Fine Arts, credit requirements vary by program.
Course work in Fine Arts 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, credit requirements vary by program.
Course work in Science/Technology 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. All students must complete a minimum of three credits in the physical/biological sciences as part of the Science/Technology requirement. Certain courses in geography or aerospace studies that 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 that focus on human physiological processes. Technology refers to the application of scientific knowledge in making and using tools to enhance culture. Course work in the area of technology that 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 that focus primarily on the social and environmental conflicts that arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Liberal Arts, credit requirements vary by program.
Students will pursue additional breadth in the Liberal Arts by selecting courses from any of the categories listed above.

Interdisciplinary, credit requirements vary by program.
To fulfill this requirement, students may select additional General Education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the categories listed and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add breadth to their academic and professional knowledge base.

Program Length

Associate Programs

The established "normal time" to complete a program is as follows: General Studies - 100 weeks, Social and Behavioral Sciences - 100 weeks, Business and Information Technology - 100 to 105 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is as follows: Education - 202 to 222 weeks, General Studies - 200 to 201 weeks, Health Professions - 150 to 200 weeks, Nursing - 135 weeks, Nursing (Competency Based) - 48 weeks, Social and Behavioral Sciences - 200 to 221 weeks, Business and Information Technology - 200 to 240 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

COLLEGE OF GENERAL STUDIES

The College of General Studies houses the Bachelor of Arts in English and Bachelor of Science in Environmental Science programs. In addition, the College supports the General Education catalog, which encompasses courses in Liberal Arts, Humanities, Sciences, and Mathematics. Courses in Liberal Arts and Humanities help students learn to think critically and creatively, communicate effectively in a variety of contexts, and understand the complexities of diverse cultural identities. Studying the Sciences gives students insight into the fundamental processes of nature and provides the basics needed to understand and interpret modern scientific accomplishments. Courses in Mathematics help students develop quantitative reasoning skills allowing them to effectively evaluate assumptions and support arguments with quantitative evidence. Students will learn foundational skills to prepare them for academic, personal, and profession success, and will gain an appreciation for the benefits of lifelong learning.

Associate of Arts/Professional Focus

The following Associate of Arts/Professional Focus (AA/PF) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Associate of Arts with a Professional Focus (AA/PF) program is available exclusively online to students who have completed an approved registered apprenticeship program. The AA/PF provides a solid foundation in liberal arts and sciences, while allowing students to transfer in credits from a completed approved apprenticeship program to satisfy Professional Focus requirements. Graduates of the program will receive a transcript that includes their Professional Focus.

In the AA/PF program, students can learn valuable skills, including:

- Time management
- Organization
- Critical thinking and Problem Solving
- Writing skills
- Interpersonal communication

Note: This program is not eligible for Title IV Financial Aid.

General Information for the AA/PF

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the AA/PF

All applicants are expected to meet the following admissions requirements:

- Applicants for admission must provide proof of completion of the educational component of a registered apprenticeship program that has been reviewed and approved by the University for admission to the AA/PF program.

Degree Requirements for the AA/PF

- Completion of a minimum of 60 credits that include the following distribution:
  - General Education - Liberal Arts: 33 credits
  - Professional Focus/Interdisciplinary: 18 credits
  - Electives: 9 credits
- A minimum grade point average (GPA) of 2.0.
- The Professional Focus is reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Associate of Arts

General Education Requirements for the AA/PF

A minimum of 51 of the 60 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science & Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 3 credits

Professional Focus/Interdisciplinary, 18 credits

Articulated transfer credits from completion of an approved apprenticeship program will be applied to the professional focus/interdisciplinary category. University of Phoenix coursework and acceptable transfer activities may also be completed to fulfill professional focus/interdisciplinary credits.

With the exception of GEN/201, general education, professional focus/interdisciplinary, and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to interdisciplinary or electives or acceptable unapplied transfer credit to satisfy the balance.

Students may be able to satisfy select general education requirements through an approved apprenticeship program articulation agreement to facilitate seamless transfer for apprenticeship program completers.

Academic Progression Requirements for the AA/PF

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Professional Focus for the AA/PF

- The AA/PF program requires a Professional Focus. The University does not certify students in their Professional Focus but acknowledges their qualifications by recognizing their transferable coursework from an approved registered apprenticeship program. University of Phoenix coursework may also be recognized to fulfill professional focus credits.
- Students are required to submit proof of completion of an approved apprenticeship program as an admissions requirement.

Residency Requirements and Course Waivers for the AA/PF

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 15 credits from a combination of general education, professional focus, and elective courses must be completed at UOPX.

Bachelor of Arts in English

The following Bachelor of Arts in English (BA/ENG) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The purpose of the Bachelor of Arts in English program is to prepare students from diverse backgrounds for roles in which communication and critical thinking are of primary importance. The program will provide students with foundational knowledge and skills in contemporary and classical approaches to literature, writing, and rhetoric. The curriculum is designed to prepare graduates to apply critical thinking, relevant theory, and analysis to written works. Curriculum also allows students to conduct research, create content, and receive, deliver, and incorporate feedback that demonstrates cultural and situational awareness. In this program of study, students have the option of creating a culminating portfolio of work that showcases their relevant skills. This program does not directly prepare students for teacher licensure; however, it provides an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in Liberal Arts.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of General Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Develop knowledge related to foundations in literature, writing, research, and rhetoric
- Apply relevant theory and research to the analysis and critique of written works
- Create original written work that responds to a specific purpose and audience
- Integrate feedback to revise and enhance written works

BA/ENG Preferred Sequence and Prerequisites- Pathway A and Pathway B

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Lower Division Courses - 15 credits

ENG 280 ..... 3 credits
Rhetoric and Critical Thinking
Prerequisite(s): ENG 110

ENG 270 ..... 3 credits
Literary Interpretation and Analysis
Prerequisite(s): ENG 110

Select 2 courses:

LIT 255 ..... 3 credits
Survey of American Literature to 1860
Prerequisite(s): ENG 110

LIT 265 ..... 3 credits
Survey of American Literature since 1860
Prerequisite(s): LIT 255

OR

LIT 235 ..... 3 credits
Survey of English Literature to 1798
Prerequisite(s): ENG 110

LIT 245 ..... 3 credits
Survey of English Literature since 1798
Prerequisite(s): LIT 235

Lower Division Major Electives

In addition to the courses listed above, students are required to complete 3 Lower Division Major Elective credits. The 3 credits may be satisfied by the following means:

- Approved UOPX 200-level course with LIT, WRIT, RHET, or ENG prefix.
- A 200-level or higher transfer activity with a LIT, WRIT, RHET, or ENG prefix that is acceptable for transfer and was completed within the past ten (10) years from original program enrollment agreement sign date.

Upper Division Courses - 33 credits

LIT 375 ..... 3 credits
Literary Theory and Criticism
Prerequisite(s): All required LD courses

WRIT 320 ..... 3 credits
Advanced Composition for the English Major
Prerequisite(s): All required LD courses

RHET 300 ..... 3 credits
Rhetorical Theories
Prerequisite(s): All required LD courses

ENG 480 ..... 3 credits
Applied Rhetoric
Prerequisite(s): All other program requirements

Upper Division Major Electives

In addition to the courses listed above, students are required to complete 21 Upper Division Major Elective credits. The 21 credits may be satisfied by the following means:

- Approved UOPX Upper Division course with LIT, WRIT, RHET, or ENG prefix.
- Upper Division transfer activity with a LIT, WRIT, RHET, or ENG prefix that is acceptable for transfer and was completed within the past ten (10) years from original program enrollment agreement sign date.

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

Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area(s) outside of their selected major, nine (9) of which must be upper division. It is strongly recommended the 15 credits be in the same content area; however, students may satisfy the requirement with any eligible UOPX course or acceptable transfer activity. Credits completed and applied to the Focus Study requirement may not be applied to another program requirement.

General Information for the BA/ENG

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BA/ENG

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 42 credits
  - Elective Credits: 15 credits
  - Major-English: 48 credits
  - Focus Study: 15 credits
- A minimum of 42 upper division credits.
- Completion of a fifteen (15) credit Focus Study, nine (9) of which must be upper division.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as:
  Bachelor of Arts in English

General Education Requirements for the BA/ENG

A minimum of 42 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Science & Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Must include: GEN 201

Additional Liberal Arts, 3 credits

Foreign Language Component, 6 credits

Interdisciplinary Component, 3 credits

Electives - 15 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Arts in English degree.

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to interdisciplinary or electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BA/ENG

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BA/ENG

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of the required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 15 credits from the required course of study (which includes the lower division and upper division elective requirements).

Bachelor of Science in Environmental Science

The following Bachelor of Science in Environmental Science (BS/EVS) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Environmental Science supports student development of the scientific, analytical, and regulatory skills needed to address complex environmental challenges. Grounded in the physical and biological sciences, the program emphasizes environmental regulation, risk assessment, and policy application while training students to interpret technical data, evaluate environmental impacts, and communicate findings through professional formats such as reports, memos, and policy analyses. Graduates are prepared to contribute to evidence-based environmental decision-making in public agencies, private industry, nonprofit organizations, and consulting environments.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of General Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Develop knowledge that is foundational to the physical and biological sciences
- Evaluate environmental phenomena using social, environmental, and financial principles
- Construct scientific arguments to accurately assess environmental risk
- Utilize environmental regulation to examine human activity
- Apply environmental policy in the management of the environment

Preferred Sequence and Prerequisites for the BS/EVS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Major Requirements

Lower Division Courses - 23 credits

Major Courses - 23 credits

CHM 150 ..... 4 credits
General Chemistry I
Prerequisite(s): MTH 220, English Proficiency (Pathway B also requires Critical Thinking as a prerequisite)

CHM 151 ..... 4 credits
General Chemistry II
Prerequisite(s): CHM 150

GLG 220 ..... 3 credits
Physical Geology
Prerequisite(s): English Proficiency (Pathway B also requires Critical Thinking as a prerequisite)

BIO 101 ..... 3 credits
Principles of Biology
Prerequisite(s): Pathway B requires Critical Thinking as a prerequisite

ENV 100 ..... 3 credits
Principles of Environmental Science
Prerequisite(s): Pathway B requires Critical Thinking as a prerequisite

SCI 256 ..... 3 credits
People, Science and the Environment
Prerequisite(s): English Proficiency (Pathway B also requires Critical Thinking as a prerequisite)

BIO 280 ..... 3 credits
Conservation Biology
Prerequisite(s): BIO 101, ENV 100, SCI 256

Upper Division Courses - 33 credits

Major Courses - 21 credits

BIO 315 ..... 3 credits
Ecology and Evolution
Prerequisite(s): All required LD courses

SUS 300 ..... 3 credits
Environmental Sustainability
Prerequisite(s): BIO 315

ECO 370 ..... 3 credits
Environmental Economics
Prerequisite(s): SUS 300

ENV 410 ..... 3 credits
Environmental Toxicology
Prerequisite(s): ECO 370

ENV 420 ..... 3 credits
Environmental Risk Assessment
Prerequisite(s): ECO 370

SCI 362 ..... 3 credits
Environmental Issues and Ethics
Prerequisite(s): ECO 370

ENV 320 ..... 3 credits
Environmental Law
Prerequisite(s): SCI 362

Electives - Select (4) Courses - 12 credits

ENV 430 ..... 3 credits
Environmental Technology
Prerequisite(s): ENV 410, ENV 420

ENV 400 ..... 3 credits
Watershed Hydrology
Prerequisite(s): SCI 362, ENV 320

ENV 310 ..... 3 credits
Environmental Management
Prerequisite(s): ENV 320, ENV 420

ENV 431 ..... 3 credits
Public Policy Analysis
Prerequisite(s): ENV 310

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

Focus Study - 15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area(s) outside of their selected major, nine (9) of which must be upper division. It is strongly recommended the 15 credits be in the same content area; however, students may satisfy the requirement with any eligible UOPX course or acceptable transfer activity. Credits completed and applied to the Focus Study requirement may not be applied to another program requirement.

General Information for the BS/EVS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BS/EVS

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Elective Credits: 13 credits
  - Major-Environmental Science: 56 credits
  - Focus Study: 15 credits
- A minimum of 42 upper division credits.
- Completion of a fifteen (15) credit Focus Study, nine (9) of which must be upper division.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Environmental Science

General Education Requirements for the BS/EVS

A minimum of 36 of the 120 credits must be in the general education areas approved by the University

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 9 credits

Must include: MTH 231, equivalent or higher

Must include: 6 credits of college algebra; or 6 credits of calculus

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Science/Tech, 6 credits

Must include: 3 credits of physical or biological science

Must include: PHY 101.

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Must include: GEN 201

Additional Liberal Arts Requirement(s) 3 credits

Electives - 13 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Environmental Science degree.

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BS/EVS

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BS/EVS

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of the required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 20 credits from the required course of study.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Associate of Arts in Criminal Justice

The following Associate of Arts in Criminal Justice (AACJS) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Associate of Arts in Criminal Justice Program is to prepare individuals for criminal justice occupations. The program will provide students with cognitive, interpersonal, and collaborative skills to navigate a rapidly changing environment. The program is designed to accommodate those requiring basic knowledge, as well as individuals seeking a foundational understanding of the field.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College Humanities and Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Explain the foundational components of the criminal justice system.
- Apply interpersonal and collaborative communication skills.
- Explain societal issues in the criminal justice system.

Program Purpose

The University's Criminal Justice programs are educational degree programs. These programs do not prepare students to become certified peace officers. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal, tribal or international agency, there are numerous additional qualifications (and often disqualifications), depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of educational and position requirements as well as any disqualification factors. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Preferred Sequence and Prerequisites for the AACJS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJS 201 ..... 3 credits
Introduction to Criminal Justice
Prerequisite(s): 24 general education credits

CJS 222 ..... 3 credits
Survey of Culture and Criminal Justice
Prerequisite(s): CJS 201

CJS 241 ..... 3 credits
Introduction to Police Theory and Practices
Prerequisite(s): CJS 222

CJS 251 ..... 3 credits
Introduction to Criminal Court Systems
Prerequisite(s): CJS 241

CJS 255 ..... 3 credits
Introduction to Corrections
Prerequisite(s): CJS 251

CJS 245 ..... 3 credits
Juvenile Justice Systems and Processes
Prerequisite(s): CJS 255

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

General Information for the AACJS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for AACJS

All applicants are expected to meet the following admissions requirements:

- Signed Acknowledgment Form

Degree Requirements for AACJS

- Completion of a minimum of 60 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 6 credits
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Associate of Arts

General Education Requirements for the AACJS

A minimum of 36 of the 60 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the AACJS

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the AACJS

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 15 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Criminal Justice Administration is to equip adult learners with a fundamental understanding of the essential components comprising the American criminal justice system. Students will learn basic management, administrative and financial skills relative to criminal justice agencies. The program also strives to familiarize students with current trends, research techniques, and problem-solving methods in the discipline. This program is designed to bridge the gap between theory and practical application through core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply administrative practices within the criminal justice system.
- Apply professional dispositions and ethical conduct in criminal justice administration.
- Analyze procedures within criminal justice programs and public policies.
- Integrate research and theories in criminal justice administration.
- Evaluate innovative strategies for serving diverse populations within the criminal justice system.

Program Purpose

The University's Criminal Justice programs are educational degree programs. These programs do not prepare students to become certified peace officers. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal, tribal or international agency, there are numerous additional qualifications (and often disqualifications), depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of educational and position requirements as well as any disqualification factors. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Preferred Sequence and Prerequisites for the BSCJA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJA 316 ..... 3 credits
Survey of Criminal Justice
Prerequisite(s): English Proficiency, 24 credits

CJA 326 ..... 3 credits
Ethics in Criminal Justice
Prerequisite(s): CJA 316

CJA 337 ..... 3 credits
Culture and Society in Criminal Justice
Prerequisite(s): CJA 316

CJA 346 ..... 3 credits
Theories of Criminology and Victimology
Prerequisite(s): CJA 326, CJA 337

CJA 356 ..... 3 credits
Organizational Behavior and Management
Prerequisite(s): CJA 346

CJA 376 ..... 3 credits
Interagency Communication
Prerequisite(s): CJA 356

CJA 386 ..... 3 credits
Research Statistics
Prerequisite(s): CJA 376, 6 credits of Math

CJA 416 ..... 3 credits
Budget, Finance, and Planning
Prerequisite(s): CJA 386

CJA 426 ..... 3 credits
Grant Writing and Funding
Prerequisite(s): CJA 416

CJA 436 ..... 3 credits
Mental Health Services and Crisis Intervention
Prerequisite(s): CJA 426

CJA 446 ..... 3 credits
Criminal Justice Policy Analysis and Program Evaluation
Prerequisite(s): CJA 436

CJA 456 ..... 3 credits
Contemporary Issues and Futures in Criminal Justice
Prerequisite(s): CJA 446

CJA 476 ..... 3 credits
Criminal Justice Problem-Solving Methods
Prerequisite(s): CJA 456

CJA 486 ..... 3 credits
Administration Capstone
Prerequisite(s): CJA 476

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

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:

- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 42 credits
  - Required Course of Study: 42 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- The capstone course (CJA 486) may not be taken concurrently with any other BSCJA required course of study courses.

Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 12 credits from the required course of study.

The following course(s) may not be waived: CJA 486

General Education Requirements for the BSCJA

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits
Must include: GEN 201
With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Criminal Justice/Security Masters Pathway for the BSCJA

Bachelor of Science in Criminal Justice Administration students who want to transition into the University's Master of Science/ Administration of Justice and Security (MS/AJS) or Master of Public Administration (MPA) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MS/AJS Pathway Courses

AJS 505 .....3 credits
Foundations of Justice and Security
Prerequisite(s): CJ;A 486
AJS 515.....3 credits
Criminological Theory and Risk Mitigation
Prerequisite(s): AJS 505
AJS 525 .....3 credits
Cybercrime and Information Security
Prerequisite(s): AJS 515

MPA Pathway Courses

MPA 503 .....3 credits
Public Administration Institutions and Processes
Prerequisite(s): CJA 486
COM PA523 .....3 credits
Communications for Public Administrators
Prerequisite(s): MPA 503
LAW PA513 .....3 credits
Law and Public Administration
Prerequisite(s): COM PA523

Bachelor of Science in Criminal Justice Administration (Professional Track)

The following Bachelor of Science in Criminal Justice Administration (Professional Track) (BSCJA-PT) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Criminal Justice Administration is to equip adult learners with a fundamental understanding of the essential components comprising the American criminal justice system. Students will learn basic management, administrative and financial skills relative to criminal justice agencies. The program also strives to familiarize students with current trends, research techniques, and problem-solving methods in the discipline. This program is designed to bridge the gap between theory and practical application through core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections. The Bachelor of Science in Criminal Justice Administration Professional Track is designed to build upon the existing knowledge and experience of criminal justice professionals.

Students enrolled in 90-credit Professional Track bachelor's degree programs are completing 30 less credits than a standard 120-credit bachelor's degree. Students are notified that they are required to determine if a reduced credit bachelor's degree will meet their overall professional and educational goals as advanced degrees and/or pursuing certain professional credentials (JD, MD) may not accept a 90-credit bachelor's degree. See the Professional Track Bachelor's Degrees section of the catalog for more information.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply administrative practices within the criminal justice system.
- Apply professional dispositions and ethical conduct in criminal justice administration.
- Analyze procedures within criminal justice programs and public policies.
- Integrate research and theories in criminal justice administration.
- Evaluate innovative strategies for serving diverse populations within the criminal justice system.

Program Purpose

The University's Criminal Justice programs are educational degree programs. These programs do not prepare students to become certified peace officers. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal, tribal or international agency, there are numerous additional qualifications (and often disqualifications), depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of educational and position requirements as well as any disqualification factors. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Preferred Sequence and Prerequisites for the BSCJA-PT

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJA 316 ..... 3 credits
Survey of Criminal Justice
Prerequisite(s): English Proficiency, 24 credits

CJA 326 ..... 3 credits
Ethics in Criminal Justice
Prerequisite(s): CJA 316

CJA 337 ..... 3 credits
Culture and Society in Criminal Justice
Prerequisite(s): CJA 316

CJA 346 ..... 3 credits
Theories of Criminology and Victimology
Prerequisite(s): CJA 326, CJA 337

CJA 356 ..... 3 credits
Organizational Behavior and Management
Prerequisite(s): CJA 346

CJA 376 ..... 3 credits
Interagency Communication
Prerequisite(s): CJA 356

CJA 386 ..... 3 credits
Research Statistics
Prerequisite(s): CJA 376, 6 credits of Math

CJA 416 ..... 3 credits
Budget, Finance, and Planning
Prerequisite(s): CJA 386

CJA 426 ..... 3 credits
Grant Writing and Funding
Prerequisite(s): CJA 416

CJA 436 ..... 3 credits
Mental Health Services and Crisis Intervention
Prerequisite(s): CJA 426

CJA 446 ..... 3 credits
Criminal Justice Policy Analysis and Program Evaluation
Prerequisite(s): CJA 436

CJA 456 ..... 3 credits
Contemporary Issues and Futures in Criminal Justice
Prerequisite(s): CJA 446

CJA 476 ..... 3 credits
Criminal Justice Problem-Solving Methods
Prerequisite(s): CJA 456

CJA 486 ..... 3 credits
Administration Capstone
Prerequisite(s): CJA 476

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

General Information for the BSCJA-PT

- A. First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSCJA-PT

All applicants are expected to meet the following admissions requirements:

- A minimum equivalent of three years of full-time, professional criminal justice or security related work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable criminal justice or security work environment for the completion of course assignments
- Signed Acknowledgement Form

Degree Requirements for the BSCJA-PT

- Completion of a minimum of 90 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 12 credits
  - Required Course of Study: 42 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA-PT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- The capstone course (CJA 486) may not be taken concurrently with any other BSCJA-PT required course of study courses.

Residency Requirements and Course Waivers for the BSCJA-PT

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:
  - The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
  - Experiential Journal credit is not eligible to waive courses in the required course of study.
  - Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.
  - Students in this program may waive a maximum of 12 credits from the required course of study.
  - The following course(s) may not be waived: CJA 486

General Education Requirements for the BSCJA-PT

A minimum of 36 of the 90 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Criminal Justice/Security Masters Pathway for the BSCJA-PT

Bachelor of Science in Criminal Justice Administration (Professional Track) students who want to transition into the University's Master of Science/Administration of Justice and Security (MS/AJS) or Master of Public Administration (MPA) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MS/AJS Pathway Courses

AJS 505 ..... 3 credits
Foundations of Justice and Security
Prerequisite(s): CJA 486

AJS 515 ..... 3 credits
Criminological Theory and Risk Mitigation
Prerequisite(s): AJS 505

AJS 525 ..... 3 credits
Cybercrime and Information Security
Prerequisite(s): AJS 515

MPA Pathway Courses

MPA 503 ..... 3 credits
Public Administration Institutions and Processes
Prerequisite(s): CJA 486

COM PA523 ..... 3 credits
Communications for Public Administrators
Prerequisite(s): MPA 503

LAW PA513 ..... 3 credits
Law and Public Administration
Prerequisite(s): COM PA523

Bachelor of Science in Public Administration

The following Bachelor of Science in Public Administration (BSPA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Public Administration program prepares individuals for careers in government at the federal, state, and local levels, and nonprofit entities. The program provides students with skills related to communication, ethics, civic leadership, law and policy, research and planning, public finance and budgeting, public programs, and human resources to positively impact communities.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Analyze public administration concepts.
- Apply public administration management practices.
- Analyze research methodologies for public administration.
- Apply the ethical standards of public administration.
- Examine fiduciary practices in public administration.

Preferred Sequence and Prerequisites for the BSPA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BPA 201 ..... 3 credits
Foundations of Public Administration
Prerequisite(s): 24 general education credits

BPA 200 ..... 3 credits
Public Sector Communications
Prerequisite(s): BPA 201

BPA 304 ..... 3 credits
The Public Policy Environment
Prerequisite(s): BPA 200

BPA 321 ..... 3 credits
Personnel Management
Prerequisite(s): BPA 304

BPA 332 ..... 3 credits
Public Budgeting
Prerequisite(s): BPA 321, 6 credits of math

BPA 371 ..... 3 credits
Intergovernmental Relations
Prerequisite(s): BPA 332

BPA 381 ..... 3 credits
Public Administration Policy, Legal Issues, Law & Ethics
Prerequisite(s): BPA 371

BPA 382 ..... 3 credits
Fiscal Management
Prerequisite(s): BPA 381

BPA 385 ..... 3 credits
Research in Public Administration
Prerequisite(s): BPA 382

BPA 390 ..... 3 credits
Program Implementation and Evaluation
Prerequisite(s): BPA 385

BPA 422 ..... 3 credits
Organizational Behavior and Leadership
Prerequisite(s): BPA 390

BPA 441 ..... 3 credits
Urban and Regional Planning
Prerequisite(s): BPA 422

BPA 445 ..... 3 credits
Conflict Resolution and Risk Management
Prerequisite(s): BPA 441

BPA 451 ..... 3 credits
Capital Improvement Planning & Management
Prerequisite(s): BPA 445

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

General Information for the BSPA

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSPA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 36 credits
  - Electives - 42 credits
  - Required Course of Study - 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Public Administration

Academic Progression Requirements for the BSPA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must successfully complete a minimum of 24 general education credits prior to entry into the first required course of study course. The 24 credits may be satisfied using UOPX coursework or applied transfer credit.

  The 24 general education credits must consist of:

6 credits in Communication Arts
6 credits in Humanities
6 credits in Social Science
6 credits in the combination of any of the following categories:
Science and Technology
Physical or Biological Science
Additional Liberal Arts
Mathematics
Electives

Residency Requirements and Course Waivers for the BSPA

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.
Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.
Students in this program may waive a maximum of 12 credits from the required course of study.
The following course(s) may not be waived: BPA 441, BPA 445, BPA 451

General Education Requirements for the BSPA

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Pathway A must include: 3 credits of college composition
Pathway B must include: 6 credits of college-level research and writing
Mathematics, 6 credits
Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.
Science and Technology, 6 credits
Must include: 3 credits of physical or biological science
Pathway B must include: 3 credits of science
Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement
Humanities, 6 credits
Pathway B must include: 3 credits of critical thinking
Social Science, 6 credits
Pathway B must include: 3 credits of psychology
Additional Liberal Arts, 6 credits
Must include: GEN 201
With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Public Administration Masters Pathway for the BSPA

Bachelor of Science in Public Administration students who want to transition into the University's Master of Public Administration (MPA) degree program may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MPA Pathway Courses

MPA 503 ..... 3 credits
Public Administration Institutions and Processes
Prerequisite(s): BPA 451
COM PA523 ..... 3 credits
Communications for Public Administrators
Prerequisite(s): MPA 503
LAW PA513 ..... 3 credits
Law and Public Administration
Prerequisite(s): COM PA 523

Bachelor of Science in Correctional Program Support Services

The following Bachelor of Science in Correctional Program Support Services (BSCPSS) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Correctional Program Support Services prepares students interested in working with justice involved populations in community, human services, and institutional settings. The program will provide students with foundational knowledge and skills in human Services, service delivery, advocacy, behavioral health, and management. The program provides instruction in correctional assessment, case management, facilitation skills, systems of therapeutic intervention, reintegration strategies, diversity, and legal and ethical dispositions.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Analyze evidence-based practices and trends for working with diverse individuals in community, human services, and institutional settings.
- Integrate knowledge, skills, and theory for structuring and administering direct service delivery and use of appropriate interventions with clients.
- Apply ethical decision-making models when resolving problems and/or issues related to providing support services and advocacy for justice-involved individuals.
- Examine biopsychosocial principles as they relate to personal, social, and organizational problems and/or issues.

Program Purpose

The Bachelor of Science in Correctional Program Support Services is an educational degree program that provides a foundation of knowledge in the field of correctional program support services. This program does not prepare students for any type of professional certification or licensure as a correctional officer, social worker, or counselor.

Preferred Sequence and Prerequisites for the BSCPSS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).
CPSS 210 ..... 3 credits
Introduction to Criminal Justice
CPSS 215 ..... 3 credits
Survey of Corrections in the United States
CPSS 240 ..... 3 credits
Foundations of Criminal Behavior
CPSS 300 ..... 3 credits
Working with the Correctional Population
Prerequisite(s): CPSS 210, CPSS 215, English Proficiency

CPSS 316 .....3 credits
Social Psychology and Criminal Behavior
Prerequisite(s): CPSS 240
CPSS 331 .....3 credits
Ethics and Values for Support Services Professionals
Prerequisite(s): CPSS 300
CPSS 370 .....3 credits
Intake, Assessment, and Classification
Prerequisite(s): Math Proficiency, CPSS 331
CPSS 385 .....3 credits
Case Planning and Case Management
Prerequisite(s): CPSS 370
CPSS 333 .....3 credits
Multiculturalism in Support Services
Prerequisite(s): CPSS 385
CPSS 395 .....3 credits
Program Facilitation Skills
Prerequisite(s): CPSS 333
CPSS 410 .....3 credits
Overview of Mental Health in Criminal Justice
Prerequisite(s): CPSS 395
CPSS 415 .....3 credits
Working with Juvenile Offenders
Prerequisite(s): CPSS 395
CPSS 420 .....3 credits
Issues of Substance Abuse and Addiction
Prerequisite(s): CPSS 395
CPSS 400 .....3 credits
Institutional and Community-Based Programs
Prerequisite(s): CPSS 316, CPSS 410, CPSS 415, CPSS 420
The University reserves the right to modify the required course of study.

General Information for the BSCPSS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSCPSS

All applicants are expected to meet the following admissions requirements:

- Signed Acknowledgement Form
- A signed Professional Non-Academic Requirement Addendum Form.

Degree Requirements for the BSCPSS

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 42 credits
  - Required Course of Study: 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Correctional Program Support Services

General Education Requirements for the BSCPSS

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Pathway A must include: 3 credits of college composition
Pathway B must include: 6 credits of college-level research and writing
Mathematics, 6 credits
Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.
Science and Technology, 6 credits
Must include: 3 credits of physical or biological science
Pathway B must include: 3 credits of science
Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement
Humanities, 6 credits
Pathway B must include: 3 credits of critical thinking
Social Science, 6 credits
Pathway B must include: 3 credits of psychology
Additional Liberal Arts, 6 credits
Must include: GEN 201
With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSCPSS

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.

- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSCPSS

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 12 credits from the required course of study.

The following course(s) may not be waived: CPSS 400

Public Administration Masters Pathway for the BSCPSS

Bachelor of Science in Correctional Program Support Services students who want to transition into the University's Master of Public Administration (MPA) degree program may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MPA Pathway Courses

MPA 503 ..... 3 credits
Public Administration Institutions and Processes
Prerequisite(s): CPSS 400

COM PA523 ..... 3 credits
Communications for Public Administrators
Prerequisite(s): MPA 503

LAW PA513 ..... 3 credits
Law and Public Administration
Prerequisite(s): COM PA523

Bachelor of Science in Industrial-Organizational Psychology

The following Bachelor of Science in Industrial-Organizational Psychology (BSIOP) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Industrial and Organizational Psychology is to prepare students to support healthy organizational cultures and to address organizational issues by applying psychological principles to personnel, administration, management, sales and marketing functions within an industrial and organizational setting. This program provides a foundation in Psychological theories and methodologies used by industrial organizational psychology practitioners, social, cognitive and motivational processes and ethics.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply Industrial/Organizational psychological principles in managing human work performance and interactions.
- Develop a working a knowledge of Psychology's content domains and their application.
- Apply scientific reasoning to psychological research of the human experience.
- Integrate diversity and ethical considerations to psychological practices.

Program Purpose

The Bachelor of Science in Industrial-Organizational Psychology provides a foundation in psychology and its relevance and application to industry and organizational settings. This program does not lead to professional certification or licensure as a psychologist, counselor, or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSIOP

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203T ..... 3 credits
Foundations of Psychology

PSY 205T ..... 3 credits
Life Span Human Development
Prerequisite(s): PSY 203T

PSY 340 ..... 3 credits
Biological Foundations in Psychology
Prerequisite(s): PSY 205T

PSY 390 ..... 3 credits
Learning and Cognition
Prerequisite(s): PSY 205T

PSY 335 ..... 3 credits
Research Methods
Prerequisite(s): PSY 205T

PSY 400.....3 credits
Social Psychology
Prerequisite(s): PSY 335, PSY 390
PSY 315.....3 credits
Statistical Reasoning in Psychology
Prerequisite(s): PSY 335, Math Proficiency
PSY 451.....3 credits
Multicultural Psychology
Prerequisite(s): PSY 400
PSY 435.....3 credits
Industrial/Organizational Psychology
Prerequisite(s): PSY 451
PSY 355.....3 credits
Motivational Processes in Human Psychology
Prerequisite(s): PSY 435, PSY 390, PSY 315
IOP 455.....3 credits
Professional Ethics
Prerequisite(s): PSY 355
IOP 460.....3 credits
Organizational Cultures
Prerequisite(s): IOP 455
IOP 470.....3 credits
Group Dynamics
Prerequisite(s): IOP 460
IOP 480.....3 credits
Assessment Tools for Organizations
Prerequisite(s): IOP 470
The University reserves the right to modify the required course of study.

General Information for the BSIOP

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSIOP

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 42 credits
  - Required Course of Study: 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Industrial-Organizational Psychology

General Education Requirements for the BSIOP

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Pathway A must include: 3 credits of college composition
Pathway B must include: 6 credits of college-level research and writing
Mathematics, 6 credits
Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.
Science and Technology, 6 credits
Must include: 3 credits of physical or biological science
Pathway B must include: 3 credits of science
Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement
Humanities, 6 credits
Pathway B must include: 3 credits of critical thinking
Social Science, 6 credits
Pathway B must include: 3 credits of psychology
Additional Liberal Arts, 6 credits
Must include: GEN 201
With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSIOP

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIOP

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 12 credits from the required course of study.

Psychology Masters Pathway for the BSIOP

Bachelor of Science in Industrial-Organizational Psychology students who want to transition into the University's Master of Science in Industrial-Organizational Psychology (MSIOP) or Master of Science in Psychology (MSP) degree program may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. **The pathway courses may be taken only after completion of the required course of study.**

MSIOP Pathway Courses

PSYCH 599 ..... 3 credits
Foundations of Graduate Study in Psychology
Prerequisite(s): IOP 480

PSYCH 614 ..... 3 credits
Social Psychology
Prerequisite(s): PSYCH 599

PSYCH 620 ..... 3 credits
Multicultural and Social Issues in Psychology
Prerequisite(s): PSYCH 614

MSP Pathway Courses

PSYCH 599 ..... 3 credits
Foundations of Graduate Study in Psychology
Prerequisite(s): IOP 480

PSYCH 614 ..... 3 credits
Social Psychology
Prerequisite(s): PSYCH 599

PSYCH 620 ..... 3 credits
Multicultural and Social Issues in Psychology
Prerequisite(s): PSYCH 614

Bachelor of Science in Applied Psychology/ Concentration in Media and Technology

The following Bachelor of Science in Applied Psychology/ Concentration in Media and Technology (BSAP/MT) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Bachelor of Science in Applied Psychology Program is to prepare students to use psychology applications in contemporary life and employment settings such as business and industry, government, education, military and community agencies. This program provides a foundation in developmental, social, cognitive, and behavioral psychology with a concentration in the interactions and impacts of media and technology on human behavior and emotions.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply Media Psychology and Technology concepts to human interactions
- Develop a working a knowledge of Psychology's content domains and their application.
- Apply scientific reasoning to psychological research of the human experience.
- Integrate diversity and ethical considerations to psychological practices.

Program Purpose

The Bachelor of Science in Applied Psychology provides a contemporary perspective on the applications of psychology to mediated communication, relationships and learning, and the roles technology plays in human interactions. This program does not lead to professional certification or licensure as a psychologist, counselor or other mental health practitioner.

Preferred Sequence and Prerequisites for the BSAP/MT - Pathway A and Pathway B

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSY 203T ..... 3 credits
Foundations of Psychology

PSY 205T ..... 3 credits
Life Span Human Development
Prerequisite(s): PSY 203T

PSY 340 ..... 3 credits
Biological Foundations in Psychology
Prerequisite(s): PSY 205T

PSY 390 ..... 3 credits
Learning and Cognition
Prerequisite(s): PSY 205T

PSY 335 ..... 3 credits
Research Methods
Prerequisite(s): PSY 205T

PSY 400 ..... 3 credits
Social Psychology
Prerequisite(s): PSY 335, PSY 390

PSY 315 ..... 3 credits
Statistical Reasoning in Psychology
Prerequisite(s): PSY 335, Math Proficiency

PSY 451 ..... 3 credits
Multicultural Psychology
Prerequisite(s): PSY 400

PSY 405 ..... 3 credits
Theories of Personality
Prerequisite(s): PSY 390

APMT 315 ..... 3 credits
Technology and Society
Prerequisite(s): PSY 205T

APMT 430 ..... 3 credits
Social Media and Human Interaction
Prerequisite(s): APMT 315

APMT 440 ..... 3 credits
Influence of Media on Behavior
Prerequisite(s): APMT430

APMT 460 ..... 3 credits
Cyber Communications
Prerequisite(s): APMT 440

APMT 470 ..... 3 credits
Digital Learning
Prerequisite(s): APMT 460

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

General Information for the BSAP/MT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.

- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSAP/MT

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 36 credits
  - Electives - 42 credits
  - Required Course of Study - 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Bachelor of Science in Applied Psychology

General Education Requirements for the BSAP/MT

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSAP/MT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSAP/MT

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 12 credits from the required course of study.

Psychology Masters Pathway for the BSAP/MT

Bachelor of Science in Applied Psychology with a concentration in Media and Technology students who want to transition into the University's Master of Science in Industrial-Organizational Psychology (MSIOP) or Master of Science in Psychology (MSP) degree program may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. **The pathway courses may be taken only after completion of the required course of study.**

MSIOP Pathway Courses

PSYCH 599.....3 credits
Foundations of Graduate Study in Psychology
Prerequisite(s): APMT 470

PSYCH 614.....3 credits
Social Psychology
Prerequisite(s): PSYCH 599

PSYCH 620.....3 credits
Multicultural and Social Issues in Psychology
Prerequisite(s): PSYCH 614

MSP Pathway Courses

PSYCH 599.....3 credits
Foundations of Graduate Study in Psychology
Prerequisite(s): APMT 470
PSYCH 614.....3 credits
Social Psychology
Prerequisite(s): PSYCH 599
PSYCH 620.....3 credits
Multicultural and Social Issues in Psychology
Prerequisite(s): PSYCH 614

Bachelor of Science in Social Work

The following Bachelor of Science in Social Work (BSSW) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Social Work (BSSW) program provides development of social work theory into application of professional skills to enhance the lives of diverse individuals, families, groups, organizations, and communities. The program prepares students to be effective, ethical, culturally aware social workers who advocate for social change and promote resilience in a rapidly evolving global environment. Graduates will be prepared to apply knowledge, skills, and social work values aligned with industry standards of the Council of Social Work Education Standards (CSWE). The program includes a required supervised field education component.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must update their current address with the University and contact their Academic Advisor immediately when such change occurs to ascertain the effect upon their program. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply ethical and professional behavior in a social work setting
- Apply advocacy strategies to advance human rights and social, racial, economic, and environmental justice
- Apply anti-racism, diversity, equity, and inclusion in practice strategies.
- Apply practice-informed research and research-informed practice in a social work setting
- Analyze policies related to social work practice
- Apply social work skills to engage with individuals, families, groups, organizations, and communities
- Apply assessment skills with individuals, families, groups, organizations, and communities
- Apply intervention skills with individuals, families, groups, organizations, and communities
- Analyze practice outcomes with individuals, families, groups, organizations, and communities

Program Purpose

The Bachelor of Science in Social Work (BSSW) is an undergraduate degree program that provides a foundation in social work theory and practice. The program educationally prepares graduates to pursue state licensure or certification as a bachelor's level social worker in select states. Licensure requirements vary by state, and students must ascertain and meet the licensure requirements in any state in which they desire to practice. There may be additional qualifications and/or disqualifications applicable in order to become a social worker. See the licensure requirements and contact information for states in which University of Phoenix offers the BSSW: www.phoenix.edu/degrees/behavioral-sciences/social-work-state-requirements.html

Preferred Sequence and Prerequisites for the BSSW

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

SWRK 200 ..... 3 credits
Introduction to Social Work
Prerequisite(s): 36 general education credits
SWRK 220 ..... 3 credits
Professional and Ethical Behaviors for Social Work Practice
Prerequisite(s): SWRK 200
SWRK 301 ..... 3 credits
Communication Techniques
Prerequisite(s): SWRK 200
SWRK 311 ..... 3 credits
Human Behavior and the Social Environment
Prerequisite(s): SWRK 200, SWRK 220, SWRK 301
SWRK 321 ..... 3 credits
Social Work Policy
Prerequisite(s): SWRK 200, SWRK 311
SWRK 346 ..... 3 credits
Social Work Advocacy
Prerequisite(s): SWRK 200, SWRK 311
SWRK 351 ..... 3 credits
Social Systems and Human Rights in Practice
Prerequisite(s): SWRK 200, SWRK 321, SWRK 346
SWRK 399 ..... 3 credits
Research and Evaluation in Social Work Practice
Prerequisite(s): SWRK 200, SWRK 351
SWRK 401 ..... 3 credits
Social Work Practice: Engage
Prerequisite(s): SWRK 200, SWRK 399
SWRK 402 ..... 3 credits
Social Work Practice: Assess
Prerequisite(s): SWRK 200, SWRK 401
SWRK 403 ..... 3 credits
Social Work Practice: Intervene
Prerequisite(s): SWRK 200, SWRK 402
SWRK 404 ..... 3 credits
Social Work Practice: Evaluate
Prerequisite(s): SWRK 200, SWRK 403
Field Education

In addition to the courses listed above, students must complete 6 credits of Field Education coursework. Students have the option to complete two 15-week Field Education courses (SWRK 405 and SWRK 420) OR a single 15-week course (SWRK 425). Students cannot complete SWRK 425 and SWRK 405 or SWRK 420.

SWRK 405 ..... 3 credits
Field Education I
Prerequisite(s): SWRK 200, SWRK 404

SWRK 420 ..... 3 credits
Field Education II
Prerequisite(s): SWRK 200, SWRK 405

SWRK 425..... 6 credits
Field Education Block
Prerequisite(s): SWRK 200, SWRK 404

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

General Information for the BSSW

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.

  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSSW

All applicants are expected to meet the following admissions requirements:

- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form

  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed Non-Academic Requirement Addendum Form.

Degree Requirements for the BSSW

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 42 credits
  - Required Course of Study: 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Social Work

General Education Requirements for the BSSW

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Pathway A must include: 3 credits of college composition
Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits
Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits
Must include: 3 credits of physical or biological science
Pathway B must include: 3 credits of science
Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits
Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits
Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits
Must include: GEN 201
Must include: POL 215

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSSW

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must successfully complete all 36 general education credits prior to entry into the first required course of study course. The 36 credits may be satisfied using UOPX coursework or applied transfer activities.
- Unless noted in the Scholastic Disqualification section as a course requiring a higher grade, students must earn a grade of "C-" or better for all courses in the required course of study. Students who earn a grade lower than "C-" must repeat the course until the minimum grade requirement is met.
- Students may not concurrently enroll in two or more required course of study courses.

Minimum Grade Requirements for the BSSW

- Students in this program are required to achieve a minimum grade of "B" (3.0) in the courses listed below. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be placed in Scholastic Disqualification and will be allowed to repeat the course one time: SWRK 200, SWRK 405, SWRK 420, SWRK 425
- Students who have been placed in Scholastic Disqualification from SWRK 200 will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- Instead of completing the Academic Progression Student Agreement form, students who do not meet the minimum grade requirement for SWRK 425, SWRK 405, or SWRK 420 will not be allowed to continue in their degree program until they complete the Supplemental and Professional Standards referral process. Field Education is a key component of the BSSW program and failure to meet the minimum grade requirement will require a robust remediation plan with input from a college designee.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry as determined by the College's designee.
- Students who are placed in Scholastic Disqualification and who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students may not transfer credit to the University from courses taken from other schools while in Academic Disqualification or Scholastic Disqualification.

Residency Requirements and Course Waivers for the BSSW

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of the required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or as part of a Social Work degree at a Council on Social Work Education (CSWE) accredited college or university.
- The activity must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Prior Learning Assessment credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 12 credits from the required course of study.

The following course(s) may not be waived: SWRK 200, SWRK 351, SWRK 401, SWRK 402, SWRK 403, SWRK 404, SWRK 405, SWRK 420, SWRK 425

Field Education for the BSSW

Students in the BSSW program must complete a minimum of 400 hours of field education at a social work placement site. Students may complete their field education hours in either a single (SWRK 425) or two (SWRK 405 and SWRK 420) Field Education course(s). Students are required to meet attendance and course requirements for the Field Education coursework while completing their placement.

Students must receive final approval for their field education site from their Field Placement Coordinator before the Field Education course(s) are attended. Field placements are required to be in-person. Remote and virtual placements are not permitted.

Supplemental and Professional Standards for the BSSW

This program is subject to the University's Supplemental & Professional Standards.

Re-Entry for the BSSW

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students must submit an appeal to the Student Appeals Center to re-enter their program that is not yet expired.
- No appeals will be accepted for re-entry to an expired program.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology's mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible, and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to core values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff member and faculty member should have a commitment to: learning, intellectual diversity, embracing innovation, and improving society. We should empower excellence while acting with integrity and treating others as we would like to be treated.

Associate of Arts/Concentration in Business Fundamentals

The following Associate of Arts/Concentration in Business Fundamentals (AABFN) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Associate of Arts in Business Fundamentals prepares students for a variety of management and administrative positions across diverse organizations. The program provides students with essential business knowledge and skills in leadership, management, business communication, information systems, problem solving, and accounting. The program curriculum and framework are designed to align with industry-recognized standards to provide graduates with proficiencies needed in contemporary business industries.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply problem-solving strategies to real-life business scenarios.
- Apply business principles to address a variety of organizational needs.

Preferred Sequence and Prerequisites for the AABFN

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 295 ..... 3 credits
Business Communications
BIS 221 ..... 3 credits
Introduction to Computer Applications and Systems
MGT 312 ..... 3 credits
Organizational Behavior for Managers
Prerequisite(s): COM 295
LDR 321T ..... 3 credits
Modern Leadership
Prerequisite(s): MGT 312
ACC 290 ..... 3 credits
Principles of Accounting I
Prerequisite(s): BIS 221
ACC 291 ..... 3 credits
Principles of Accounting II
Prerequisite(s): ACC 290

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

General Information for the AABFN

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the AABFN

- Completion of a minimum of 60 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 6 credits
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the associate en-route to a bachelor's degree will only be placed on Academic Probation if their bachelor's program GPA falls below the minimum requirement.
  - Students earning the associate en-route to a bachelor's degree or as an additional program to a bachelor's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the associate degree to be eligible for associate conferral.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Associate of Arts

General Education Requirements for the AABFN

A minimum of 36 of the 60 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the AABFN

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the AABFN

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 15 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and abilities to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, communications, diversity and inclusion, economics, finance, business law and ethics, management, marketing, organizational behavior, business analytics, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through a business capstone course.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate decision-making skills to address business needs.
- Integrate business concepts and principles to advance organizational goals.
- Analyze interrelationships among distinct functional areas of an organization.
- Analyze logistics involved in global business operations.

BSB Program Category Requirements and Prerequisites

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ..... 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 221 ..... 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ..... 3 credits
Organizational Behavior for Managers
Prerequisite(s): COM 295

MGT 316 ..... 3 credits
Managing with a Global Mindset
Prerequisite(s): COM 295

Accounting, 6 total credits

ACC 290 ..... 3 credits
Principles of Accounting I
Prerequisite(s): BIS 221

ACC 291 ..... 3 credits
Principles of Accounting II
Prerequisite(s): ACC 290

Leadership, 3 total credits

LDR 321T ..... 3 credits
Modern Leadership
Prerequisite(s): MGT 312

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ..... 3 credits
Ethical and Legal Topics in Business
Prerequisite(s): COM 295

Economics, 6 total credits

ECO 365 ..... 3 credits
Principles of Microeconomics
Prerequisite(s): BIS 221

ECO 372 ..... 3 credits
Principles of Macroeconomics
Prerequisite(s): BIS 221

Finance, 3 total credits

FIN 370 ..... 3 credits
Finance for Business
Prerequisite(s): ACC 291

Marketing, 3 total credits

MKT 421 ..... 3 credits
Marketing
Prerequisite(s): FIN 370

Business Statistics, 3 total credits

QNT 375 ..... 3 credits
Business Data Analytics
Prerequisite(s): Math Proficiency

Business Capstone, 3 total credits

BUS 475 ..... 3 credits
Integrated Business Topics
Prerequisite(s): MKT 421, ECO 365, ECO 372, ETH 321, MGT 316, QNT 375, LDR 321T, FIN 370

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

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts

- Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
- Have completed a UOPX certificate program

ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.

- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Associate of Arts with a Concentration in Business Fundamentals
  - Business Analytics Certificate
  - Human Resource Management Certificate
  - Leadership and Management Certificate
  - General Management Certificate
  - Marketing Certificate
  - Operations Management Certificate
  - Project Management Certificate
  - Small Business Management and Entrepreneurship Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
  - Course waivers are within the en-route program's waiver limit
  - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 42 credits
  - Required Course of Study: 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

General Education Requirements for the BSB for Students Obtaining an Associates En-Route Credential

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSB

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 12 credits from the required course of study.

The following course(s) may not be waived: BUS 475

Business Master's Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ..... 3 credits
Managing in a Changing Environment
Prerequisite(s): BUS 475

ORG 535 ..... 3 credits
People and Organizations
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

MM Pathway Courses

MGT 526 ..... 3 credits
Managing in a Changing Environment
Prerequisite(s): BUS 475

ENT 527 ..... 3 credits
Opportunity Assessment and Innovation
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross-functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate management principles necessary for organizational effectiveness.
- Evaluate the effectiveness of processes used to achieve organizational goals.
- Integrate key problem-solving strategies in the analysis and recommendation of business decisions.
- Analyze interrelationships among distinct functional areas of an organization.

Program Category Requirements, Preferred Sequence and Prerequisites for the BSM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Management, 6 total credits

MGT 312 .....3 credits
Organizational Behavior for Managers
MGT 362 .....3 credits
Change Management and Implementation
Prerequisite(s): MGT 312

Ethics and Social Responsibility, 3 total credits

ETH 321 .....3 credits
Ethical and Legal Topics in Business
Prerequisite(s): MGT 312

Leadership, 3 total credits

LDR 300 .....3 credits
Innovative Leadership
Prerequisite(s): MGT 312

Operations, 3 total credits

OPS 330 .....3 credits
Strategic Operations and Logistics
Prerequisite(s): MGT 312

Economics, 3 total credits

ECO 372 .....3 credits
Principles of Macroeconomics
Prerequisite(s): MGT 312

Project Management, 3 total credits

PM 350 .....3 credits
Organizational Project Management
Prerequisite(s): OPS 330

Finance, 3 total credits

FIN 370 .....3 credits
Finance for Business
Prerequisite(s): ECO 372

Marketing, 3 total credits

MKT 421 .....3 credits
Marketing
Prerequisite(s): FIN 370

Strategy, 3 total credits

MGT 498 .....3 credits
Strategic Management
Prerequisite(s): LDR 300, MKT 421, ETH 321, MGT 362, PM 350, FIN 370

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

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 54 credits
  - Required Course of Study: 30 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: MGT 498

Business Master's Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MM Pathway Courses

MGT 526 ..... 3 credits
Managing in a Changing Environment
Prerequisite(s): MGT 498

ENT 527 ..... 3 credits
Opportunity Assessment and Innovation
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

MBA Pathway Courses

MGT 526 ..... 3 credits
Managing in a Changing Environment
Prerequisite(s): MGT 498

ORG 535 ..... 3 credits
People and Organizations
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) is designed to provide knowledge and skills necessary to an accounting career. Topics include, key accounting and business coursework, financial accounting, managerial accounting, and auditing and taxation. In addition to Generally Accepted Accounting Principles (GAAP), the program also covers the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for a career in accounting. The program also addresses professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-business-degrees/accounting-bachelors-degree.html

Program Purpose

The Bachelor of Science in Accounting degree (BSA) prepares students with the financial skills they need to help organizations run efficiently, along with specialized skills in managerial accounting, estate taxation, advanced topics in accounting research and more. This program does not lead to any certification or licensure including Certified Financial Planner (CFP) or Certified Public Accountant (CPA).

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate generally accepted accounting principles throughout the accounting cycle.
- Evaluate accounting and financial information to make business decisions.
- Integrate ethical, legal, and accounting standards and assumptions into financial practices.
- Integrate business practices into accounting and financial operations.

Program Category Requirements and Prerequisites

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 .....3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 221 .....3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 .....3 credits
Organizational Behavior for Managers
Prerequisite(s): COM 295

MGT 316 .....3 credits
Managing with a Global Mindset
Prerequisite(s): COM 295

Leadership, 3 total credits

LDR 321T .....3 credits
Modern Leadership
Prerequisite(s): MGT 312

Ethics and Legal Topics in Business, 3 total credits

ETH 321 .....3 credits
Ethical and Legal Topics in Business
Prerequisite(s): COM 295

Accounting, 6 total credits

ACC 290 .....3 credits
Principles of Accounting I
Prerequisite(s): BIS 221

ACC 291 .....3 credits
Principles of Accounting II
Prerequisite(s): ACC 290

Economics, 6 total credits

ECO 365 .....3 credits
Principles of Microeconomics
Prerequisite(s): BIS 221

ECO 372 .....3 credits
Principles of Macroeconomics
Prerequisite(s): BIS 221

Business Statistics, 3 total credits

QNT 375 .....3 credits
Business Data Analytics
Prerequisite(s): Math Proficiency

Finance, 3 total credits

FIN 370 .....3 credits
Finance for Business
Prerequisite(s): ACC 291

Marketing, 3 total credits

MKT 421 .....3 credits
Marketing
Prerequisite(s): FIN 370

Strategy, 3 total credits

BUS 475 .....3 credits
Integrated Business Topics
Prerequisite(s): MKT 421, ECO 365, ECO 372, ETH 321, MGT 316, QNT 375, LDR 321T

Accounting Information Systems, 3 total credits

ACC 316 .....3 credits
QuickBooks
Prerequisite(s): BIS 221

Managerial Accounting, 3 total credits

ACC 326 .....3 credits
Managerial Accounting
Prerequisite(s): ACC 291

Cost Accounting, 3 total credits

ACC 349 .....3 credits
Cost Accounting
Prerequisite(s): ACC 291

Intermediate Accounting, 9 total credits

ACC 421 .....3 credits
Intermediate Financial Accounting I
Prerequisite(s): ACC 291
ACC 422 .....3 credits
Intermediate Financial Accounting II
Prerequisite(s): ACC 421
ACC 423 .....3 credits
Intermediate Financial Accounting III
Prerequisite(s): ACC 422

Taxation, 6 total credits

ACC 455 .....3 credits
Corporate Taxation
Prerequisite(s): ACC 423
ACC 456 .....3 credits
Individual/Estate Taxation
Prerequisite(s): ACC 423

Government and Nonprofit Accounting, 3 total credits

ACC 460 .....3 credits
Government and Non-Profit Accounting
Prerequisite(s): ACC 423

Auditing, 6 total credits

ACC 491 .....3 credits
Contemporary Auditing I
Prerequisite(s): ACC 291
ACC 492 .....3 credits
Contemporary Auditing II
Prerequisite(s): ACC 491

Accounting Research, 3 total credits

ACC 497 .....3 credits
Advanced Topics in Accounting Research
Prerequisite(s): ACC 349, ACC 423, ACC 460, ACC 492

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

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement
- Course waivers are within the en-route program's waiver limit
- Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 6 credits
  - Required Course of Study: 78 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Pathway A must include: 3 credits of college composition
Pathway B must include: 6 credits of college-level research and writing
Mathematics, 6 credits
Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.
Science and Technology, 6 credits
Must include: 3 credits of physical or biological science
Pathway B must include: 3 credits of science
Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement
Humanities, 6 credits
Pathway B must include: 3 credits of critical thinking
Social Science, 6 credits
Pathway B must include: 3 credits of psychology
Additional Liberal Arts, 6 credits
Must include: GEN 201
With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

General Education Requirements for the BSACC for Students Obtaining an Associates En-Route Credential

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Pathway A must include: 3 credits of college composition
Pathway B must include: 6 credits of college-level research and writing
Mathematics, 6 credits
Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.
Science and Technology, 6 credits
Must include: 3 credits of physical or biological science
Pathway B must include: 3 credits of science
Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.
Humanities, 6 credits
Pathway B must include: 3 credits of critical thinking
Social Science, 6 credits
Pathway B must include: 3 credits of psychology
Additional Liberal Arts, 6 credits
Must include: GEN 201
With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSACC

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.
In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.
Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.
Students in this program may waive a maximum of 30 credits from the required course of study.
The following course(s) may not be waived: ACC 497, BUS 475

Business Master's Pathway for the BSACC

Bachelor of Science in Accounting students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to two (2) of the following courses (or a direct equivalency) as part of their electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 .....3 credits
Managing in a Changing Environment
Prerequisite(s): ACC 497

ORG 535 .....3 credits
People and Organizations
Prerequisite(s): MGT 526

MM Pathway Courses

MGT 526 .....3 credits
Managing in a Changing Environment
Prerequisite(s): ACC 497

ENT 527 .....3 credits
Opportunity Assessment and Innovation
Prerequisite(s): MGT 526

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication prepares students for a variety of professional roles that require effective communication skills across diverse organizations. The program's curriculum, built in close collaboration with industry and academic experts, emphasizes theory and application in the domains of interpersonal, intercultural, organizational, corporate, public relations, mediation, and social media communication.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theories and best practices to determine communication strategies.
- Develop communication plans for diverse purposes.
- Evaluate strategies for implementing communication plans in a variety of environments.
- Evaluate communication effectiveness for a variety of contexts.

Program Category Requirements, Preferred Sequence, and Prerequisites for the BS/COM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 .....3 credits
Introduction to Communication

Logic and Rhetoric, 3 total credits

BSCOM 210 ..... 3 credits
Logic and Rhetoric
Prerequisite(s): BSCOM 100

Writing, 3 total credits

BSCOM 230 ..... 3 credits
Storytelling
Prerequisite(s): BSCOM 100

Communication Technology, 3 total credits

BSCOM 250 ..... 3 credits
Communication Technology
Prerequisite(s): BSCOM 100

Interpersonal Communication, 3 total credits

BSCOM 310 ..... 3 credits
Interpersonal Communication
Prerequisite(s): BSCOM 100

Mass Communication, 3 total credits

BSCOM 320 ..... 3 credits
Mass Communication and Media
Prerequisite(s): BSCOM 250

Organizational Communication, 3 total credits

BSCOM 340 ..... 3 credits
Organizational Communication
Prerequisite(s): BSCOM 100

Journalism, 3 total credits

BSCOM 350 ..... 3 credits
Journalism: Writing for Impact
Prerequisite(s): BSCOM 230

Social Media Communication, 3 total credits

BSCOM 370 ..... 3 credits
Social Media Communication
Prerequisite(s): BSCOM 250

Corporate Communication and Public Relations, 3 total credits

BSCOM 380 ..... 3 credits
Corporate Communication and Public Relations
Prerequisite(s): BSCOM 100

Technical Communication, 3 total credits

BSCOM 400 ..... 3 credits
Technical Communication
Prerequisite(s): BSCOM 250

Global and Intercultural Communication, 3 total credits

BSCOM 420 ..... 3 credits
Global and Intercultural Communication
Prerequisite(s): BSCOM 340

Negotiation, Mediation, and Diplomacy, 3 total credits

BSCOM 450 ..... 3 credits
Negotiation, Mediation, and Diplomacy
Prerequisite(s): BSCOM 380

Communication Capstone, 3 total credits

BSCOM 480 ..... 3 credits
Applied Communication Capstone
Prerequisite(s): BSCOM 210, BSCOM 310, BSCOM 320, BSCOM 350, BSCOM 370, BSCOM 400, BSCOM 420, BSCOM 450

General Information for the BS/COM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 42 credits
  - Required Course of Study: 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BS/COM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BS/COM

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 12 credits from the required course of study.

The following course(s) may not be waived: BSCOM 480

Business Master's Pathway for the BS/COM

Bachelor of Science in Communication students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their interdisciplinary or electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 .....3 credits
Managing in a Changing Environment
Prerequisite(s): BSCOM 480
ORG 535 .....3 credits
People and Organizations
Prerequisite(s): MGT 526
LDR 535 .....3 credits
Leading Change
Prerequisite(s): MGT 526

MM Pathway Courses

MGT 526 .....3 credits
Managing in a Changing Environment
Prerequisite(s): BSCOM 480
ENT 527 .....3 credits
Opportunity Assessment and Innovation
Prerequisite(s): MGT 526
LDR 535 .....3 credits
Leading Change
Prerequisite(s): MGT 526

Bachelor of Science in Finance and Technology

The following Bachelor of Science in Finance and Technology (BSFIN) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Finance and Technology program prepares students in the functional areas of finance, allowing them to develop the financial analysis and planning skills necessary to be effective in a variety of business environments. Students will examine the use of financial tools and technology used in financial accounting, investment and portfolio management, retirement and benefits planning, risk management and insurance, auditing and compliance, and other financial services. The program is designed for students with an interest in entering or advancing their careers in finance.

Program Purpose

The Bachelor of Science in Finance and Technology degree program provides a general foundation for students in financial planning and analysis, as well as a variety of financial tools and technology across the financial services industry. This program is not designed to, and does not lead to, any certification or licensure including licensure as an investment advisor or certification as a Certified Financial Planner (CFP).

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Assess financial strategies and practices used to manage financial instruments, portfolios, and capital flows.
- Evaluate aspects of financial planning used to grow, manage, and protect wealth.
- Analyze financial data used in financial accounting, planning, management, and decision making.
- Appraise the use of financial tools and technology used to deliver financial services, analyze data, promote competitive advantage, and improve performance.

BSFIN Program Category Requirements and Prerequisites

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Accounting, 6 total credits

ACC 290T ..... 3 credits
Principles of Accounting I
Prerequisite(s): BIS 221T
ACC 291T ..... 3 credits
Principles of Accounting II
Prerequisite(s): ACC 290T

Economics, 6 total credits

ECO 365T ..... 3 credits
Principles of Microeconomics
Prerequisite(s): BIS 221T
ECO 372T ..... 3 credits
Principles of Macroeconomics
Prerequisite(s): BIS 221T

Financial Tools and Technology, 6 total credits

BIS 340 ..... 3 credits
Advanced Spreadsheet Applications
Prerequisite(s): BIS 221T
FIN 480 ..... 3 credits
FinTech and DeFi
Prerequisite(s): FIN 360, FIN 470

Quantitative Analysis, 6 total credits

FIN 360 ..... 3 credits
Financial Data Modeling
Prerequisite(s): QNT 375T
QNT 375T ..... 3 credits
Business Data Analytics
Prerequisite(s): Math Proficiency

Financial Planning, 6 total credits

FIN 420 ..... 3 credits
Personal Financial Planning
Prerequisite(s): FIN 419
FIN 422 ..... 3 credits
Retirement and Benefit Planning
Prerequisite(s): FIN 419

Financial Systems, 6 total credits

FIN 355 ..... 3 credits
International Finance and Trade
Prerequisite(s): FIN 419

FIN 366 ..... 3 credits
Financial Institutions
Prerequisite(s): FIN 419

Corporate Finance, 3 total credits

FIN 419 ..... 3 credits
Finance for Decision Making

Investments, 3 total credits

FIN 402 ..... 3 credits
Investment Fundamentals and Portfolio Management
Prerequisite(s): FIN 419

Behavioral Finance, 3 total credits

FIN 405 ..... 3 credits
Behavioral Finance
Prerequisite(s): FIN 419

Risk Management and Compliance, 6 total credits

FIN 440 ..... 3 credits
Risk Management and Insurance Planning
Prerequisite(s): FIN 420

FIN 470 ..... 3 credits
Fraud Examination and Forensic Accounting
Prerequisite(s): FIN 419

Finance Capstone, 3 total credits

FIN 486 ..... 3 credits
Strategic Financial Management
Prerequisite(s): FIN 366, FIN 402, FIN 420, FIN 422, FIN 480

Finance Electives, 12 total credits

Choose 4:

ACC 456 ..... 3 credits
Individual/Estate Taxation
Prerequisite(s): ACC 291T

FIN 370T ..... 3 credits
Finance for Business
Prerequisite(s): ACC 291T

FIN 400 ..... 3 credits
Public Finance
Prerequisite(s): FIN 366

FIN 460 ..... 3 credits
Fundamental Analysis
Prerequisite(s): FIN 402

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

General Information for the BSFIN

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSFIN

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 18 credits
  - Required Course of Study: 54 credits
  - Finance Electives: 12 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Finance and Technology

General Education Requirements for the BSFIN

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: BIS 221T

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological sciences requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSFIN

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSFIN

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 15 credits from the required course of study.

The following course(s) may not be waived: FIN 486

Business Master's Pathway for the BSFIN

Bachelor of Science in Finance and Technology students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ..... 3 credits
Managing in a Changing Environment
Prerequisite(s): FIN 486

ORG 535 ..... 3 credits
People and Organizations
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

MM Pathway Courses

MGT 526 ..... 3 credits
Managing in a Changing Environment
Prerequisite(s): FIN 486

ENT 527 ..... 3 credits
Opportunity Assessment and Innovation
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

Associate of Arts/Concentration in Information Technology

The following Associate of Arts/Concentration in Information Technology (AAITT) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Associate of Arts degree in Information Technology program introduces students to a variety of information technology concepts and principles in programming, data analytics, cybersecurity and networking. The AAITT provides students with a foundation of technical skills necessary for additional skill building as they enter the field of IT.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate information technology solutions to address common business problems.
- Determine information systems security solutions to secure the data, users, and devices on a network.

Program Purpose

The Associate of Arts in Information Technology program provides a foundation of multiple information technology topics preparing students for entry level roles in IT. The program does not prepare students for any direct certifications but contains coursework aligned to the CompTIA Tech+, Security+ and Network+ certifications, as well as the EC Council CSCU.

Program Category Requirements and Prerequisites for the AAITT

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations, 3 total credits

CIS 207T .....3 credits
Information Systems Fundamentals

Cyber Security, 6 total credits

CYB 110 .....3 credits
Foundations of Security
Prerequisite(s): CIS 207T

CMGT 245 .....3 credits
IS Security Concepts
Prerequisite(s): CIS 207T

Programming, 3 total credits

PRG 211 .....3 credits
Algorithms and Logic for Computer Programming
Prerequisite(s): Math Proficiency, CIS 207T

Data, 3 total credits

BSA 250 .....3 credits
Foundations of Data Analytics
Prerequisite(s): CIS 207T

Networking, 3 total credits

NTC 248 .....3 credits
Foundations of Networking
Prerequisite(s): CIS 207T

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

General Information for the AAITT

- First time attendees with the University indicate less than 24 previous college credits (as recognized by the university) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the AAITT

- Completion of a minimum of 60 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 6 credits
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Associate of Arts

General Education Requirements for the AAITT

A minimum of 36 of the 60 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the AAITT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the AAITT

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 15 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

Associate of Science in Cybersecurity

The following Associate of Science in Cybersecurity (ASCYB) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Associate of Science in Cybersecurity degree prepares students to develop the problem-solving skills, technical expertise, and analytical thinking needed to defend and protect the cyber domain. Through a curriculum that integrates hands-on learning with foundational cybersecurity principles, students will gain practical experience in identifying vulnerabilities, mitigating threats, and responding to security incidents. The program emphasizes both theoretical understanding and real-world application, fostering the ability to assess risks, secure information systems, and support organizational resilience against cyberattacks. Through hands-on learning and real-world scenarios, graduates are ready to take on entry-level roles in the fast-growing field of cybersecurity and help safeguard today's digital world.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate the network security elements associated with defending the cyber domain through the use of STEM principles.
- Summarize the processes necessary to protect all assets of an infrastructure in the cyber domain.
- Assess an organization's infrastructure, including compliance with cybersecurity policies, governance, and other risk assessment standards.

Program Purpose

The ASCYB program prepares students with the knowledge and skills needed to enter and succeed in the cybersecurity field. Students will engage with comprehensive coursework and practice exams that prepare them for industry-recognized certifications. At key points in the program, students will be required to complete practice exams and study materials for two certifications: Certified Secure Computer User (CSCU) and Certified Ethical Hacker (CEH). Additionally, the program offers courses aligned to two other certifications: Security + and Certified Network Defense (CND) along with CND exam practice. This approach ensures that while students are educationally prepared across all four certifications, they have the flexibility to focus on areas that align with their career goals.

Preferred Sequence and Prerequisites for the ASCYB

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CYB 100T ..... 3 credits
Cyber Domain

CYB 109 ..... 3 credits
Secure Computer User
Prerequisite(s): CYB 100T

CYB 120T ..... 3 credits
Computer Network Defense Part 1
Prerequisite(s): CYB 100T

CYB 130T ..... 3 credits
Object-Oriented Scripting Language
Prerequisite(s): CYB 109, Math Proficiency

CYB 135 ..... 3 credits
Object-Oriented Security Scripting
Prerequisite(s): CYB 130T

CYB 140T ..... 3 credits
Computer Network Defense Part 2
Prerequisite(s): CYB 120T

CYB 150T ..... 3 credits
Computer Network Defense Part 3
Prerequisite(s): CYB 140T

CYB 225 ..... 3 credits
Linux Fundamentals
Prerequisite(s): CYB 135

CYB 227 ..... 3 credits
Sniffing and Network Analysis
Prerequisite(s): CYB 225

CYB 229T ..... 3 credits
Ethical Hacking Part 1
Prerequisite(s): CYB 227

CYB 231T ..... 3 credits
Ethical Hacking Part 2
Prerequisite(s): CYB 229T

CYB 233T ..... 3 credits
Ethical Hacking Part 3
Prerequisite(s): CYB 231T

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

General Information for the ASCYB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the ASCYB

- Completion of a minimum of 63 credits that include the following distribution:
  - General Education: 27 credits
  - Required Course of Study: 36 credits
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Associate of Science in Cybersecurity

General Education Requirements for the ASCYB

A minimum of 27 of the 63 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Pathway A must include: 3 credits of college composition
Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits
Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science & Technology, 6 credits
Must include: CMGT 245
Must include: 3 credits of physical or biological science
Pathway B must include: 3 credits of science
Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 3 credits
Pathway B must include: 3 credits of critical thinking

Social Science, 3 credits
Pathway B must include: 3 credits of psychology
Additional Liberal Arts, 3 credits
Must include: GEN 201
With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the ASCYB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the ASCYB

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 15 credits from a combination of required course of study and general education courses must be completed at UOPX.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.
Students in this program may waive a maximum of 12 credits from the required course of study.

Bachelor of Science in Cybersecurity

The following Bachelor of Science in Cybersecurity (BSCYB) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.
The Bachelor of Science in Cybersecurity degree provides students with an in-depth understanding of key topics in the cybersecurity field. The program equips students with the skills and knowledge necessary to protect and secure network systems across diverse organizations. Through the examination and evaluation of organizational infrastructures and security policies, graduates develop the expertise to identify, assess, and mitigate potential cybersecurity vulnerabilities. The program is dedicated to preparing cybersecurity professionals capable of confronting and resolving real-world cyber threats.

Program Purpose

The Bachelor of Science in Cybersecurity is a bachelor's degree that provides students with the knowledge and skills they need to pursue a career in cybersecurity. Select coursework within the program is aligned to select industry certifications. Students are better prepared to pursue these certifications upon successful completion of the aligned coursework. This program does not lead to professional licensure in any licensed profession. For more information about the select industry certification to which the coursework aligns, visit
https://www.phoenix.edu/online-information-technology-degrees/cybersecurity-bachelors-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Examine an organization's infrastructure to ensure compliance with cybersecurity standards and policies.
- Evaluate organizational policies and strategies to determine potential cybersecurity vulnerabilities.
- Apply a variety of hacking tools and techniques to expose risks and protect and secure network systems in a variety of organizations.
- Apply the known phases of ethical hacking to protect and secure network systems in a variety of organizations.
- Apply object-oriented scripting to solve potential cybersecurity attacks.

Preferred Sequence and Prerequisites for the BSCYB

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NTC 248T .....3 credits
Foundations of Networking
NTC 260 .....3 credits
Foundations of Cloud Services
CYB 100T .....3 credits
Cyber Domain
CYB 110 .....3 credits
Foundations of Security
Prerequisite(s): CYB 100T
CYB 120T .....3 credits
Computer Network Defense Part 1
Prerequisite(s): CYB 100T
CYB 130T .....3 credits
Object-Oriented Scripting Language
Prerequisite(s): CYB 110, Math Proficiency
CYB 135 .....3 credits
Object-Oriented Security Scripting
Prerequisite(s): CYB 130T
CYB 140T .....3 credits
Computer Network Defense Part 2
Prerequisite(s): CYB 120T
CYB 150T .....3 credits
Computer Network Defense Part 3
Prerequisite(s): CYB 140T
CYB 225 .....3 credits
Linux Fundamentals
Prerequisite(s): CYB 135
CYB 227 .....3 credits
Sniffing and Network Analysis
Prerequisite(s): CYB 225
CYB 229T .....3 credits
Ethical Hacking Part 1
Prerequisite(s): CYB 227
CYB 231T .....3 credits
Ethical Hacking Part 2
Prerequisite(s): CYB 229T
CYB 233T .....3 credits
Ethical Hacking Part 3
Prerequisite(s): CYB 231T
CYB 320 .....3 credits
Global Cyber Ethics
Prerequisite(s): CYB 100T
CYB 350 .....3 credits
Security Team Participation
Prerequisite(s): CYB 233T
CYB 360 .....3 credits
Wireless Security
Prerequisite(s): NTC 248T or CYB 100T
CYB 490 .....3 credits
Capstone Bachelor Design
Prerequisite(s): All previous required course of study courses (including the Cybersecurity Electives)
CYB 492 .....3 credits
Capstone Bachelor Implementation
Prerequisite(s): CYB 490

Cybersecurity Electives (Choose 8 courses):

CYB 340 .....3 credits
Web and Cloud Computing and Security
CYB 445 .....3 credits
Risk Assessment
Prerequisite(s): CYB 350
CYB 447 .....3 credits
Insider Threat and Reporting
Prerequisite(s): CYB 445
CYB 449 .....3 credits
Computer Forensics Investigative Process
Prerequisite(s): CYB 447
CYB 451 .....3 credits
Computer Forensics Lab
Prerequisite(s): CYB 449
CYB 453 .....3 credits
Network, Wireless, Web, Email and Mobile Forensics
Prerequisite(s): CYB 451
CYB 455 .....3 credits
Project Digital Forensics
Prerequisite(s): CYB 453
CSS 201 .....3 credits
Generative AI in Everyday Life
NTC 300 .....3 credits
Cloud Technologies
Prerequisite(s): NTC 260
PRG 420 .....3 credits
Java Programming I
Prerequisite(s): CYB 130T

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

General Information for the BSCYB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts

- Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
- Have completed a UOPX certificate program

ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.

- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSCYB

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 33 credits
  - Electives: 6 credits
  - Required Course of Study: 57 credits
  - Cybersecurity Electives: 24 credits
- A minimum of 36 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Cybersecurity

General Education Requirements for the BSCYB

A minimum of 33 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: CMGT 245

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Social Science, 6 credits

Must include: CYB 160

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 3 credits

Must include: GEN 201

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Graduate Information Systems and Technology coursework may be completed as an option to satisfy credits within the Upper Division Information Systems and Technology Electives requirement.

Students who have previously completed an Associate of Arts or Associate of Science degree from a college or university with approved institutional accreditation, will be considered as satisfying 6 credits of Communication Arts, 6 credits of Mathematics, 3 credits of Science and Technology, 6 credits of Humanities, and 3 credits of Social Science. This includes Phoenix Success Series, college composition, mathematics, and math and English proficiency requirements without any course content or timeframe restrictions. The transfer coursework will be applied as a block at the time of admission to the program.

Students using this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
- Satisfy CMGT 245 in Science and Technology with the UOPX course or a comparable transfer activity.
- Satisfy CYB 160 in Social Science with the UOPX course or a comparable transfer activity.
- Meet all prerequisite or state specific content requirements as outlined in the General Education Requirements and Preferred Sequence and Prerequisites policy sections for the BSCYB program.

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSCYB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSCYB

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 18 lower division credits from the required course of study and cybersecurity electives.

Students in this program may waive a maximum of 12 upper division credits from the required course of study and cybersecurity electives.

The following course(s) may not be waived: CYB 490, CYB 492

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as information technology, networking and cloud infrastructure, data, cybersecurity, programming and other supporting IT principles.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Students will employ network and data solutions to align with key business requirements and industry best practices to improve organizational IT operations.
- Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Students will implement cybersecurity solutions that comply with global governance best practices.
- Students will demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Technology, 6 total credits

CIS 207 .....3 credits
Information Systems Fundamentals
BSA 385 .....3 credits
Intro to Software Engineering
Prerequisite(s): BSA 375, PRG 211

Business Systems and Implementation, 6 total credits

BSA 375 .....3 credits
Fundamentals of Business Systems Development
Prerequisite(s): CIS 207
CMGT 410 .....3 credits
Project Planning and Implementation
Prerequisite(s): CIS 207

Networking, 6 total credits

CYB 205 .....3 credits
Infrastructure Administration
Prerequisite(s): CYB 110
NTC 362 .....3 credits
Fundamentals of Networking
Prerequisite(s): CYB 205

Data, 6 total credits

DAT 210 .....3 credits
Data Programming Languages
Prerequisite(s): PRG 211
DAT 305 .....3 credits
Data Structures for Problem Solving
Prerequisite(s): PRG 211, DAT 210

Cybersecurity, 6 total credits

CYB 100 .....3 credits
Cyber Domain
Prerequisite(s): CIS 207
CYB 110 .....3 credits
Foundations of Security
Prerequisite(s): CYB 100

Programming, 6 total credits

CYB 130 .....3 credits
Object-Oriented Scripting Language
Prerequisite(s): PRG 211
PRG 211 .....3 credits
Algorithms and Logic for Computer Programming
Prerequisite(s): CIS 207, Math Proficiency

Capstone, 3 total credits

BSA 425 .....3 credits
BSIT Capstone
Prerequisite(s): All Required Course of Study Courses, All Required IS&T Upper Division Electives

Upper Division Information Systems and Technology Electives, 12 total credits

The University reserves the right to modify the required course of

study.

General Information for the BSIT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 45 credits
  - Electives: 18 credits
  - Information Systems and Technology Electives: 6 credits
  - Required Course of Study: 39 credits
  - Upper Division Information Systems and Technology Electives: 12 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Pathway A must include: 3 credits of college composition
Pathway B must include: 6 credits of college-level research and writing
Mathematics, 6 credits
Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.
Science & Technology, 3 credits
Must include: 3 credits of physical or biological science
Pathway B must include: 3 credits of science
Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.
Humanities, 6 credits
Pathway B must include: 3 credits of critical thinking
Must include: GEN 201
Social Science, 6 credits
Pathway B must include: 3 credits of psychology
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 12 credits
Any credit that is not applied to the primary major as a waiver may be applied to the lower division electives/interdisciplinary requirement.
With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who have previously completed an Associate of Arts or Associate of Science degree from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education (including Phoenix Success Series, college composition, and mathematics), and math and English proficiency requirements without any course content or timeframe restrictions. The transfer coursework will be applied as a block at the time of admission to the program.
Students utilizing this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
- Complete a minimum of 6 credits of Information Systems and Technology elective coursework.
- Complete a minimum of 12 credits of upper division Information Systems and Technology elective coursework.
- Meet all prerequisite or state specific content requirements as outlined in the General Education Requirements and Program Category Requirements and Prerequisites policy sections for their BSIT program.

The 6 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:

- Lower division or upper division IS&T UOPX coursework.
- Previously completed lower division or upper division IS&T coursework.
- Lower division or upper division certificate approved in the student's state or jurisdiction.
- Lower division or upper division IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from the original program Enrollment Agreement sign date.

Students who lack .67 or fewer general education credits may use any acceptable credit applied to interdisciplinary or electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 24 credits from the required course of study.

The 12 credit Upper Division Information Systems and Technology (IS&T) Electives requirement may be satisfied by any of the following means:

- Upper division or graduate IS&T UOPX coursework.
- Previously completed upper division or graduate IS&T coursework.
- Upper division certificate approved in the student's state or jurisdiction.
- Acceptable upper division or graduate IS&T transfer activity that was completed within the past five (5) years from the original program Enrollment Agreement sign date.

The following course(s) may not be waived: BSA 425

Information Systems Masters Pathway

Bachelor of Science in Information Technology students who want to transition into the University's Master of Information Systems (MIS) degree program may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MIS Pathway Courses

CMGT 545 .....3 credits
Influence and Leadership in Tech
Prerequisite(s): BSA 425

CMGT 554 .....3 credits
IT Infrastructure
Prerequisite(s): CMGT 545

CMGT 555 .....3 credits
Systems Analysis and Development
Prerequisite(s): CMGT 554

Bachelor of Science in Computer Science

The following Bachelor of Science in Computer Science (BSCS) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

In the Bachelor of Science in Computer Science (BSCS) program focuses on the design of computer systems from a scientific perspective. Students will be introduced to computer science theory and concepts in algorithms and logic, programming, computer and network architecture, and software development. Students learn how these topics relate to computing problems and solutions.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Analyze a complex computing problem to apply principles of computing and other relevant disciplines to identify solutions.
- Evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Program Category Requirements and Prerequisites for the BSCS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Computer Science Theory, 8 total credits

CSS 200 ..... 2 credits
Foundations of Computer Science
CSS 325 ..... 3 credits
Ethics in Computer Science
Prerequisite(s): CSS 200
CSS 430 ..... 3 credits
Algorithmic Theory and Practice
Prerequisite(s): PRG 421

Algorithms and Complexity, 6 total credits

PRG 211 ..... 3 credits
Algorithms and Logic for Computer Programming
Prerequisite(s): Math Proficiency, CSS 200
DAT 305 ..... 3 credits
Data Structures for Problem Solving
Prerequisite(s): PRG 421

Programming Languages, 9 total credits

DAT 210 ..... 3 credits
Data Programming Languages
Prerequisite(s): PRG 211
PRG 420 ..... 3 credits
Java Programming I
Prerequisite(s): PRG 211
PRG 421 ..... 3 credits
Java Programming II
Prerequisite(s): PRG 420

Software Development & Web Design, 12 total credits

WEB 240 ..... 3 credits
Web Design Fundamentals
Prerequisite(s): PRG 211
BSA 385 ..... 3 credits
Intro to Software Engineering
CSS 422 ..... 3 credits
Software Architecture
CSS 440 ..... 3 credits
Artificial Intelligence and Big Data Trends

Computer Architecture and Networking, 9 total credits

CSS 421 ..... 3 credits
Computer Organization and Architecture
Prerequisite(s): PRG 421
POS 355 ..... 3 credits
Introduction to Operating Systems
NTC 362 ..... 3 credits
Fundamentals of Networking

Math for Computer Science Majors, 6 total credits

MTH 221 ..... 3 credits
Discrete Math for Information Technology
MTH 360 ..... 3 credits
Linear Algebra
Prerequisite(s): MTH 290

Capstone, 3 total credits

CSS 450 ..... 3 credits
Computer Science Capstone
Prerequisite(s): All Required Course of Study
The University reserves the right to modify the required course of study.

General Information for the BSCS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSCS

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 49 credits
  - Information Systems and Technology Electives: 18 credits
  - Required Course of Study: 53 credits
- A minimum of 39 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Computer Science

General Education Requirements for the BSCS

A minimum of 49 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 11 credits

Must include: 3 credits of college algebra (MTH 220) or higher, and 8 credits of calculus or higher

Note: BSCS students who take MTH 220 are not required to complete MTH/219 as a prerequisite.

Physical/Biological Science, 8 credits

Must include: 8 credits of physics, 8 credits of chemistry, or 8 credits of biology

Must include a minimum of one lab

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 3 credits

Interdisciplinary Component, 9 credits

Any credit that is not applied to the primary major as a waiver may be applied to the lower division electives/interdisciplinary requirement.

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students may use two calculus courses each worth a minimum of 3 semester credits (or 4 quarter credits) to satisfy the 8 credits of calculus, but will be required to make up the credits with other liberal arts credits to meet the minimum requirements.

Students with one or two calculus courses each worth a minimum of 3 semester credits (or 4 quarter credits) but who do not have a 3-credit college algebra course will be required to make up the 3-credit college algebra requirement with other liberal arts credits to meet the minimum requirements.

Students may use 6 semester credits of physics, chemistry, or biology to satisfy the 8-credit physical/biological science requirement, provided all the coursework is in the same discipline and includes a transferable lab component. However, they will be required to make up the credits with other liberal arts credits to meet the minimum requirements.

Students who have previously completed an Associate of Arts or Associate of Science degree from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying their Communication Arts, Humanities, Social Science, Additional Liberal Arts, and Interdisciplinary requirements. This includes college composition, Phoenix Success Series, and English proficiency requirements without any course content or timeframe restrictions. The transfer coursework will be applied as a block at the time of admission to the program.

Students using this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
- Complete a minimum of 11 credits of mathematics (3 credits of college algebra or higher, and 8 credits of calculus or higher).
- Complete a minimum of 8 credits of physical or biological sciences with one lab.
- Complete a minimum of 18 credits of Information Systems and Technology elective coursework.
- Meet all prerequisite or state specific content requirements as outlined in the General Education Requirements and Program Category Requirements and Prerequisites policy sections for the BSCS program.

The 18 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:

- Lower division or upper division Information Systems and Technology UOPX coursework.
- Previously completed lower division or upper division Information Systems and Technology coursework.

- Lower division or upper division Information Systems and Technology transfer activity that is acceptable for transfer and was completed within the past five (5) years from the original program Enrollment Agreement sign date.

Students who lack .67 or fewer general education credits may use any acceptable credit applied to interdisciplinary or electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSCS

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSCS

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 21 credits from the required course of study.

The following course(s) may not be waived: CSS 450

Bachelor of Science in Data Science

The following Bachelor of Science in Data Science (BSDS) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Data Science (BSDS) undergraduate degree program is designed to prepare students with the fundamental knowledge and skills needed to analyze, manipulate, and process data sets using statistical software. Foundational BSDS courses provide practical training in techniques used to transform structured and unstructured data sets into meaningful information that can be used to identify data patterns and trends and drive strategic decision making. Program content includes data mining, data modeling, data-oriented programming languages, statistical analysis, and data storytelling/visualization. Students will demonstrate a comprehensive understanding of the undergraduate curricula through the completion of an applied capstone course.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Perform statistical analyses using data-oriented programming languages and business software
- Analyze structured and unstructured data sets for meaningful information
- Evaluate business decisions using data mining and modeling
- Communicate business strategies via data visualization and storytelling

BSDS Program Category Requirements and Prerequisites

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Data Science Fundamentals, 18 total credits

BSA 250 ..... 3 credits
Foundations of Data Analytics
BIS 340 ..... 3 credits
Advanced Spreadsheet Applications
DBM 300 ..... 3 credits
Database Fundamentals
DBM 370 ..... 3 credits
Database Administration
Prerequisite(s): DBM 300
QNT 375 ..... 3 credits
Business Data Analytics
Prerequisite(s): Math Proficiency
DSC 460 ..... 3 credits
Big Data
Prerequisite(s): DBM 370

Data Science Programming, 18 total credits

PRG 211 ..... 3 credits
Algorithms and Logic for Computer Programming
Prerequisite(s): Math Proficiency
DAT 210 ..... 3 credits
Data Programming Languages
DAT 305 ..... 3 credits
Data Structures for Problem Solving
Prerequisite(s): DAT 210, BSA 250
PRG 310 ..... 3 credits
Programming in Python
Prerequisite(s): PRG 211
PRG 315 ..... 3 credits
R for Data Science
Prerequisite(s): PRG 211
DAT 325 ..... 3 credits
SQL
Prerequisite(s): DAT 305

Data Mining and Modeling, 18 total credits

DSC 350 ..... 3 credits
Exploratory Data Analysis
Prerequisite(s): DAT 325, DBM 300
IM 310 ..... 3 credits
Data Analytics and Modeling
Prerequisite(s): QNT 375
DAT 350 ..... 3 credits
Analyzing and Mining Data
Prerequisite(s): IM 310, PRG 310, PRG 315
DSC 330 ..... 3 credits
Data Communication and Visualization for Business
Prerequisite(s): BIS 340, PRG 315
DSC 435 ..... 3 credits
Machine Learning
Prerequisite(s): DAT 350
DSC 445 ..... 3 credits
Predictive Modeling
Prerequisite(s): DSC 435, DSC 350

Data Science Capstone, 3 total credits

DSC 495 ..... 3 credits
Data Science Capstone
Prerequisite(s): DSC 330, DSC 460, DSC 445

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

General Information for the BSDS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSDS

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Electives: 27 credits
  - Required Course of Study: 57 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Data Science

General Education Requirements for the BSDS

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Pathway A must include: 3 credits of college composition
Pathway B must include: 6 credits of college-level research and writing
Mathematics, 6 credits
Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.
Science & Technology, 6 credits
Must include: 3 credits of physical or biological science
Pathway B must include: 3 credits of science
Note: The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement
Humanities, 6 credits
Pathway B must include: 3 credits of critical thinking
Social Science, 6 credits
Pathway B must include: 3 credits of psychology
Additional Liberal Arts, 6 credits
Must include: GEN 201
With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who have previously completed an Associate of Arts or Associate of Science degree from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education (including Phoenix Success Series, college composition, and mathematics), and math and English proficiency requirements without any course content or timeframe restrictions. The transfer coursework will be applied as a block at the time of admission to the program.

Students using this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
- Meet all prerequisite or state specific content requirements as outlined in the General Education Requirements and Program Category Requirements and Prerequisites policy sections for their BSDS program.

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSDS

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSDS

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 12 credits from the required course of study.

The following course(s) may not be waived: DSC 495

Business Masters Pathway for the BSDS

Bachelor of Science in Data Science students who want to transition into the University's Master of Business Administration (MBA), Master of Management (MM), or Master of Science in Data Science degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ..... 3 credits
Managing in a Changing Environment
Prerequisite(s): BUS 475

ORG 535 ..... 3 credits
People and Organizations
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

MM Pathway Courses

MGT 526 ..... 3 credits
Managing in a Changing Environment
Prerequisite(s): BUS 475

ENT 527 ..... 3 credits
Opportunity Assessment and Innovation
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

MSDS Pathway Courses

DSC 510 ..... 3 credits
Data Science
Prerequisite(s): DSC 495

DBM 502 ..... 3 credits
Database Management
Prerequisite(s): DSC 510

DAT 565 ..... 3 credits
Data Analysis and Business Analytics
Prerequisite(s): DSC 510

THIS PAGE WAS LEFT BLANK INTENTIONALLY

COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health administration and public health are expected to rise. According to the Bureau of Labor Statistics, job growth for medical and health services managers is projected to be 28 percent, much faster than average, from 2021 to 2031.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

The BLS Projected Growth for 2021-2031 is published by the U.S. Bureau of Labor Statistics. This data reflects the BLS' projections of national (not local) conditions. These data points are not specific to University of Phoenix students or graduates.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate a health care organization from a market-based perspective.
- Evaluate financial and economic issues in the health care industry.
- Evaluate the impact of legal and regulatory requirements on the delivery of health care.
- Evaluate the application of risk and quality management concepts in the health care industry.
- Analyze the utilization and application of technology within a health care organization.
- Evaluate management and adaptable leadership skills in the health care industry.

Preferred Sequence and Prerequisites for the BSHA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BSHA Foundation Courses

HCS 120 *(Prerequisite Required for Pathway B Only)* .. 3 credits
Medical Terminology for Health Care Professionals
Prerequisite(s): Critical Thinking, English Proficiency

HCS 131 ..... 3 credits
Business Communication Skills for Health Care Professionals
Prerequisite(s): HCS 120

HCS 235 ..... 3 credits
Health Care Delivery in the U. S.
Prerequisite(s): HCS 131

HCIS 140 ..... 3 credits
Fundamentals of Electronic Health Records
Prerequisite(s): HCS 235, HCS 245

BSHA Core Courses

HCS 305 ..... 3 credits
Health Care Professional Development
Prerequisite(s): HCIS 140, English Proficiency, Math Proficiency

HCS 335 ..... 3 credits
Health Care Ethics and Social Responsibility
Prerequisite(s): HCS 305

HCS 325 ..... 3 credits
Health Care Management
Prerequisite(s): HCS 335

HCS 370 ..... 3 credits
Organizational Behavior
Prerequisite(s): HCS 305

HCS 341 ..... 3 credits
Human Resources in Health Care
Prerequisite(s): HCS 335

HCS 380 ..... 3 credits
Health Care Accounting
Prerequisite(s): HCS 325

HCS 385 ..... 3 credits
Health Care Finance
Prerequisite(s): HCS 380

HCS 490 ..... 3 credits
Health Care Consumer - Trends and Marketing
Prerequisite(s): HCS 325

HCS 457 ..... 3 credits
Public and Community Health
Prerequisite(s): HCS 325

HCS 483 ..... 3 credits
Health Care Information Systems
Prerequisite(s): HCS 385

HCS 451 ..... 3 credits
Health Care Quality Management and Outcomes Analysis
Prerequisite(s): HCS 385

HCS 465 ..... 3 credits
Health Care Research Utilization
Prerequisite(s): HCS 451

HCS 499 ..... 3 credits
Health Care Strategy Capstone
Prerequisite(s): All previous required course of study courses (including the Health Administration Electives)

BSHA Health Administration Electives

Students may satisfy the 15 credit Upper Division Health Administration Electives using any combination of the courses below and their respective equivalencies; however, the College recommends that students select and complete all courses within one elective track.

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

General Health Administration Elective Track:

HCS 430 ..... 3 credits
Legal Issues in Health Care: Regulation and Compliance
Prerequisite(s): HCS 465

HCS 446 ..... 3 credits
Facility Planning
Prerequisite(s): HCS 465

HCS 455 ..... 3 credits
Health Care Policy: The Past and the Future
Prerequisite(s): HCS 465

HCS 456 ..... 3 credits
Risk Management
Prerequisite(s): HCS 465

HCS 475 ..... 3 credits
Leadership and Performance Development
Prerequisite(s): HCS 465

Health Information Systems Track:

HCIS 410 ..... 3 credits
Project Planning and Implementation in Health Care
Prerequisite(s): HCS 465

BSA 376 ..... 3 credits
Systems Analysis and Design
Prerequisite(s): HCIS 410

NTC 361 ..... 3 credits
Network and Telecommunications Concepts
Prerequisite(s): BSA 376

DBM 381 ..... 3 credits
Database Concepts
Prerequisite(s): NTC 361

HCIS 420 ..... 3 credits
Information Systems Risk Management in Health Care
Prerequisite(s): DBM 381

Lifespan Management Track

Students who select the Lifespan Management track may satisfy the remaining 6 Upper Division Health Administration Electives with courses from the other available elective tracks.

LSM 404 ..... 3 credits
Introduction to Lifespan Management
Prerequisite(s): HCS 465

LSM 412 ..... 3 credits
Management within the Lifespan Industry
Prerequisite(s): LSM 404

LSM 417 ..... 3 credits
Regulations in Lifespan Management
Prerequisite(s): LSM 412

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

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
  - Course waivers are within the en-route program's waiver limit
  - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 45 credits
  - Electives: 9 credits
  - Required Course of Study: 51 credits
  - Upper Division Health Administration Electives: 15 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: HCS/245

Note: HCS 245 may be fulfilled with transfer coursework with comparable or similar content to: Medical Nursing, Surgical Nursing, Anatomy and/or Physiology, Pathophysiology, Disease Management, and Population Health.

Pathway B must include: 3 credits of science

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not applied to the primary major as a waiver may be applied to the lower division electives/interdisciplinary requirement.

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students may use coursework worth a minimum of two semester credits to satisfy the three credits for HCS 245 provided it is comparable with content similar to one of the following: Medical Nursing, Surgical Nursing, Anatomy and/or Physiology, Pathophysiology, Disease Management, and Population Health. Students will be required to make up the credits with other Science and Technology General Education credits to meet the minimum requirements.

Students who lack .67 or fewer general education credits may use any acceptable credit applied to interdisciplinary or electives or acceptable unapplied transfer credit to satisfy the balance.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 ..... 3 credits
Systems Thinking in Health Care Environments
Prerequisite(s): HCS 499

MHA 506 ..... 3 credits
Ethical Marketing: The New Health Care Economics
Prerequisite(s): MHA 505

MHA 507 ..... 3 credits
Leveraging Informatics in the Health Sector
Prerequisite(s): MHA 505

MHA 508 ..... 3 credits
Navigating the Regulatory Environment in Health Care
Prerequisite(s): MHA 505

Academic Progression Requirements for the BSHA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Minimum Grade Requirements for the BSHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be placed in Scholastic Disqualification and will be allowed to repeat the course one time: HCS 499
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in the program until the course has been successfully completed. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 27 credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division certificate approved in the student's state or jurisdiction.
- Acceptable upper division transfer activity that was completed within the past ten (10) years from the original program Enrollment Agreement sign date.

The following course(s) may not be waived: HCS 305, HCS 499

The Bachelor of Science in Health Management

The following Bachelor of Science in Health Management (BSHM) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Management (BSHM) degree program is designed to develop the professional knowledge and skills of managers in a dynamic and evolving health care industry. Students who have existing credits from health-related programs will be prepared for management opportunities in the health care industry. The program focuses on providing knowledge and skills for strategic decision making, regulatory compliance, finance, and technology.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate financial strategies related to the management of health care organizations.
- Evaluate regulatory guidelines that impact the health care industry.
- Assess technology factors that impact the health care industry.
- Analyze management principles and strategies within health care organizations.

Program Category Requirements and Prerequisites for the BSHM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Health Care Business Communications, 3 total credits

HCS 321 .....3 credits
Business Communication for Health Care Managers
Prerequisite(s): English Proficiency, Math Proficiency, 12 Health Care Elective credits (Pathway B also requires Critical Thinking as a prerequisite)

Management, 12 total credits

HCS 325 .....3 credits
Health Care Management
Prerequisite(s): HCS 321

HCS 341 .....3 credits
Human Resources in Health Care
Prerequisite(s): HCS 321

HCS 370 .....3 credits
Organizational Behavior
Prerequisite(s): HCS 321

HCS 412 .....3 credits
Project Management for Health Care Professionals
Prerequisite(s): HCS 321

Ethics and Social Responsibility, 3 total credits

HCS 335 .....3 credits
Health Care Ethics and Social Responsibility
Prerequisite(s): HCS 325, HCS 341, HCS 370, HCS 412

Technology, 3 total credits

HCS 487 .....3 credits
Technology and Systems Approach for Health Care Managers
Prerequisite(s): HCS 325, HCS 341, HCS 370, HCS 412

Data, 3 total credits

HCS 493 .....3 credits
Data Analytics for Health Care Managers
Prerequisite(s): HCS 325, HCS 341, HCS 370, HCS 412

Regulatory, 3 total credits

HCS 468 .....3 credits
Regulatory and Compliance within the Health Care Industry
Prerequisite(s): HCS 325, HCS 341, HCS 370, HCS 412

Marketing, 3 total credits

HCS 472 .....3 credits
Marketing in the Health Care Industry
Prerequisite(s): HCS 325, HCS 341, HCS 370, HCS 412

Finance, 3 total credits

HCS 385 .....3 credits
Health Care Finance
Prerequisite(s): All previous required course of study courses

Strategy, 3 total credits

HCS 498 .....3 credits
Strategic Decision Making for Health Care Managers
Prerequisite(s): All previous required course of study courses

Health Care Electives, 12 total credits

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

General Information for the BSHM

Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.

- Disclose a previously completed associate degree or higher on their Admission Application
- Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
- Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
- Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
- Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.

Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSHM

All applicants are expected to meet the following admissions requirements:

- Applicants must have a minimum of 30 program applicable college-level credits.

Degree Requirements for the BSHM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 45 credits
  - Electives: 27 credits
  - Required Course of Study: 36 credits
  - Health Care Electives: 12 credits
- A minimum of 36 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Management

General Education Requirements for the BSHM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 6 credits

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 credits

Must include: 3 credits of physical or biological science

Pathway B must include: 3 credits of science

The 3 credits of science required for Pathway B students satisfies the 3 credits of physical or biological science requirement.

Humanities, 6 credits

Pathway B must include: 3 credits of critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits of psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not applied to the primary major as a waiver may be applied to the lower division electives/interdisciplinary requirement.

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use any acceptable credit applied to interdisciplinary or electives or acceptable unapplied transfer credit to satisfy the balance.

Academic Progression Requirements for the BSHM

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Minimum Grade Requirements for the BSHM

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be placed in Scholastic Disqualification and will be allowed to repeat the course one time: HCS 498
- Students who fail to meet the minimum grade requirement and have been placed in Scholastic Disqualification will not be allowed to continue in the program until the course has been successfully completed. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the BSHM

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Provided the University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of the standard course waiver policy requirements to facilitate seamless transfer for associate degree completers.

Students in this program may waive a maximum of 9 upper division credits from the required course of study.

In addition to the 9 upper division credits in the required course of study that may be waived, the 12 credit Health Care Elective requirement may be satisfied by any of the following means:

- Any lower division or upper division Health Care UOPX coursework.
- Any acceptable lower division, upper division, or graduate Health Care transfer activity that was completed within the past ten (10) years from the original program Enrollment Agreement sign date with a grade of C- or better.

The following course(s) and their equivalents may not be waived: HCS 498

MHA Pathway Policy for the BSHM

Bachelor of Science in Health Management (BSHM) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 ..... 3 credits
Systems Thinking in Health Care Environments
Prerequisite(s): HCS 498

MHA 506 ..... 3 credits
Ethical Marketing: The New Health Care Economics
Prerequisite(s): MHA 505

MHA 507..... 3 credits
Leveraging Informatics in the Health Sector
Prerequisite(s): MHA 505

MHA 508 ..... 3 credits
Navigating the Regulatory Environment in Health Care
Prerequisite(s): MHA 505

COLLEGE OF NURSING

The College of Nursing programs support post-licensure registered nurses seeking career growth. With rapid changes in health care, including new technology and patient care complexity, nurses must stay current and adapt to remain leaders in their field.

Whether you are a registered nurse wanting to advance your credentials or an advanced-practice nurse aiming to expand your knowledge, the University of Phoenix® College of Nursing will equip you with the essential skills and insights needed for future industry needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

Sigma is an international community of nurses, dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 100,000 active members and there are roughly 600 chapters.To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at

https://omicrondelta.sigmanursing.org/home

Academic Progression Requirements for all Current Nursing Programs

License Requirement

Students enrolled in any nursing course, degree, or certificate program must possess an unrestricted/unencumbered RN license that was issued in the United States. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the applicant holds an active nursing license throughout the duration of their nursing program. Students in nursing programs must hold a license in the state in which they enroll and will be required to complete all clinical requirements in that state. Any exceptions must be approved via the Student Appeals process.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting - including virtual or telehealth - that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Nursing (BSN) is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on 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. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Demonstrate evidence-based, holistic, patient centered care that reflects knowledge of the health-illness continuum.
- Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

The Registered Nurse to Bachelor of Science in Nursing is a post-licensure education program designed for nurses with an active and unencumbered RN license who wish to obtain a bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to make clinical decisions that will result in positive patient outcomes and support healthcare systems.

Preferred Sequence and Prerequisites for the BSN

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302 ..... 3 credits
Professional Contemporary Nursing Role and Practice

NSG 416 ..... 3 credits
Theoretical Development and Conceptual Frameworks
Prerequisite(s): NSG 302

HSN 376 ..... 3 credits
Health Information Technology for Nursing
Prerequisite(s): NSG 416

NSG 451 ..... 3 credits
Professional Nursing Leadership Perspectives
Prerequisite(s): NSG 416

NSG 456 ..... 3 credits
Research Outcomes Management for the Practicing Nurse
Prerequisite(s): NSG 416, Math Proficiency, English Proficiency

NSG 426 ..... 3 credits
Integrity in Practice: Ethic and Legal Considerations
Prerequisite(s): NSG 416

HSN 476 ..... 3 credits
Healthcare Policy and Financial Management
Prerequisite(s): NSG 451

*NSG 482 ..... 3 credits
Promoting Healthy Communities
Prerequisite(s): HSN 476, NSG 426

*NSG 486 ..... 3 credits
Public Health: Health Promotion and Disease Prevention
Prerequisite(s): HSN 476, NSG 426

NSG 468 ..... 3 credits
Influencing Quality within Healthcare
Prerequisite(s): NSG 486, NSG 482

NSG 498 ..... 3 credits
Senior Leadership Practicum
Prerequisite(s): HSN 376, NSG 468, NSG 456

**Students residing in California are required to take NSG 482CA and NSG 486CA:*

NSG 482CA ..... 3 credits
Promoting Healthy Communities
Prerequisite(s): HSN 476, NSG 426

NSG 486CA ..... 3 credits
Public Health: Health Promotion and Disease Prevention
Prerequisite(s): HSN 476, NSG 426

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

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Completion of a nursing diploma, an associate degree in nursing or post-secondary diploma in nursing from a college or university with approved institutional accreditation or foreign equivalent earned at a recognized foreign institution, the California 30 credit option, or a California BSN approved program.
- Applicants transferring to University of Phoenix into a bachelor's RN to BSN program with a previously completed Associate of Arts degree (any emphasis), Associate of Applied Arts degree with an emphasis in Nursing, an Associate of Science degree with an emphasis in Nursing, or an Associate of Applied Science degree with an emphasis in Nursing from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Applicants utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- The Lower Division Nursing requirement will be satisfied using applicants' valid unrestricted / unencumbered RN license.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Excluded Provider In Clinical Experience Setting form

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 47 credits
  - Lower Division Nursing: 40 credits
  - Required Course of Study: 33 credits
- A minimum of 33 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- Students must hold a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For students holding licenses in multiple jurisdictions, all active licenses must be valid and unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482, NSG 486, NSG 482CA, and NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the BSN

Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension.

Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:

- Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
- Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
- Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of the required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 3 credits from the required course of study.

The following course(s) may not be waived: NSG 451, NSG 456, NSG 468, NSG 482, NSG 482CA, NSG 486CA, NSG 486, and NSG 498

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

ENG 220, equivalent or higher

Note: BSN students who complete ENG 100 and ENG 200 are not required to complete GEN 201 as a prerequisite.

Mathematics, 6 credits

Must include 6 credits of statistics, college algebra, or calculus

Natural/Physical Sciences, 12 credits

Humanities, 6 credits

Social Science, 6 credits

Interdisciplinary Requirements, 11 credits

Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.

Note: Six (6) upper division Nursing Pathway course credits may be applied to the Interdisciplinary Component

General education course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

RN-BSN Pathway Agreement Concurrent Enrollment Applicants Only: Applicants transferring to University of Phoenix with a completed associate degree in nursing from an approved Pathway Agreement Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Agreement Transfer Guide. Prior to enrolling into the BSN program applicants must:

- Have a signed Concurrent Enrollment Memorandum of Understanding on file.
- Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the UOPX under the ND-NURSE Non-degree program code.
- Meet all other BSN admission requirements.

Students who lack .67 or fewer general education credits may use any acceptable credit applied to interdisciplinary or electives or acceptable unapplied transfer credit to satisfy the balance.

Nursing Pathway for the BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

NSG 506 .....3 credits

Transition to Advanced Practice Nursing

NSG 507 .....3 credits

Social Justice and Information Systems for Population Health

Supplemental and Professional Standards for the BSN

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students re-entering the same program version must submit an appeal to the Student Appeals Center. This requirement applies even if the program version is accepting new enrollments and is the most current version available in the student's state or jurisdiction.
- Students from a prior version may re-enter into a program version that is accepting new enrollments and is the most current version in their state or jurisdiction without appeal, provided they are not on any of the following academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- No appeals will be accepted for re-entry to an expired program.

COLLEGE OF EDUCATION

The College of Education offers undergraduate programs designed for future educators, combining content and pedagogical preparation. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to impact student learning one educator at a time. Students/applicants are responsible for checking both the teacher licensure page and their state Department of Education and/or school district to determine their specific credentialing requirements.

Bachelor of Science in Education/Elementary Education

The following Bachelor of Science in Education/Elementary Education (BSED/E) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content.

The Bachelor of Science in Education/Elementary Education (BSED/E) program is an Arizona-based program for teacher licensure that provides the academic preparation to apply for initial teacher certification in select states.

Educator licensure requirements vary by state. Candidates located in a state that does not provide a direct path to licensure will be required to obtain Arizona certification first, prior to seeking licensure in their home-state as an out-of-state prepared candidate enrolled in a state-approved preparation program. The Arizona certification process requires candidates to obtain Arizona fingerprint clearance and pass all Arizona-specific licensure requirements including any Arizona specific coursework or exams (or home state equivalents if recognized by Arizona Department of Education).

After obtaining an Arizona educator license, candidates may be required to complete testing or other additional certification requirements in their home-state, at additional cost to obtain state licensure there. Program requirements may change based upon state agency licensure requirements and they can be found on the teacher licensure page, found here:

https://www.phoenix.edu/state-licensure-requirements/teacher-education.html.

The College of Education has made a determination if program educational requirements "meet,"or "does not meet," teacher licensure in your home state. Please check the teacher licensure page regularly prior and in addition to contacting your state agency for state-specific licensure requirements.

Candidates beginning or resuming an education program are strongly encouraged to discuss state licensure requirements with their assigned Education Program Specialist and regularly review state specific licensure requirements in the state where they plan to teach.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must keep their address up-to-date with the University and contact their Academic Advisor immediately when any change occurs to ascertain the effect upon their educational goals, such as moving to another state. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Evaluate effective professional practice in elementary education.
- Apply professional ethics to their instructional practices in elementary education.
- Evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Create innovative strategies to incorporate technology in an elementary classroom setting.

Program Purpose

The Bachelor of Science in Education/Elementary Education is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers and includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit https://www.phoenix.edu/state-licensure-requirements/teacher-education.html to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements for the BSED/E

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 201 .....3 credits
Foundations for University Success

Orientation, 0 total credits

EDU 300 .....0 credits
Orientation to Teacher Education

History and Foundations of Education, 6 total credits

EDU 301 .....3 credits
Foundations of Education
Prerequisite(s): EDU 300

EDU 315 .....3 credits
Legal & Ethical Issues in Education
Prerequisite(s): EDU 300

Educational Theories and Models, 6 total credits

EDU 311 .....3 credits
Models and Theories of Instruction
Prerequisite(s): EDU 300

EDU 321 .....3 credits
Classroom Management
Prerequisite(s): EDU 390, EDU 301, EDU 305, EDU 311, EDU 315, English Proficiency, Math Proficiency

Human Development, 3 total credits

EDU 305 .....3 credits
Child Development
Prerequisite(s): EDU 300

Assessment, 3 total credits

EED 400 .....3 credits
Assessment in Elementary Education
Prerequisite(s): EDU 390, EDU 301, EDU 305, EDU 311, EDU 315

Reading, 9 total credits

RDG 350 .....3 credits
Children's Literature
Prerequisite(s): EDU 390, EDU 301, EDU 305, EDU 311, EDU 315

RDG 420 .....3 credits
Elementary Methods - Reading/Language Arts
Prerequisite(s): EED 400, SPE 300, EDU 321, SEI 300, RDG 350

RDG 415 .....3 credits
Diagnosis and Remediation of Reading Difficulties
Prerequisite(s): EED 400, SPE 300, EDU 321, SEI 300, RDG 350

Special Populations, 9 total credits

SEI 300 .....3 credits
Structured English Immersion
Prerequisite(s): EDU 390, EDU 301, EDU 305, EDU 311, EDU 315

SEI 301 .....3 credits
Advanced Structured English Immersion Methods
Prerequisite(s): SEI 300

SPE 300.....3 credits
Orientation to the Exceptional Child
Prerequisite(s): EDU 390, EDU 301, EDU 305, EDU 311, EDU 315

Elementary Methods, 15 total credits

EED 416 .....3 credits
Elementary Methods - Mathematics
Prerequisite(s): MTH 213, MTH 214, EED 400, SPE 300, EDU 321, SEI 300, RDG 350

EED 420 .....3 credits
Elementary Methods - Science
Prerequisite(s): EED 400, SPE 300, EDU 321, SEI 300, RDG 350

EED 425 .....3 credits
Elementary Methods - Health/PE
Prerequisite(s): EED 400, SPE 300, EDU 321, SEI 300, RDG 350

EED 430 .....3 credits
Elementary Methods - Social Studies
Prerequisite(s): EED 400, SPE 300, EDU 321, SEI 300, RDG 350

EED 435 .....3 credits
Elementary Methods - Fine Arts
Prerequisite(s): EED 400, SPE 300, EDU 321, SEI 300, RDG 350

Student Teaching and Field Experience, 9 total credits

EDU 390 .....1 credit
Elementary Education Seminar
Prerequisite(s): EDU 300

EED 498 ..... 4 credits
Elementary Student Teaching, Seminar I
Prerequisite(s): RDG 420, EED 416, EED 420, EED 425, EED 430, EED 435, RDG 415, SEI 301

EED 499 ..... 4 credits
Elementary Student Teaching, Seminar II
Prerequisite(s): EED 498

North Carolina, Maryland, and West Virginia residents will take EED 496 in place of EED 498 and EED 499

Illinois residents with Student Teaching starting 9/1/2029 will take EED 496 in place of EED 498 and EED 499

EED 496 ..... 8 credits
Student Teaching
Prerequisite(s): RDG 420, EED 420, EED 430, EED 416, EED 425, EED 435, RDG 415, SEI 301

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

General Information for the BSED/E

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A

Additional Admission Requirements for the BSED/E

- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form
  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed BSEd/E New Student Checklist.

Immunization and Health Insurance Requirements:

All residents of Hawaii are required to submit immunization information to the University.

Measles/Mumps/Rubella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of MMR. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Varicella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1979, be immunized for Varicella (Chickenpox). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of Varicella. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

As an exception, a signed, documented diagnosis or verification of a history of varicella disease or herpes zoster by a practitioner may be substituted for a record of varicella vaccination.

Tetanus, Diphtheria, Pertussis (Tdap): The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, be immunized for Tetanus Diphtheria, and Pertussis (TDAP). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of TDAP. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Exemptions from the MMR, Varicella, and Tdap immunization requirements may be granted for the following reasons:

- A medical exemption may be granted to specific vaccines.
  - A US licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
  - The physician must state the length of time during which the vaccine would endanger the student's health or life.
  - The exemption certification must be signed by the physician.
- A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization. Requests for religious exemptions based on exemptions to specific immunizing agents will not be granted.

- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student's health record at school.

Tuberculosis (TB) Clearance Requirements: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, must present a TB Clearance obtained within 12 months prior to their first attendance in a post-secondary school in Hawaii or a TB Clearance obtained after age sixteen. Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a clear TB Clearance. A TB Clearance must be submitted with the Hawaii TB Clearance form prior to the first night of class or the student will not be permitted to attend class. Students may submit a copy of their TB Clearance received prior to their attendance at another Hawaii post-secondary school.

Additional Admission Requirements for Montana Residents

Applicants residing in Montana must provide verification of the following:

- Completion of the online course, An Introduction to Indian Education for All in Montana

Additional Admission Requirements for Oregon residents

Applicants residing in Oregon must provide a screen shot from the Oregon Teacher Standards and Practices Commission Public Educator search, confirming they have never held an Oregon Educator license.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.
  Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2
  - Verification of fingerprint clearance. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

    Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number.

Georgia residents seeking a Georgia certificate:
Additional Candidacy Level II Requirements:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
  - Completion of GACE Educator Ethics Assessment
  - Signed Pre-service certification application
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Completed Background Check Form

Due to state requirements, Georgia candidacy level II requirements must be met prior to students posting attendance in their first credit bearing course in the required course of study.
Mississippi residents seeking a Mississippi certificate:
Additional Candidacy Level II Requirements:

- Obtain a Mississippi Pre-service Certificate. The steps to qualify for this certificate include:
  - Signed Pre-service Certification Application
  - Official passing score report, sent directly to MS DOE for either the Praxis Core Academic Skills for Educators exam (all subtests must be passed to MS DOE required scores), ACT (score of 21 or higher), or SAT (score of 1060 or higher)
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Institutional Program Verification (IPV) form

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 54 credits
  - Electives: 3 credits
  - Required Course of Study: 63 credits
- A minimum of 60 upper division credits.
- A minimum grade point average (GPA) of 2.5.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS), or teacher performance assessment (depending on state of residency).
- Satisfactory completion of any required internship, student teaching, practicum courses and/or alternative clinical practice.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Completion of My Time Log (100 hours minimum or more as required by state of residency). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Georgia residents attending Online and Local Campus students who complete field experience, student teaching, and apply for state certification 9/1/2015 or thereafter must complete:
  - GACE Educator Ethics Exit Exam (360)
- The diploma awarded for this program will read as:
  Bachelor of Science in Education
  Elementary Education

Academic Progression Requirements for the BSED/E

Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.

Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Students must provide verification of content knowledge mastery prior to beginning student teaching. Students must provide:

- Passing scores on the designated state content knowledge exam.

  The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

- Verification of immunization or TB test results (district specific)
- Verification of the completion of 100 hours of field experience (or more as required by state of residency).
- Students must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Students residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- State Specific Requirements: Students residing in the states below must complete additional coursework prior to starting student teaching.
  - Direct Licensure Applicants: Students in states that accept the Arizona program to directly apply for initial licensure in their home state:

Wyoming: Students residing in Wyoming must provide verification of the following prior to the student teaching placement:

- Completion of a Wyoming Constitution course or demonstration of knowledge by examination

  - Reciprocity Licensure Applicants: Students who must obtain Arizona licensure first and then apply to their home state through reciprocity must complete:

Puerto Rico: Students residing in Puerto Rico must provide verification of the following:

- Completion of a Puerto Rico History course

Students must complete all general education requirements prior to completion of EDU 390.

Students will be required to have a 2.5 GPA for the program at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.

Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.

Pennsylvania students are required to have a minimum cumulative GPA of 3.0 at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.

Guam students are required to have a minimum cumulative GPA of 2.7 at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.

Georgia students who complete SPE 300 (or equivalent) after 5/1/2019, must earn a B- or better to receive credit for the course.

Georgia students who did not receive a B- or better in the course prior to 5/1/2019 must retake SPE 300 with a grade of B- or better to be eligible for the IR.

Minimum Grade Requirements for the BSED/E

- Students must earn a grade of "B" or better in all student teaching courses to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or student teaching: EDU 390, EED 496, EED 498, EED 499
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the BSED/E

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of the required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 30 credits from the required course of study.

Upon the successful completion of the Child Development Associate (CDA), Florida Department of Education Early Childhood Professional Certificate (ECPC) or the Florida Child Care Professional Credential (FCCPC) students transferring to UOPX may waive 12 credits using the following coursework in the BSEd/E program. The options for credit application are based upon specific GE requirements for each state.

* 3 credits in social studies
* 9 credits in additional liberal arts
OR
*12 credits in social studies
OR
*12 credits in any combination of social studies, additional liberal arts, and electives

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credit, up to thirty (30) credits in the required course of study. Students must substitute other upper division courses to satisfy the upper division credit requirement for the degree program (each program has specific substitution requirements). This policy also applies to upper division courses that are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, and that has an approved articulation agreement with UOPX.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students participating in an approved apprenticeship program will be eligible to waive courses in the required course of study and satisfy general education requirements using prior learning activities that have been assessed for credit-worthiness by the Prior Learning Assessment (PLA) department.

The following course(s) may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 496, EED 498, EED 499, GEN 127, GEN 201, RDG 415, SPE 300.

Students may waive SEI 300 and/or SEI 301 if they meet one of the following requirements:

- Completion of an Arizona Department of Education (ADE) approved SEI course(s) at an institution of higher education.

  Students who provide evidence of completion of 3 credits of SEI coursework may waive SEI 300 with credit, and SEI 301 without credit. Students must complete ECH 418 (or equivalent) to make up the credit deficiency for SEI 301.

  Students who provide evidence of 6 credits of SEI coursework may waive both SEI 300 and SEI 301 with credit.
- Completion of an Arizona Department of Education (ADE) approved district/individual trainer led workshop.

  Students who provide evidence of completion of a state approved workshop that is 45 clock hours may waive SEI 300 with credit, and SEI 301 without credit. Students must complete ECH 418 (or equivalent) to make up the credit deficiency for SEI 301.

  Students who provide evidence of completion of a state approved workshop that is 90 clock hours may waive both SEI 300 and SEI 301 with credit.
- Verification of one of the following endorsements:
  - Arizona Full SEI Endorsement (SEI 300)

    Students who hold this endorsement may waive SEI 300 with credit, and SEI 301 without credit. Students must complete ECH 418 (or equivalent) to make up the credit deficiency for SEI 301.
  - Arizona English as a Second Language Endorsement (SEI 300 and SEI 301)

    Students who hold this endorsement may waive both SEI 300 and SEI 301 with credit.

General Education Requirements for the BSED/E

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

English/Language Arts, 12 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 12 credits

6 credits must include MTH 213 and MTH 214

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Physical/Biological Science, 6 credits

Residents of New Jersey: 3 credits must include SCI 220T (or equivalent)

Social Studies, 9 credits

3 credits must include HIS 301

3 credits must include SOC 121

Residents of Arizona, Missouri, New Jersey, New Mexico, and Texas: 3 credits must include HIS 210 (or equivalent)

Residents of South Dakota: 3 credits must include HIS 210 (or equivalent)

Residents of North Dakota: 3 credits must include HIS 210 (or equivalent)

Residents of Delaware: 3 credits must include HIS 210 (or equivalent)

Residents of Mississippi: 3 credits must include HIS 210 (or equivalent)

Fine Arts, 3 credits

Art, music, drama, or dance

Humanities, 3 credits

Pathway B must include: 3 credits of critical thinking

Additional Liberal Arts, 9 credits

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory general education courses. Students may use a 2 semester credit Social and Cultural Perspectives course to satisfy the SOC 121 requirement, a 2 semester credit Constitution course to satisfy the HIS 301 constitution requirement, a 2 semester credit AZ Constitution course to satisfy the HIS 210 requirement, a 2 semester credit Education Math course to satisfy the MTH 213 requirement, and a 2 semester credit Education Math course to satisfy the MTH 214 requirement, but will be required to make up the credit with other liberal arts general education credit to meet the minimum requirements.

Students who have previously completed a UOPX AAEE or AAE degree, or who have completed an Associate of Arts in Elementary Education (AAEE or AAE) degree or Associate in Transfer degree in Elementary Education at an ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accredited college located in Arizona will be considered as satisfying the math and English proficiency requirements without course content or timeframe limitations, and all general education and elective requirements, excluding the US Constitution and AZ Constitution requirements. The UOPX and/or transfer coursework will be applied as a block at the time of admission to the program.

Students using this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
- Satisfy the US Constitution requirement (HIS 301 or equivalent)
- **Arizona, Mississippi, Missouri, New Jersey, New Mexico, Texas, Delaware, South Dakota, North Dakota residents Only:** Satisfy the AZ Constitution requirements (HIS 210 or equivalent)

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Field Experience for the BSED/E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours (or more as required by state of residency) of verified field experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each field experience will relate to specific course content and will follow a structured format. As part of the verified clinical experiences, candidates must also complete guided field experience requirements. The guided field experience requirements will be satisfied through the completion of Guided Field Experience assignments in specific courses required by the candidate's program. Documentation of field experience will be reviewed by university staff prior to student teaching. Candidates must follow necessary guidelines outlined in the program handbook to satisfy field experience requirements.

Student Teaching for the BSED/E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Passing scores on the state mandated content exam for elementary
  - Passing scores on the state mandated content exam for the single subject content area the candidate would like to teach in grades 6-8. The candidate must ensure that the elementary grade span recognized by the teacher licensing body in his/her state of residence includes the desired 6-8 grade level.
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower), the student will receive a grade of "F" for the course, they will be Scholastically Disqualified and they must repeat the course.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience Candidates who choose to postpone student teaching must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their student teaching course or while transitioning between their student teaching courses, will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching course, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their student teaching course or while transitioning between their student teaching courses, will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching course, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
  - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their student teaching course (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates that do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project, or teacher performance assessment (depending on state of residency).
- Student teaching cannot be waived unless a documented exception exists in program policy. SAC appeals to waive student teaching will not be accepted.

Out of State Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching online. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online Administrative Offices for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Elementary Education Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching Seminars online while completing their student teaching experience.
- Candidates need to work directly with the Online Administrative Offices to complete the requirements for verification of placement.

Supplemental and Professional Standards for the BSED/E

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the BSED/E

Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.

Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

Delaware, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Dakota, Puerto Rico, South Dakota, Texas, and Wyoming residents: seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/E

Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.

Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Georgia students who completed SPE 300 (or equivalent) prior to 5/1/2019 will not be eligible for an Institutional Recommendation (IR) unless they received a B- or better in the course. Students must retake SPE 300 with a grade of B- or better to be eligible for the IR.

Arizona Teaching Intern Certificate Route

The student teaching intern certificate is optional and is not a requirement for participation in clinical practice (student teaching).

The certificate entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor and is only valid in the school district or charter school requesting the certificate.

The requirements are:

- Verification of all program academic progression requirements

- Verification of fingerprint clearance. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- Enrollment in the clinical practice course
- Completed coursework with a minimum GPA of 3.0
- Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the teacher candidate is pursuing
- A request for issuance of the student teaching intern certificate from the district superintendent or charter school superintendent and the EPP.
- University written supervision plan

Placement decisions of student teaching intern certificate holders shall only be based on collaborative agreements between the Arizona Department of Education and the Local Education Agency. A student teaching intern certificate holder may not teach in a special education classroom unless the certificate holder has a bachelor's degree.

Bachelor of Science in Liberal Studies (California)

The following Bachelor of Science in Liberal Studies (BSLS) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates. Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency.

View state licensure requirements for this program: https://www.phoenix.edu/state-licensure-requirements/teacher-education.html

This program, which leads to certification or licensure in California, is only approved to be offered in California. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates seeking to continue in a teacher licensure program outside of California would be required to change programs or update to a comparable Arizona-approved program. Programs are available in select states. Candidates must keep their address up-to-date and contact their Academic Advisor immediately when any changes occur to ascertain the effect upon their educational goals. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the possible change upon their ability to progress in the program.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement effective instruction in the elementary classroom to produce a positive impact on student learning.
- Evaluate effective professional practice in elementary education.
- Apply professional ethics to their instructional practices in elementary education.
- Evaluate learning principles to differentiate instruction to meet the needs of diverse elementary student populations.
- Create innovative strategies and incorporate technology in an elementary classroom setting.

Program Purpose

The Bachelor of Science in Liberal Studies is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure in California. The program is designed for students who want to become multiple subject school teachers. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit

https://www.phoenix.edu/state-licensure-requirements/teacher-education.html

to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Category Requirements and Course Selections

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

EDU 300CA..... 0 credits
Orientation to Teacher Education
Prerequisite(s): Completion of all general education requirements

Introductory Course, 3 total credits

GEN 201 ..... 3 credits
Foundations for University Success
GEN 127..... 3 credits
University Studies for Success

Foundations of Education, 3 total credits

EDU 301CA ..... 3 credits
Foundations of Education
Prerequisite(s): EDU 300CA

Education Models & Theories, 6 total credits

EDU 311CA ..... 3 credits
Models and Theories of Instruction
Prerequisite(s): EDU 300CA
EDU 321CA ..... 3 credits
Classroom Management
Prerequisite(s): EDU 301CA, EDU 305CA, EDU 311CA

Human Development, 3 total credits

EDU 305CA ..... 3 credits
Child Development
Prerequisite(s): EDU 300CA

Reading, 3 total credits

RDG 420CA ..... 3 credits
Elementary Methods: Reading and Language Arts
Prerequisite(s): SPE 300CA, ELL 300, EDU 321CA

Special Populations, 6 total credits

SPE 300CA ..... 3 credits
Orientation to the Exceptional Child
Prerequisite(s): EDU 301CA, EDU 305CA, EDU 311CA

ELL 300 ..... 3 credits
Instructional Methods for English Language Learners
Prerequisite(s): EDU 301CA, EDU 305CA, EDU 311CA

Elementary Methods & Assessment, 6 total credits

EED 436CA ..... 3 credits
Elementary Methods: Social Science and Fine Arts
Prerequisite(s): SPE 300CA, ELL 300, EDU 321CA

EED 438CA ..... 3 credits
Elementary Methods: Mathematics and Science
Prerequisite(s): SPE 300CA, ELL 300, EDU 321CA

Field Experience and Student Teaching, 8 total credits

Students who began TPA 001 prior to 1/1/2018:

EED 498CA ..... 4 credits
Elementary Student Teaching, Seminar I
Prerequisite(s): All previous coursework

EED 499CA ..... 4 credits
Elementary Student Teaching, Seminar II
Prerequisite(s): EED 498CA

Students with no prior completion of a TPA course as of 1/1/2018 and later:

EED 491CA ..... 4 credits
Elementary Clinical Practice A
Prerequisite(s): All previous coursework

EED 492CA ..... 4 credits
Elementary Clinical Practice B
Prerequisite(s): All previous coursework

TPA, 2 total credits

Students who began TPA 001 prior to 1/1/2018:

TPA 001 *obsolete 7/1/2020* ..... 1 credit
Subject Specific Pedagogy

TPA 002 *obsolete 7/1/2020* ..... 1 credit
Designing Instruction
Prerequisite(s): TPA 100

Students with no prior completion of a TPA course as of 1/1/2018 and later:

TPA 100 ..... 1 credit
TPA Planning and Instruction

TPA 200 ..... 1 credit
TPA Instruction and Assessment
Prerequisite(s): TPA 100

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

General Information for the BSLS

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSLS

All applicants are expected to meet the following admissions requirements:

- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form
  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed New Student Checklist.
- Applicants who reside outside of the state of California are not eligible to apply.

Candidacy Status for the BSLS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of EDU 301CA. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.

- Completion of all General Education Requirements
- Demonstration of basic skills proficiency

  Students who reside in California and are enrolled in a California approved program (BSLS) must meet approved basic skills proficiency as determined by the California Commission on Teacher Credentialing.

- Verification of Certificate of Clearance
- Verification of negative TB test results, or other approved TB clearance documentation.

Note: Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSLS

- Completion of a minimum of 121 credits that include the following distribution:
  - General Education: 81 credits
  - Required Course of Study: 40 credits
- A minimum of 37 upper division credits.
- A minimum grade point average (GPA) of 2.5.
- Completion of Teacher Performance Assessment
- Satisfactory completion of student teaching.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Completion of My Time Log (100 hours). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- The diploma awarded for this program will read as: Bachelor of Science in Liberal Studies

Academic Progression Requirements for the BSLS

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must provide verification of the following prior to beginning student teaching. Students must provide:
  - Students who have successfully completed TPA 001 prior to 1/1/2018 and who begin their Student Teaching before 7/1/2020: Passing score on CalTPA 1 (Subject- Specific Pedagogy) and CalTPA 2 (Designing Instruction)
  - Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
  - Verification of the completion of 100 hours of field experience.
- All students who begin their Student Teaching 7/1/2020 or later must take the edTPA Student Teaching courses and pass edTPA to be eligible for licensure.
- Students will be required to have a 2.5 GPA for the program at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.
- Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.
- Students must earn a grade of "C-" or better in the following courses. Grades of "I" are not accepted: HIS 110CA, HPE 270

Minimum Grade Requirements for the BSLS

- Students must earn a grade of "B" or better in all student teaching courses to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or student teaching: EED 491CA, EED 492CA, EED 498CA, EED 499CA
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the BSLS

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of the required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credit, up to thirty (30) credits in the required course of study. Students must substitute other upper division courses to satisfy the upper division credit requirement for the degree program (each program has specific substitution requirements). This policy also applies to upper division courses that are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, and that has an approved articulation agreement with UOPX.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following course(s) may not be waived: EED 491CA, EED 492CA, EED 498CA, EED 499CA, GEN 127, GEN 201

General Education Requirements for the BSLS

A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

English/Language Arts, 27 credits

Must include the following:

Pathway B must include: 3 credits of college-level research and writing

15 credits of written and non-written communication

6 credits of language and linguistics

6 credits of reading

Note: The 3 credits of college-level research and writing required for Pathway B students applies toward the 15 credits of written and non-written communication requirement.

Note: If a B- or better is obtained in ENG 210, the student will qualify to waive the writing section of the CBEST. If a B- or better is obtained in ENG 295 or ENG 270, the student will qualify to meet the reading section of the CBEST.

Mathematics, 12 credits

Must include: MTH 213 & MTH 214

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Note: If a B- or better is obtained in any of the math classes outlined, the student will qualify to waive the Math section of the CBEST.

Physical/Biological Science, 12 credits

Must include the following:

3 credits of physics

3 credits of biology

3 credits of chemistry

3 credits of earth science

Social Studies, 18 credits

Must include the following:

6 credits of world history

6 credits of CA history (HIS 305)

6 credits of US history (HIS 110CA)

Fine Arts, 6 credits

Must include: ARTS 100, ARTS 230

Health/Physical Education, 6 credits

Must include the following:

3 credits of health/physical education (HPE 270)

3 credits of human nutrition

Coursework completed at an institution that offers associate degrees or higher, which was accredited or a candidate for accreditation at the time the student attended, by an approved institutional accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University.

To satisfy RDG 201CA with transfer coursework, students must have completed a previous course that meets the following criteria:

- The course must have been completed and transcripted from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework).

Students may use a 2-semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, and a 2-semester credit Education Math course to satisfy the MTH 213CA or MTH 214CA requirements but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

Coursework completed with a minimum grade of "C-" or grades of credit, pass, or satisfactory will be accepted toward the degree requirements.

Students who have previously completed an associate degree for transfer in Elementary Teacher Education, Early Childhood, Child and Adolescent Development, or in a similarly related education field in the state of California with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying 48 general education credits within the program. This includes the following: 15 credits of English/Language Arts, 3 credits of Mathematics, 12 credits of Physical/Biological Science, 12 credits of Social Studies, and 6 credits of Fine Arts. The transfer coursework will be applied as a block at the time of admission to the program.

Students using this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy
- Complete 12 credits of English/Language Arts (3 credits of college composition/writing, 3 credits of written and non-written communication, 3 credits of language and linguistics, and 3 credits of reading)
- Complete 9 credits of Mathematics (3 credits of quantitative reasoning, MTH 213, and MTH 214)

- Complete 6 credits of Social Studies (HIS 110CA, 3 credits of world history)
- Complete 6 credits of Health/Physical Education (3 credits in Human Nutrition and HPE 270)
- Meet all pre-requisite, proficiency, and/or state specific content requirements as outlined in the program policies.

Students who lack .67 or fewer general education credits may use any acceptable liberal arts credit to satisfy the balance to complete the minimum general education credits required for their program.

Field Experience for BSLS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each field experience will relate to specific course content and will follow a structured format. As part of the verified field experiences, candidates must also complete guided field experience requirements. The guided field experience requirements will be satisfied through the completion of Guided Field Experience assignments in specific courses required by the candidate's program. Documentation of field experience will be reviewed by university staff and faculty prior to student teaching. Candidates must work with their university and follow necessary guidelines outlined in the program handbook to arrange and satisfy field experience requirements. Candidates must be placed for field experience by the university. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for Field Experience must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Student Teaching for the BSLS

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Candidates must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Candidates must complete a total of two placements, one in each of the two elementary grade levels: K-2 and 3-6. These placements must be in self-contained classroom settings in which the candidate teaches the four core subject areas - English language arts, math, social studies, and science - to the same group of students.
    - One placement is eight weeks and the other placement is nine weeks.
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or "W"), the student will receive a grade of "F" for the course, they will be Scholastically Disqualified and they must repeat the course.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
    - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

    - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
    - Candidates that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their first student teaching course or while transitioning between their student teaching courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts. .

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

    - Candidates that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching courses, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
    - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their student teaching course (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates that do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Candidates should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
  - Candidates must complete a minimum of 17 weeks of student teaching.
- Candidates must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.
- Student teaching cannot be waived unless a documented exception exists in program policy. SAC appeals to waive student teaching will not be accepted.

Supplemental and Professional Standards for the BSLS

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the BSLS

Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.

Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

Missouri, Montana, New Jersey, New Mexico, Puerto Rico, Texas and Wyoming residents: seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

Effective for California residents: Candidates re-entering a teacher licensure program must complete the edTPA Student Teaching courses.

Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSLS

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state).
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- All students obtaining an IR after 7/1/2020, must complete edTPA. The IR will not be issued unless evidence of passing edTPA is provided.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C-" or better).
- Candidates must provide verification of current and appropriate CPR certification, as defined by the California Commission on Teacher Credentialing, prior to being recommended for their credential.
- Candidates must pass the RICA exam.
- Candidates must pass their Teacher Performance Assessment

California Teaching Performance Assessment Policy

- Candidates must receive passing scores on TPA/001: Subject-Specific Pedagogy (course and assessment) and TPA/002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to complete a remediation process if they have failed the corresponding assessment two times. This remediation process must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are required in order to be provided with an Institutional Recommendation. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.
- Candidates who are unable to pass Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction after the allotted number of attempts are permanently removed from the program.
  TPA 1 and TPA2 = 3 attempts
- Students who transfer into the BSLS program and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

Bachelor of Science in Education/Early Childhood Education

The following Bachelor of Science in Education/Early Childhood Education (BSED/ECH) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Education (BSED) with a specialization in Early Childhood Education is an undergraduate degree program preparing candidates for teacher licensure in the field of early childhood (birth to age eight/grade 3). The curriculum is aligned with the Interstate Teaching Assessment and Support Consortium's (InTASC) model core teaching standards and the National Association for the Education of Young Children (NAEYC) standards. The curriculum includes common core standards, child development and learning, building family and community relations, cultural diversity, assessment to support young children and families, strong content knowledge to build developmentally appropriate and meaningful curriculum and experiences, and professionalism and ethics of educators. Throughout the program, students are required to complete verified field experiences and student teaching.

The Bachelor of Science in Education/Early Childhood (BSED/ECH) program is an Arizona-based program for teacher licensure that provides the academic preparation to apply for initial teacher certification in select states.

Educator licensure requirements vary by state. Candidates located in a state that does not provide a direct path to licensure will be required to obtain Arizona certification first, prior to seeking licensure in their home-state as an out-of-state prepared candidate enrolled in a state-approved preparation program. The Arizona certification process requires candidates to obtain Arizona fingerprint clearance and pass all Arizona-specific licensure requirements including any Arizona specific coursework or exams (or home state equivalents if recognized by Arizona Department of Education).

After obtaining an Arizona educator license, candidates may be required to complete testing or other additional certification requirements in their home-state, at additional cost to obtain state licensure there. Program requirements may change based upon state agency licensure requirements and they can be found on the teacher licensure page, found here:

https://www.phoenix.edu/state-licensure-requirements/teacher-education.html.

The College of Education has made a determination if program educational requirements "meet,"or "does not meet," teacher licensure in your home state. Please check the teacher licensure page regularly prior and in addition to contacting your state agency for state-specific licensure requirements.

Candidates beginning or resuming an education program are strongly encouraged to discuss state licensure requirements with their assigned Education Program Specialist and regularly review state specific licensure requirements in the state where they plan to teach.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must keep their address up-to-date with the University and contact their Academic Advisor immediately when any change occurs to ascertain the effect upon their educational goals, such as moving to another state. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Purpose

The Bachelor of Science in Education/Early Childhood is an undergraduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become early childhood education teachers. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit

https://www.phoenix.edu/state-licensure-requirements/teacher-education.html to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement effective instruction in the early childhood classroom to produce a positive impact on student learning.
- Evaluate effective professional practice in early childhood education.
- Apply professional ethics to their instructional practices in early childhood education.
- Evaluate learning principles to differentiate instruction to meet the needs of diverse early childhood populations.
- Create innovative strategies and incorporate developmentally appropriate technology in an early childhood setting.

Program Category Requirements

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introductory Course, 3 total credits

GEN 201 (Pathway A) ..... 3 credits
Foundations for University Success

GEN 127 (Pathway B)..... 3 credits
University Studies for Success

Orientation, 0 total credits

ECH 300 ..... 0 credits
Orientation to Early Childhood Education

History and Foundations of Education, 9 total credits

ECH 301 ..... 3 credits
Foundations of Early Childhood Education
Prerequisite(s): ECH 300

EDU 215 ..... 3 credits
Ethics and Social Responsibility in Education
Prerequisite(s): ECH 300

ECH 418 ..... 3 credits
Community and Family Engagement
Prerequisite(s): ECH 390, ECH 301, ECH 205, ECH 211, EDU 215

Educational Theories and Models, 6 total credits

ECH 211 ..... 3 credits
Instructional Strategies for Early Childhood Education
Prerequisite(s): ECH 300

ECH 321 ..... 3 credits
Developmentally Effective Learning Environments
Prerequisite(s): ECH 390, ECH 301, ECH 205, ECH 211, EDU 215, English Proficiency, Math Proficiency

Human Development, 3 total credits

ECH 205 ..... 3 credits
Early Childhood Growth and Development
Prerequisite(s): ECH 300

Assessment, 3 total credits

ECH 400 ..... 3 credits
Assessment and Evaluation in Early Childhood
Prerequisite(s): ECH 390, ECH 301, ECH 205, ECH 211, EDU 215

Reading, 6 total credits

RDG 351 ..... 3 credits
Early Childhood Literacy Development
Prerequisite(s): SEI 300, ECH 321, ECH 400, ECH 302, ECH 418

RDG 416 ..... 3 credits
Methods of Teaching in Early Childhood Language and Literacy
Prerequisite(s): SEI 300, ECH 321, ECH 400, ECH 302, ECH 418

Special Populations, 9 total credits

SEI 300 ..... 3 credits
Structured English Immersion
Prerequisite(s): ECH 390, ECH 301, ECH 205, ECH 211, EDU 215

SEI 301 ..... 3 credits
Advanced Structured English Immersion Methods
Prerequisite(s): SEI 300

ECH 302 ..... 3 credits
Exceptionalities of the Young Child
Prerequisite(s): ECH 390, ECH 301, ECH 205, ECH 211, EDU 215

Early Childhood Methods, 12 total credits

ECH 416 ..... 3 credits
Methods of Teaching in Early Childhood: Math
Prerequisite(s): MTH 213, MTH 214, SEI 300, ECH 321, ECH 400, ECH 302, ECH 418

ECH 420 ..... 3 credits
Methods of Teaching in Early Childhood: Science
Prerequisite(s): SEI 300, ECH 321, ECH 400, ECH 302, ECH 418

ECH 430 ..... 3 credits
Methods of Teaching in Early Childhood: Social Studies
Prerequisite(s): SEI 300, ECH 321, ECH 400, ECH 302, ECH 418

ECH 435 ..... 3 credits
Methods of Teaching in Early Childhood: Arts & Music
Prerequisite(s): SEI 300, ECH 321, ECH 400, ECH 302, ECH 418

Student Teaching and Field Experience, 9 total credits

ECH 390 ..... 1 credit
Early Childhood Student Teaching Seminar
Prerequisite(s): ECH 300

ECH 496 ..... 8 credits
Early Childhood Student Teaching
Prerequisite(s): RDG 351, RDG 416, ECH 416, ECH 420, ECH 430, ECH 435, SEI 301

North Carolina, Maryland, and West Virginia residents will take ECH 497 in place of ECH 496.

Illinois residents with Student Teaching starting 9/1/2029 will take ECH 497 in place of ECH 496

ECH 497 ..... 8 credits
Student Teaching
Prerequisite(s): RDG 351, RDG 416, ECH 416, ECH 420, ECH 430, ECH 435, SEI 301

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

General Information for the BSED/ECH

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the Admission Application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who meet any of the following criteria will be placed in Pathway A; all other applicants will be placed in Pathway B.
  - Disclose a previously completed associate degree or higher on their Admission Application
  - Disclose 39 or more completed credits from a college or university with approved institutional accreditation on their Admission Application
  - Provide documentation of 39 or more transferrable credits from a college or university with approved institutional accreditation through official transcripts
  - Have 39 or more successfully completed credits on their University of Phoenix student record, including transferrable credits previously evaluated by UOPX and credits successfully completed at UOPX
  - Have completed a UOPX certificate program

  ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Applicants who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Applicants who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSED/ECH

All applicants are expected to meet the following admissions requirements:

- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed BSEd/ECH New Student Checklist:

Immunization and Health Insurance Requirements:

All residents of Hawaii are required to submit immunization information to the University.

Measles/Mumps/Rubella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of MMR. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Varicella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1979, be immunized for Varicella (Chickenpox). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of Varicella. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

As an exception, a signed, documented diagnosis or verification of a history of varicella disease or herpes zoster by a practitioner may be substituted for a record of varicella vaccination.

Tetanus, Diphtheria, Pertussis (Tdap): The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, be immunized for Tetanus Diphtheria, and Pertussis (TDAP). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of TDAP. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Exemptions from the MMR, Varicella, and Tdap immunization requirements may be granted for the following reasons:

- A medical exemption may be granted to specific vaccines.
  - A US licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
  - The physician must state the length of time during which the vaccine would endanger the student's health or life.
  - The exemption certification must be signed by the physician.
- A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization. Requests for religious exemptions based on exemptions to specific immunizing agents will not be granted.
- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student's health record at school.
- **Tuberculosis (TB) Clearance Requirements:** The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, must present a TB Clearance obtained within 12 months prior to their first attendance in a post-secondary school in Hawaii or a TB Clearance obtained after age sixteen. Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a clear TB Clearance. A TB Clearance must be submitted with the Hawaii TB Clearance form prior to the first night of class or the student will not be permitted to attend class. Students may submit a copy of their TB Clearance received prior to their attendance at another Hawaii post-secondary school.

Additional Admission Requirements for Montana Residents

Applicants residing in Montana must provide verification of the following:

- Completion of the online course, An Introduction to Indian Education for All in Montana

Additional Admission Requirements for Oregon residents

Applicants residing in Oregon must provide a screen shot from the Oregon Teacher Standards and Practices Commission Public Educator search, confirming they have never held an Oregon Educator license.

Candidacy Status for the BSED/ECH

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.
  Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2
  - Verification of fingerprint clearance. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

    Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number.

Georgia residents seeking a Georgia certificate:

Additional Candidacy Level II Requirements:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
  - Completion of GACE Educator Ethics Assessment
  - Signed Pre-service certification application
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Completed Background Check Form

Due to state requirements, Georgia candidacy level II requirements must be met prior to students posting attendance in their first credit bearing course in the required course of study.

Mississippi residents seeking a Mississippi certificate:

- Obtain a Mississippi Pre-service Certificate. The steps to qualify for this certificate include:
  - Signed Pre-service certification Application
  - Official passing score report, sent directly to MS DOE for either the Praxis Core Academic Skills for Educators exam (all subtests must be passed to MS DOE required scores), ACT (score of 21 or higher), or SAT (score of 1060 or higher)
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Institutional Program Verification (IPV) form

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/ECH

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 57 credits
  - Electives: 3 credits
  - Required Course of Study: 60 credits
- A minimum of 48 upper division credits.
- A minimum grade point average (GPA) of 2.5.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS) or teacher performance assessment (depending on state of residency).
- Satisfactory completion of any required student teaching and/or alternative clinical practice.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Completion of My Time Log (100 hours minimum or more as required by state of residency). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Georgia residents attending online and Local Campus students must complete:
  - GACE Educator Ethics Exit Exam (360)
- The diploma awarded for this program will read as:
  Bachelor of Science in Education
  Early Childhood Education

Academic Progression Requirements for the BSED/ECH

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- Students must provide verification of content knowledge mastery prior to beginning student teaching. Students must provide:
  - Passing scores on the designated state content knowledge exam.

    The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

  - Verification of immunization or TB test results (district specific)
  - Verification of the completion of 100 hours of field experience (or more as required by state of residency).

- Students must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Students residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- State Specific Requirements: Students residing in the states below must complete additional coursework prior to starting student teaching.
  - Direct Licensure Applicants: Students in states that accept the Arizona program to directly apply for initial licensure in their home state:
    - **Wyoming:** Students residing in Wyoming must provide verification of the following prior to the student teaching placement:
      - Completion of a Wyoming Constitution course or demonstration of knowledge by examination
    - **Puerto Rico:** Students residing in Puerto Rico must provide verification of the following:
      - Completion of a Puerto Rico History course
- Students must complete all general education requirements prior to completion of ECH 390.
- Students will be required to have a 2.5 GPA for the program at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.
- Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.
- Pennsylvania students are required to have a minimum cumulative GPA of 3.0 at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.
- Guam students are required to have a minimum cumulative GPA of 2.7 at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.
- Georgia students who complete ECH 302 (or equivalent) after 5/1/2019, must earn a B- or better to receive credit for the course.
- Georgia students who did not receive a B- or better in the course prior to 5/1/2019 must retake ECH 302 with a grade of B- or better to be eligible for the IR.

Minimum Grade Requirements for the BSED/ECH

- Students must earn a "B" or better in all student teaching courses to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or student teaching: ECH 390, ECH 496, ECH 497, ECH 498, ECH 499, EED 496
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the BSED/ECH

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of the required course of study, general education, and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 30 credits from the required course of study.

Upon the successful completion of the Child Development Associate (CDA), Florida Department of Education Early Childhood Professional Certificate (ECPC), or the Florida Child Care Professional Credential (FCCPC) students transferring to UOPX may waive 21 credits using the following coursework in the BSEd/ECH program:

* 3 credits in social studies
* 9 credits in additional liberal arts
* ECH/301: Foundations of Early Childhood (3 credits)
* ECH/205: Growth and Development (3 credits)
* ECH/321: Developmentally Effective Learning Environments (3 credits)

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credit, up to thirty (30) credits in the required course of study. Students must substitute other upper division courses to satisfy the upper division credit requirement for the degree program (each program has specific substitution requirements). This policy also applies to upper division courses that are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, and that has an approved articulation agreement with UOPX.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.

- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following course(s) may not be waived: ECH 211, ECH 300, ECH 302, ECH 321, ECH 390, ECH 416, ECH 496, ECH 497, ECH 498, ECH 499, EED 496, RDG 416

Students may waive SEI 300 and/or SEI 301 if they meet one of the following requirements:

- Completion of an Arizona Department of Education (ADE) approved SEI course(s) at an institution of higher education.

  Students who provide evidence of completion of 3 credits of SEI coursework may waive SEI 300 with credit, and SEI 301 without credit. Students must complete EED 425 (or equivalent) to make up the credit deficiency for SEI 301.

  Students who provide evidence of 6 credits of SEI coursework may waive both SEI 300 and SEI 301 with credit.
- Completion of an Arizona Department of Education (ADE) approved district/individual trainer led workshop.

  Students who provide evidence of completion of a state approved workshop that is 45 clock hours may waive SEI 300 with credit, and SEI 301 without credit. Students must complete EED 425 (or equivalent) to make up the credit deficiency for SEI 301.

  Students who provide evidence of completion of a state approved workshop that is 90 clock hours may waive both SEI 300 and SEI 301 with credit.
- Verification of one of the following endorsements:
  - Arizona Full SEI Endorsement (SEI 300)

    Students who hold this endorsement may waive SEI 300 with credit, and SEI 301 without credit. Students must complete EED 425 (or equivalent) to make up the credit deficiency for SEI 301.
  - Arizona English as a Second Language Endorsement (SEI 300 and SEI 301)

    Students who hold this endorsement may waive both SEI 300 and SEI 301 with credit.

General Education Requirements for the BSED/ECH

A minimum of 57 of the 120 credits must be in the general education areas approved by the University.

English/Language Arts, 12 credits

Pathway A must include: 3 credits of college composition

Pathway B must include: 6 credits of college-level research and writing

Mathematics, 12 credits

6 credits must include MTH 213 and MTH 214

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Physical/Biological Science, 6 credits

Residents of New Jersey: 3 credits must include SCI 220T (or equivalent)

Social Studies, 9 credits

3 credits must include SOC 121

3 credits must include HIS 301

Residents of Arizona, Missouri, New Jersey, New Mexico, and Texas: 3 credits must include HIS 210 (or equivalent)

Residents of South Dakota: 3 credits must include HIS 210 (or equivalent)

Residents of North Dakota: 3 credits must include HIS 210 (or equivalent)

Residents of Delaware: 3 credits must include HIS 210 (or equivalent)

Residents of Mississippi: 3 credits must include HIS 210 (or equivalent)

Fine Arts, 6 credits

Art, music, drama, or dance

Humanities, 3 credits

Pathway B must include: 3 credits of critical thinking

Additional Liberal Arts Requirement(s) 9 credits

With the exception of GEN 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activities that are acceptable in transfer to the University

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when applying UOPX or transfer coursework to the mandatory general education courses. Students may use a 2 semester credit Social and Cultural Perspectives course to satisfy the SOC 121 requirement, a 2 semester credit Constitution course to satisfy the HIS 301 constitution requirement, a 2 semester credit AZ Constitution course to satisfy the HIS 210 requirement, a 2 semester credit Education Math course to satisfy the MTH 213 requirement, and a 2 semester credit Education Math course to satisfy the MTH 214 requirement, but will be required to make up the credit with other liberal arts general education credit to meet the minimum requirements.

Applicants who have previously completed a UOPX AAEE or AAE degree, or who have completed an Associate of Arts in Elementary Education (AAEE or AAE) degree or Associate in Transfer degree in Elementary Education at an ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accredited college located in Arizona will be considered as satisfying the math and English proficiency requirements without course content or timeframe limitations, and all general education and elective requirements, excluding the US Constitution and AZ Constitution requirements. The UOPX and/or transfer coursework will be applied as a block at the time of admission to the program.

Applicants utilizing this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
- Satisfy the US Constitution requirement (HIS 301 or equivalent)
- Arizona, Mississippi, Missouri, New Jersey, New Mexico, Texas, Delaware, South Dakota, North Dakota residents Only: Satisfy the AZ Constitution requirements (HIS/210 or equivalent)

Students who lack .67 or fewer general education credits may use any acceptable credit applied to electives or acceptable unapplied transfer credit to satisfy the balance.

Field Experience for BSED/ECH

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours (or more as required by state of residency) of verified field experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each field experience will relate to specific course content and will follow a structured format. As part of the verified clinical experiences, candidates must also complete guided field experience requirements. The guided field experience requirements will be satisfied through the completion of Guided Field Experience assignments in specific courses required by the candidate's program. Documentation of field experience will be reviewed by university staff prior to student teaching. Candidates must follow necessary guidelines outlined in the program handbook to satisfy field experience requirements.

Student Teaching for the BSED/ECH

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Early Childhood program. Students must complete prerequisites leading up to Student Teaching prior to beginning the student teaching experience.
- Candidates must earn a "B" or better in Early Childhood Education Seminar. If a candidate receives less than a "B" (B- or lower, or "W"), the student will receive a grade of "F" for the course, they will be Scholastically Disqualified and they must repeat the course.
- Candidates must be enrolled in Early Childhood Student Teaching courses during their student teaching experience. Candidates who choose to postpone student teaching must postpone their enrollment in these courses.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
    - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their student teaching course or while transitioning between their student teaching courses, will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching course, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
    - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their student teaching course or while transitioning between their student teaching courses, will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching course, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
    - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their student teaching course (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates that do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates must student teach in a self-contained early childhood setting. Candidates may not student teach in special education.

Single Placement: One Student Teaching Placement (Minimum of 12 weeks, state specific)

- Candidates enrolled in the BSEd/ECH program taking the Arizona Preferred Course sequence shall complete a single student teaching placement for a minimum of twelve (12) weeks in a grade no lower than pre-kindergarten, and within the grade span of the Early Childhood Education license being sought.

  Even though the West Virginia license allows a K-4 grade span, West Virginia candidates shall complete clinical practice in a grade span of pre-kindergarten through third grade.

  Prior to 09/01/2020, students taking the Arizona Preferred Course sequence were required to complete ECH 498 and ECH 499 student teaching courses. Students who completed ECH 498 prior to 01/01/2021 may complete ECH 499. Effective 01/01/2021, students taking the Arizona preferred course sequence shall take the ECH 496 student teaching course. ECH 498 and ECH 499 are the seminar courses corresponding with a dual placement and ECH 496 is the seminar course corresponding with a single placement.

- Candidates enrolled in the BSEd/ECH program who reside in edTPA consequential states (NC/MD/IL/WV) when edTPA is required in those states, shall complete a single student teaching placement for a minimum of twelve (12) weeks in a grade no lower than pre-kindergarten and within the grade span of the Early Childhood Education license being sought.

Dual Placement: Two Separate Student Teaching Experiences for a Total of Twelve (12) Weeks

- Hawaii, Montana, North Dakota, Nevada, and South Dakota candidates will complete two separate student teaching experiences for a total of twelve (12) weeks. Student teaching must include a minimum of six (6) weeks in a teaching setting serving children birth through preschool/pre-kindergarten and a minimum of six (6) weeks in a teaching setting serving children in kindergarten through Grade 3. The birth through preschool/pre-kindergarten student teaching site must be licensed by the Department of Health Services or regulated by tribal or military authorities.

  - Hawaii and Montana: Student shall complete one twelve-week single student teaching placement. Students can then pursue licensure through Direct Apply.

  - North Dakota, Nevada, and South Dakota: Students shall complete one twelve-week single student teaching placement. Students shall pursue licensure through Reciprocity.

- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project, or teacher performance assessment (depending on state of residency).
- Student teaching cannot be waived unless a documented exception exists in program policy. SAC appeals to waive student teaching will not be accepted.

Out of State Student Teaching

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching online. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online Administrative Offices for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Early Childhood Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching courses online while completing their student teaching experience.
- Candidates need to work directly with the Online Administrative Offices to complete the requirements for verification of placement.

Supplemental and Professional Standards for the BSED/ECH

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the BSED/ECH

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Delaware, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Dakota, Puerto Rico, South Dakota, Texas, and Wyoming residents: seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the BSED/ECH

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Georgia students who completed ECH 302 (or equivalent) prior to 5/1/2019 will not be eligible for an Institutional Recommendation (IR) unless they received a B- or better in the course. Students must retake ECH 302 with a grade of B- or better to be eligible for the IR.

Arizona Teaching Intern Certificate Route

The student teaching intern certificate is optional and is not a requirement for participation in clinical practice (student teaching).

The certificate entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor and is only valid in the school district or charter school requesting the certificate.

The requirements are:

- Verification of all program academic progression requirements
- Verification of fingerprint clearance. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- Enrollment in the clinical practice course
- Completed coursework with a minimum GPA of 3.0
- Passing score on the professional knowledge portion of the Arizona Teacher Proficiency Assessment that corresponds to the teaching certificate the teacher candidate is pursuing
- A request for issuance of the student teaching intern certificate from the district superintendent or charter school superintendent and the EPP.
- University written supervision plan

Placement decisions of student teaching intern certificate holders shall only be based on collaborative agreements between the Arizona Department of Education and the Local Education Agency. A student teaching intern certificate holder may not teach in a special education classroom unless the certificate holder has a bachelor's degree.

Bachelor of Science in Education/Educational Studies

The following Bachelor of Science in Education/Educational Studies (BSED/ES) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Education/Educational Studies (BSEd/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: This program is not eligible for Federal Student Financial Aid funds.

Program Purpose

The Bachelor of Science in Education/Educational Studies is an undergraduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of the student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

BSED/ES Program Category Requirements and Course Selections

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must choose 3 courses from the following list:

AET 500 ..... 3 credits
Foundations of Adult Learning Theory

AET 508 ..... 3 credits
Community-Based Education

AET 552 ..... 3 credits
Marketing Adult Education

AET 560 ..... 3 credits
Facilitating Change

AET 562 ..... 3 credits
Social Media for Professional Learning

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

Additional Admission Requirements for the BSED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must have been admitted and officially evaluated into their UOPX previous pre-licensure program.
- All versions of the following UOPX previous pre-licensure programs are eligible for admission to the BSEd/ES:
  - BSEd/E
  - BSEd/E-MTH
  - BSEd/E-SOC
  - BSEd/E-SCI
  - BSEd/E-ELA
  - BSEd/ECH
  - BSLS
- Applicants to this program must have completed all coursework from their UOPX previous pre-licensure program with the exception of both Student Teaching courses.
- Applicants will be eligible for admission to the BSEd/ES program provided that the Enrollment Agreement or Re-Entry Acknowledgement sign date for the previous pre-licensure program is no more than ten (10) years in the past.

Degree Completion Requirements for the BSED/ES

- Completion of a minimum of 121 credits that include the following distribution:
  - Previous UOPX Pre-licensure BSED or BSLS Credits: 112 credits
  - Educational Studies Electives: 9 credits
- Students in this program may be required to complete up to 130 credits depending on the credits that were required for the previous pre-licensure program.
- Completion of three (3) BSEd/ES Elective courses in addition to all completed coursework from the previous UOPX pre-licensure program, except for student teaching.
- A minimum grade point average (GPA) of 2.5.
- BSEd/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University. In addition, students will not be permitted to enter a new bachelor's or master's level UOPX pre-licensure program.
- The diploma awarded for this program will read as:
  Bachelor of Science in Education
  Educational Studies

Residency Requirements and Course Waivers for the BSED/ES

- Students must meet the established University residency requirement for degree conferral. The University requires that all nine (9) elective credits must be completed at UOPX.
- Students may not waive any courses in this program.

Re-entry for the BSED/ES

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students are required to submit an appeal to the Student Appeals Center to re-enter the program. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry into an expired program.

GRADUATE PROGRAMS

Admission Procedures

Application Process

Students 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. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant 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 (if applicable) 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 (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. 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. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

Graduate Admission Requirements

For doctoral admission requirements please refer to the doctoral section of the catalog. Most graduate programs have additional admission requirements listed within the program specific information.

All applicants are expected to meet the following admission requirements:

- Applicants must be a minimum of 18 years old to be admitted.
- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet one of the following exceptions to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 4.5 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum passing score within the High B2 scoring band on the Berlitz Online Test of Reading and Listening Skills - English within two years of application to the University.

  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
  - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
  - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- Applicants who reside in the United States must meet one of the following requirements for admission:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum or refugee status
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (applicant's visa type must be TPS).
  - Have been granted Deferred Action for Childhood Arrivals (DACA) status
- Signed Hardware/Software Agreement
- Completion of any state-specific required documents or forms
- Applicants who have been expelled from other post-secondary institutions (e.g., colleges and universities) are not eligible for admission to University of Phoenix (UOPX).
- Anyone who has been expelled from UOPX is not eligible for readmission to UOPX. No appeals will be accepted.

Program Length

The anticipated "normal time" to complete a master level program is as follows: Education - 68 to 94 weeks, Health Professions (single degree) - 72 to 90 weeks, Health Professions (Competency Based) - 48 weeks, Health Professions (dual degree) - 117 weeks, Nursing (single degree) - 87 to 133 weeks, Nursing (MSN/FNP) - 125 weeks, Social and Behavioral Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 80 weeks, Social and Behavioral Sciences (Counseling) - 158 to 173 weeks, Business and Information Technology - 66 to 84 weeks, Business and Information Technology (Competency Based) - 48 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load successfully completes each attempted course and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Master of Science in Counseling Clinical Mental Health Counseling

The following Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling Clinical Mental Health Counseling is a 60-63 credit program that prepares graduates to work as practitioners with diverse clients in various mental health environments, including private practice, hospitals, and public and private mental health agencies. Students learn the foundations of counseling including theories and their application with groups and individuals; assessment and evaluation; counseling and consultative relationships; career planning; research methods; legal and ethical concerns, trauma and crisis, and program development, implementation, and evaluation. The program addresses critical issues facing clinical mental health counselors and includes supervised practicum and internship experiences where students obtain practical experience prior to graduation. Students in the program must pass the Counselor Preparation Comprehensive Examination (CPCE) as part of the graduation requirements.

Program Purpose

The Master of Science in Counseling/Clinical Mental Health Counseling program prepares students for licensure as a professional counselor in jurisdictions where it is offered. In order to practice as a counselor in most states, the student must be licensed as an LPC (licensed professional counselor), MFT (marriage and family therapist), or other comparable state professional license designation. License requirements vary by state. Students should ensure they stay updated on the licensure requirements in any state in which the student desires to practice. Review state licensure requirements at https://www.phoenix.edu/state-licensure-requirements/ccmh.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will develop a professional identity as an advocate and steward for the counseling profession.
- Social and Cultural Diversity: Students will integrate social and cultural diversity competencies into their practice as a professional counselor.
- Human and Growth Development: Students will integrate human growth and development theories and principles into their counseling practices.
- Career Development: Students will integrate career development theories and principles into their counseling practices.
- Counseling and Helping Relationships: Students will integrate counseling theories, models, and techniques into their counseling practices.
- Group Counseling and Group Work: Students will integrate group counseling theories and practices into their counseling practices.
- Assessment and Testing: Students will execute counseling assessment and testing processes and procedures to guide their practice as a clinical mental health counselor.
- Research and Program Evaluation: Students will evaluate research and programs to inform counseling practice

Program Category Requirements and Prerequisites for the MSC/CCMH

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Counseling Fundamentals, 13 total credits

CCMH 504..... 3 credits
Individual and Family Development Across the Life Span
Prerequisite(s): CCMH 502
CCMH 506..... 3 credits
Personality Theories and Counseling Models
Prerequisite(s): CCMH 504
CCMH 515 ..... 3 credits
Legal, Ethical, and Professional Issues in Counseling
Prerequisite(s): CCMH 504
CCMH 510 ..... 3 credits
Multi-Cultural Issues in Mental Health Counseling
Prerequisite(s): CCMH 504
CNSL 503R..... 1 credit
Residency I
Prerequisite(s): CCMH 506, CCMH 515, CCMH 510

Counseling Skills, 19 total credits

CCMH 525 ..... 3 credits
Research Methods for Mental Health Counselors
Prerequisite(s): CCMH 515

CCMH 535 ..... 3 credits
Psychometrics
Prerequisite(s): CCMH 525, CNSL 503R

CCMH 544 ..... 3 credits
Introduction to Clinical Assessment
Prerequisite(s): CCMH 535

CCMH 548 ..... 3 credits
Psychopathology: Advanced Clinical Assessment
Prerequisite(s): CCMH 544

CCMH 551 ..... 3 credits
Individual Counseling
Prerequisite(s): CCMH 548

CCMH 558 ..... 3 credits
Crisis Intervention and Trauma
Prerequisite(s): CCMH 548

CNSL 513R ..... 1 credit
Residency II
Prerequisite(s): CCMH 551, CCMH 558

Counseling Specialties, 19 total credits

CCMH 557 ..... 3 credits
Intimate Relationships and Therapeutic Approaches
Prerequisite(s): CCMH 551

CCMH 522 ..... 3 credits
Psychopharmacology
Prerequisite(s): CNSL 513R

CCMH 540 ..... 3 credits
Career and Vocational Counseling
Prerequisite(s): CNSL 513R

CCMH 561 ..... 3 credits
Dependency and Addictions
Prerequisite(s): CNSL 513R

CCMH 565 ..... 3 credits
Family, Couple, and Child Counseling
Prerequisite(s): CNSL 513R

CCMH 568 ..... 3 credits
Group Counseling
Prerequisite(s): CNSL 513R, CCMH 522, CCMH 540, CCMH 561, CCMH 557

CNSL 523R ..... 1 credit
Residency III
Prerequisite(s): CCMH 568

Clinical Placement, 9 total credits

CCMH 592 ..... 3 credits
Practicum in Clinical Mental Health Counseling
Prerequisite(s): CCMH 504, CCMH 506, CCMH 515, CCMH 510, CNSL 503R, CCMH 525, CCMH 535, CCMH 544, CCMH 548, CCMH 551, CCMH 558, CNSL 513R, CCMH 557, CCMH 522, CCMH 540, CCMH 561, CCMH 565, CCMH 568, CNSL 523R

CCMH 597A ..... 3 credits
Internship A
Prerequisite(s): CCMH 504, CCMH 506, CCMH 515, CCMH 510, CNSL 503R, CCMH 525, CCMH 535, CCMH 544, CCMH 548, CCMH 551, CCMH 558, CNSL 513R, CCMH 557, CCMH 522, CCMH 540, CCMH 561, CCMH 565, CCMH 568, CNSL 523R, CCMH 592

CCMH 597B ..... 3 credits
Internship B
Prerequisite(s): CCMH 504, CCMH 506, CCMH 515, CCMH 510, CNSL 503R, CCMH 525, CCMH 535, CCMH 544, CCMH 548, CCMH 551, CCMH 558, CNSL 513R, CCMH 557, CCMH 522, CCMH 540, CCMH 561, CCMH 565, CCMH 568, CNSL 523R, CCMH 592, CCMH 597A

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

Additional Admission Requirements for the MSC/CCMH

All applicants are expected to meet the following admissions requirements:

- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form

  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed Professional Counseling Non-Academic Requirement Addendum Form
- Successful completion of CCMH 502, Graduate Portfolio. If the applicant is denied admission because of the unacceptable grade, the applicant may retake CCMH 502 in 30 days. An applicant failing CCMH 502 on the second attempt must wait three (3) months before the next re-attempt. Applicants will be required to follow the Supplemental Standards referral process before their third re-attempt. Passing CCMH 502 is limited to a total of three attempts. If the applicant does not meet the minimum grade requirement on the third attempt, the applicant will be denied admission, and administratively withdrawn from this program.

Degree Requirements for the MSC/CCMH

- Completion of a minimum of 60 credits that include the following distribution:
  - Required Course of Study: 60 credits
- A minimum program grade point average (GPA) of 3.0.
- Students are required to complete and score at or above the minimum criterion for the Comprehensive Exam or another assessment/examination instrument as authorized by the Dean of the College. Successful completion of a capstone examination is a degree completion and graduation requirement.
- Completion of Internship (600 hours) and Practicum (100 hours).
- The diploma awarded for this program will read as:
  Master of Science in Counseling
  Clinical Mental Health Counseling

Academic Progression Requirements for the MSC/CCMH

- Residency courses contain multiple requirements for academic progression; therefore, sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Residency courses are: CNSL 503R, CNSL 513R, CNSL 523R
- Clinical Practice courses contain multiple requirements for academic progression; therefore, sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: CCMH 592, CCMH 597A, CCMH 597B
- Completion of all courses with a grade of "B-" or better. Students must maintain an overall program GPA of at least 3.0.
- Students will lose the practicum and internship hours they have accumulated during the practicum and internship courses if their site access is terminated.
- Students may retain up to 50% of the hours they accumulated during the practicum and internship courses if they are not at fault for the termination of their site access.

Academic Standing and Minimum Grade Requirements for the MSC/CCMH

- Students in this program may not attend any further courses after receiving an Incomplete grade in CNSL 503R, CCMH 535, CCMH 544, CCMH 548, CNSL 513R, CCMH 568, or CNSL 523R.
- All MSC courses, except for courses noted in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students will be placed in Scholastic Disqualification if the minimum grade of "B-" is not attained. If students repeat a course because they received a grade lower than a "B-" and do not receive a grade of "B-" or better the second time, they will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- Students who fail to meet the minimum grade requirement for CNSL 503R, CNSL 513R, CNSL 523R, CCMH 592, CCMH 597A, CCMH 597B, or CCMH 597C must follow the Supplemental and Professional Standards referral process. Residencies and Clinical Placements are key components of the MSC/CCMH program and failure to meet the minimum grade requirement will require a robust remediation plan with input from a college designee.
- Students who earn enough points to pass CNSL 513R but do not obtain a minimum of 80% for each skill on the Counseling Skills Rubric must follow the Supplemental and Professional Standards referral process. Students will be allowed to continue in their program but must successfully complete their remediation plan before progressing into CNSL 523R. Students who fail to follow their remediation plan, or who fail to successfully complete their remediation plan 30 days prior to starting CNSL 523R will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students may not transfer credit to the University from courses taken from other schools while in Academic Disqualification or Scholastic Disqualification.

Residency Requirements and Course Waivers for the MSC/CCMH

Students must meet the established University residency requirement for degree conferral. The University requires that the following minimum number of credits in the required course of study must be completed at UOPX:
MSC/CCMH: 51 credits
In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B-" or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.
The following course(s) may not be waived: CCMH 510, CCMH 515, CCMH 544, CCMH 548, CCMH 592, CCMH 597A, CCMH 597B, CNSL 503R, CNSL 513R, and CNSL 523R

Supplemental and Professional Standards for the MSC/CCMH

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MSC/CCMH

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students must retake the portfolio course if they never completed a residency course; otherwise, they will be required to retake the most recently graded residency course. Re-entry students who must retake the portfolio course must pass it before being re-admitted to the program. Re-entry students who must retake a residency course will be re-admitted to the program prior to scheduling the course.
- Students seeking re-entry into the program are required to submit an appeal to the Student Appeals Center (SAC).
- If students retake CCMH 502 Graduate Portfolio and they do not pass the course, they will be denied admission and may retake CCMH 502 in three (3) months as long as they would not exceed three total attempts to complete the course. Students will be required to follow the Supplemental Standards referral process before the third re-attempt. Passing Graduate Portfolio is limited to a total of three attempts, which includes the attempts prior to their original admission to the program. If the student does not meet the minimum grade requirement on the third attempt, the student will be denied admission, and administratively withdrawn from this program.
- If students are required to retake a residency course, they must receive a grade of "B-" or better in order to continue in the program. Students will be placed in Scholastic Disqualification student academic status if a minimum grade of "B-" is not attained. Students who receive an Incomplete (I) grade may not enroll in any other coursework until the minimum grade requirement has been met. Students who fail the residency course may repeat the course after three (3) months and will be required to follow the Supplemental Standards referral process. If the student does not meet the minimum grade requirement on the second attempt, the student will be scholastically suspended, and permanently withdrawn from this program.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Counseling Clinical Mental Health Counseling (California)

The following Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling Clinical Mental Health Counseling is a 60-63 credit program that prepares graduates to work as practitioners with diverse clients in various mental health environments, including private practice, hospitals, and public and private mental health agencies. Students learn the foundations of counseling including theories and their application with groups and individuals; assessment and evaluation; counseling and consultative relationships; career planning; research methods; legal and ethical concerns, trauma and crisis, and program development, implementation, and evaluation. The program addresses critical issues facing clinical mental health counselors and includes supervised practicum and internship experiences where students obtain practical experience prior to graduation. Students in the program must pass the Counselor Preparation Comprehensive Examination (CPCE) as part of the graduation requirements.

Program Purpose

The Master of Science in Counseling/Clinical Mental Health Counseling program meets the California Licensed Professional Clinical Counselor (LPCC) educational requirements for registration with the Board of Behavioral Sciences (BBS) as an Associate Professional Clinical Counselor (APCC). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for LPCC licensure exam in California. Students should ensure they stay updated on the licensure requirements in any state in which the student desires to practice. Review state licensure requirements at

https://www.phoenix.edu/state-licensure-requirements/ccmh.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will develop a professional identity as an advocate and steward for the counseling profession.
- Social and Cultural Diversity: Students will integrate social and cultural diversity competencies into their practice as a professional counselor.
- Human and Growth Development: Students will integrate human growth and development theories and principles into their counseling practices.
- Career Development: Students will integrate career development theories and principles into their counseling practices.
- Counseling and Helping Relationships: Students will integrate counseling theories, models, and techniques into their counseling practices.
- Group Counseling and Group Work: Students will integrate group counseling theories and practices into their counseling practices.
- Assessment and Testing: Students will execute counseling assessment and testing processes and procedures to guide their practice as a clinical mental health counselor.
- Research and Program Evaluation: Students will evaluate research and programs to inform counseling practice

Program Category Requirements and Prerequisites for the MSC/CCMH

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Counseling Fundamentals, 13 total credits

CCMH 504 ..... 3 credits
Individual and Family Development Across the Life Span
Prerequisite(s): CCMH 502

CCMH 506 ..... 3 credits
Personality Theories and Counseling Models
Prerequisite(s): CCMH 504

CCMH 515CA ..... 3 credits
Legal, Ethical, and Professional Issues in Counseling
Prerequisite(s): CCMH 504

CCMH 510CA ..... 3 credits
Multi-Cultural Issues in Mental Health Counseling
Prerequisite(s): CCMH 504

CNSL 503R ..... 1 credit
Residency I
Prerequisite(s): CCMH 506, CCMH 515CA, CCMH 510CA

Counseling Skills, 19 total credits

CCMH 525 ..... 3 credits
Research Methods for Mental Health Counselors
Prerequisite(s): CCMH 515CA

CCMH 535 ..... 3 credits
Psychometrics
Prerequisite(s): CCMH 525, CNSL 503R

CCMH 544 ..... 3 credits
Introduction to Clinical Assessment
Prerequisite(s): CCMH 535

CCMH 548 ..... 3 credits
Psychopathology: Advanced Clinical Assessment
Prerequisite(s): CCMH 544

CCMH 551 ..... 3 credits
Individual Counseling
Prerequisite(s): CCMH 548

CCMH 558 ..... 3 credits
Crisis Intervention and Trauma
Prerequisite(s): CCMH 548

CNSL 513R ..... 1 credit
Residency II
Prerequisite(s): CCMH 551, CCMH 558

Counseling Specialties, 19 total credits

CCMH 557 ..... 3 credits
Intimate Relationships and Therapeutic Approaches
Prerequisite(s): CCMH 551

CCMH 522 ..... 3 credits
Psychopharmacology
Prerequisite(s): CNSL 513R

CCMH 540 ..... 3 credits
Career and Vocational Counseling
Prerequisite(s): CNSL 513R

CCMH 561 ..... 3 credits
Dependency and Addictions
Prerequisite(s): CNSL 513R

CCMH 565 ..... 3 credits
Family, Couple, and Child Counseling
Prerequisite(s): CNSL 513R

CCMH 568 ..... 3 credits
Group Counseling
Prerequisite(s): CNSL 513R, CCMH 522, CCMH 540, CCMH 561, CCMH 557

CNSL 523R ..... 1 credit
Residency III
Prerequisite(s): CCMH 568

Clinical Placement, 9 total credits

CCMH 592 ..... 3 credits
Practicum in Clinical Mental Health Counseling
Prerequisite(s): CCMH 504, CCMH 506, CCMH 515CA, CCMH 510CA, CNSL 503R, CCMH 525, CCMH 535, CCMH 544, CCMH 548, CCMH 551, CCMH 558, CNSL 513R, CCMH 557, CCMH 522, CCMH 540, CCMH 561, CCMH 565, CCMH 568, CNSL 523R
CCMH 597A ..... 3 credits
Internship A
Prerequisite(s): CCMH 504, CCMH 506, CCMH 515CA, CCMH 510CA, CNSL 503R, CCMH 525, CCMH 535, CCMH 544, CCMH 548, CCMH 551, CCMH 558, CNSL 513R, CCMH 557, CCMH 522, CCMH 540, CCMH 561, CCMH 565, CCMH 568, CNSL 523R, CCMH 592
CCMH 597B ..... 3 credits
Internship B
Prerequisite(s): CCMH 504, CCMH 506, CCMH 515CA, CCMH 510CA, CNSL 503R, CCMH 525, CCMH 535, CCMH 544, CCMH 548, CCMH 551, CCMH 558, CNSL 513R, CCMH 557, CCMH 522, CCMH 540, CCMH 561, CCMH 565, CCMH 568, CNSL 523R, CCMH 592, CCMH 597A
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/CCMH

All applicants are expected to meet the following admissions requirements:

- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form

  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed Professional Counseling Non-Academic Requirement Addendum Form
- Successful completion of CCMH 502, Graduate Portfolio. If the applicant is denied admission because of the unacceptable grade, the applicant may retake CCMH 502 in 30 days. An applicant failing CCMH 502 on the second attempt must wait three (3) months before the next re-attempt. Applicants will be required to follow the Supplemental Standards referral process before their third re-attempt. Passing CCMH 502 is limited to a total of three attempts. If the applicant does not meet the minimum grade requirement on the third attempt, the applicant will be denied admission, and administratively withdrawn from this program.

Degree Requirements for the MSC/CCMH

- Completion of a minimum of 60 credits that include the following distribution:
  - Required Course of Study: 60 credits
- A minimum program grade point average (GPA) of 3.0.
- Students are required to complete and score at or above the minimum criterion for the Comprehensive Exam or another assessment/examination instrument as authorized by the Dean of the College. Successful completion of a capstone examination is a degree completion and graduation requirement.
- Completion of Internship (600 hours) and Practicum (100 hours).
- The diploma awarded for this program will read as:
  Master of Science in Counseling
  Clinical Mental Health Counseling

Academic Progression Requirements for the MSC/CCMH

- Residency courses contain multiple requirements for academic progression; therefore, sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Residency courses are: CNSL 503R, CNSL 513R, CNSL 523R
- Clinical Practice courses contain multiple requirements for academic progression; therefore, sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: CCMH 592, CCMH 597A, CCMH 597B
- Completion of all courses with a grade of "B-" or better. Students must maintain an overall program GPA of at least 3.0.
- Students will lose the practicum and internship hours they have accumulated during the practicum and internship courses if their site access is terminated.
- Students may retain up to 50% of the hours they accumulated during the practicum and internship courses if they are not at fault for the termination of their site access.

Academic Standing and Minimum Grade Requirements for the MSC/CCMH

- Students in this program may not attend any further courses after receiving an Incomplete grade in CNSL 503R, CCMH 535, CCMH 544, CCMH 548, CNSL 513R, CCMH 568, or CNSL 523R.
- All MSC courses, except for courses noted in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students will be placed in Scholastic Disqualification if the minimum grade of "B-" is not attained. If students repeat a course because they received a grade lower than a "B-" and do not receive a grade of "B-" or better the second time, they will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

- Students who fail to meet the minimum grade requirement for CNSL 503R, CNSL 513R, CNSL 523R, CCMH 592, CCMH 597A, CCMH 597B, or CCMH 597C must follow the Supplemental and Professional Standards referral process. Residencies and Clinical Placements are key components of the MSC/CCMH program and failure to meet the minimum grade requirement will require a robust remediation plan with input from a college designee.
- Students who earn enough points to pass CNSL 513R but do not obtain a minimum of 80% for each skill on the Counseling Skills Rubric must follow the Supplemental and Professional Standards referral process. Students will be allowed to continue in their program but must successfully complete their remediation plan before progressing into CNSL 523R. Students who fail to follow their remediation plan, or who fail to successfully complete their remediation plan 30 days prior to starting CNSL 523R will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students may not transfer credit to the University from courses taken from other schools while in Academic Disqualification or Scholastic Disqualification.

Residency Requirements and Course Waivers for the MSC/CCMH

Students must meet the established University residency requirement for degree conferral. The University requires that the following minimum number of credits in the required course of study must be completed at UOPX:

MSC/CCMH CA: 51 credits

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B-" or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.

The following course(s) may not be waived: CCMH 510CA, CCMH 515CA, CCMH 544, CCMH 548, CCMH 592, CCMH 597A, CCMH 597B, CNSL 503R, CNSL 513R, and CNSL 523R

Supplemental and Professional Standards for the MSC/CCMH

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MSC/CCMH

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student. Re-entry students must retake the portfolio course if they never completed a residency course; otherwise, they will be required to retake the most recently graded residency course. Re-entry students who must retake the portfolio course must pass it before being re-admitted to the program. Re-entry students who must retake a residency course will be re-admitted to the program prior to scheduling the course.
- Students seeking re-entry into the program are required to submit an appeal to the Student Appeals Center (SAC).
- If students retake CCMH 502 Graduate Portfolio and they do not pass the course, they will be denied admission and may retake CCMH 502 in three (3) months as long as they would not exceed three total attempts to complete the course. Students will be required to follow the Supplemental Standards referral process before the third re-attempt. Passing Graduate Portfolio is limited to a total of three attempts, which includes the attempts prior to their original admission to the program. If the student does not meet the minimum grade requirement on the third attempt, the student will be denied admission, and administratively withdrawn from this program.
- If students are required to retake a residency course, they must receive a grade of "B-" or better in order to continue in the program. Students will be placed in Scholastic Disqualification student academic status if a minimum grade of "B-" is not attained. Students who receive an Incomplete (I) grade may not enroll in any other coursework until the minimum grade requirement has been met. Students who fail the residency course may repeat the course after three (3) months and will be required to follow the Supplemental Standards referral process. If the student does not meet the minimum grade requirement on the second attempt, the student will be scholastically suspended, and permanently withdrawn from this program.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Counseling/Marriage, Family and Child Therapy

The following Master of Science in Counseling /Marriage, Family and Child Therapy (MSC/MFCT) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Counseling degree program with a specialization in Marriage, Family, and Child Therapy provides the required knowledge and skills for students to become competent and ethical practitioners. The MSC/MFCT specialization provides an understanding of marriage and family therapy in recovery-oriented care to the community. Students are involved in a variety of educational and clinical activities that prepare them to help their clients achieve their goals. The program prepares graduates to work as practitioners with diverse clients in various clinical environments, including private practice, hospitals, schools, non-profit, public, and private mental health agencies. Students learn the foundations of counseling including theories and their application with individuals, children, families, couples, and groups; assessment and evaluation; counseling and consultative relationships; career planning; research methods; legal and ethical concerns, trauma and crisis, and program development, implementation, and evaluation. In addition, the specialization covers cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. View state licensure requirements for this program: https://www.phoenix.edu/state-licensure-requirements/mfct.html

Program Purpose

The Master of Science in Counseling/Marriage, Family and Child Therapy program prepares students for licensure as a Marriage and Family Therapist in jurisdictions where it is offered. In order to practice as a counselor in most states, the student must be licensed as a MFT (marriage and family therapist), LPC (licensed professional counselor), or other comparable state professional license designation. License requirements vary by state. Students should ensure they stay updated on the licensure requirements in any state in which the student desires to practice. Review state licensure requirements.

California students: The Master of Science in Counseling/Marriage, Family and Child Therapy degree program meets the California Licensed Marriage and Family Therapist (LMFT) and Licensed Professional Clinical Counselor (LPCC) educational requirements for registration with the Board of Behavioral Sciences (BBS) as an Associate Marriage and Family Therapist (AMFT) and an Associate Professional Clinical Counselor (APCC). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for the LMFT and LPCC licensure exams in California. Review state licensure requirements (CA specific). Review state licensure requirements at https://www.phoenix.edu/state-licensure-requirements/mfct.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Develop a professional identity as an advocate and steward for recovery-oriented care in the marriage and family therapy and clinical counseling professions.
- Integrate social and cultural diversity competencies in professional practice.
- Integrate human growth and development theories and principles in clinical practice.
- Integrate career development theories and principles in clinical practice.
- Integrate counseling theories, models, and techniques in clinical practice.
- Integrate group counseling theories and methods in clinical practice.
- Execute assessment and testing processes and procedures to guide clinical practice.
- Evaluate research and programs to inform professional practice.
- Integrate theories, principles, and methods of marital and family systems approaches in clinical practice.

Preferred Sequence and Prerequisites for the MSC/MFCT

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MFCC 504 .....3 credits
Individual and Family Development Across the Life Span
Prerequisite(s): MFCC 502

MFCC 506 .....3 credits
Personality Theories and Counseling Models
Prerequisite(s): MFCC 502

MFCC 553CA.....3 credits
Legal and Ethical Issues in Counseling
Prerequisite(s): MFCC 502

MFCC 510CA.....3 credits
Multicultural Counseling
Prerequisite(s): MFCC 502

MFCC 525.....3 credits
Research Methods in Counseling
Prerequisite(s): MFCC 502

MFCC 544 .....3 credits
Introduction to Clinical Assessment
Prerequisite(s): MFCC 504, MFCC 553CA

MFCC 548 .....3 credits
Psychopathology: Advanced Clinical Assessment
Prerequisite(s): MFCC 544

MFCC 538 .....3 credits
Psychometrics
Prerequisite(s): MFCC 525

MFCC 554 .....3 credits
Individual Counseling
Prerequisite(s): MFCC 548
MFCC 503 ..... 0 credits
Graduate Portfolio II
Prerequisite(s): MFCC 506, MFCC 510CA, MFCC 554
MFCC 557.....3 credits
Family Systems Theory and Intervention
Prerequisite(s): MFCC 554
MFCC 572 .....3 credits
Intimate Relations and Couples Therapy
Prerequisite(s): MFCC 557
MFCC 568 .....3 credits
Group Counseling
Prerequisite(s): MFCC 503
MFCC 522 .....3 credits
Psychopharmacology
Prerequisite(s): MFCC 503
MFCC 563 .....3 credits
Dependency and Addictions
Prerequisite(s): MFCC 522
MFCC 541.....3 credits
Career and Vocational Counseling
Prerequisite(s): MFCC 538
MFCC 537 .....3 credits
Child and Adolescent Counseling
Prerequisite(s): MFCC 557
MFCC 567 .....3 credits
Seminar in Marriage and Family Counseling
Prerequisite(s): MFCC 563, MFCC 537, MFCC 572
MFCC 505 ..... 0 credits
Graduate Portfolio III
Prerequisite(s): MFCC 567, MFCC 568, MFCC 541
MFCC 592 .....3 credits
Practicum
Prerequisite(s): MFCC 504, MFCC 505, MFCC 506, MFCC 553CA, MFCC 510CA, MFCC 525, MFCC 538, MFCC 544, MFCC 548, MFCC 554, MFCC 503, MFCC 557, MFCC 572, MFCC 568, MFCC 522, MFCC 563, MFCC 541, MFCC 537, MFCC 567
MFCC 597A.....3 credits
Internship A
Prerequisite(s): MFCC 504, MFCC 505, MFCC 506, MFCC 553CA, MFCC 510CA, MFCC 525, MFCC 538, MFCC 544, MFCC 548, MFCC 554, MFCC 503, MFCC 557, MFCC 572, MFCC 568, MFCC 522, MFCC 563, MFCC 541, MFCC 537, MFCC 567, MFCC 592
MFCC 597B.....3 credits
Internship B
Prerequisite(s): MFCC 504, MFCC 505, MFCC 506, MFCC 553CA, MFCC 510CA, MFCC 525, MFCC 538, MFCC 544, MFCC 548, MFCC 554, MFCC 503, MFCC 557, MFCC 572, MFCC 568, MFCC 522, MFCC 563, MFCC 541, MFCC 537, MFCC 567, MFCC 592, MFCC 597A
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSC/MFCT

All applicants are expected to meet the following admissions requirements:

- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form

  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed Professional Counseling Non-Academic Requirement Addendum Form.
- Successful completion of MFCC 502, Graduate Portfolio I. If the applicant is denied admission because of the unacceptable grade, the applicant may retake MFCC 502 in 30 days. An applicant failing MFCC 502 on the second attempt must wait three (3) months before the next re-attempt. Applicants will be required to follow the Supplemental Standards referral process before their third re-attempt. Passing MFCC 502 is limited to a total of three attempts. If the applicant does not meet the minimum grade requirement on the third attempt, the applicant will be denied admission, and administratively withdrawn from this program.

Degree Requirements for the MSC/MFCT

- Completion of a minimum of 60 credits that include the following distribution:
  - Required Course of Study: 60 credits
- A minimum program grade point average (GPA) of 3.0.
- Completion of Internship (260 direct hours) and Practicum (40 direct hours).
- The diploma awarded for this program will read as:
  Master of Science in Counseling
  Marriage, Family and Child Therapy

Academic Progression Requirements for the MSC/MFCT

- Portfolio courses contain multiple requirements for academic progression; therefore, sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Portfolio courses are: MFCC 503, MFCC 505
- The following Clinical Practice courses contain multiple requirements for academic progression; therefore, sufficient time is needed for faculty to conduct a thorough assessment of student coursework. Clinical Practice courses are: MFCC 592, MFCC 597A, MFCC 597B
- Completion of all courses with a grade of "B-" or better. Students must maintain an overall program GPA of at least 3.0.

- Students will lose the practicum and internship hours they have accumulated during the practicum and internship courses if their site access is terminated.
- Students may retain up to 50% of the hours they accumulated during the practicum and internship courses if they are not at fault for the termination of their site access.

Academic Standing and Minimum Grade Requirements for the MSC/MFCT

- Students in this program may not attend any further courses after receiving an Incomplete grade in MFCC 544, MFCC 554, MFCC 503, MFCC 557, MFCC 567, or MFCC 505.
- Students in this program are required to achieve a minimum grade of "B-" or better in all courses unless they are noted in the syllabus as Pass/Fail.
- Students who fail to receive a minimum grade of “B-“ will be placed in Scholastic Disqualification and will be allowed to repeat the courses one time.
- Students who fail to receive a minimum grade of "Pass" for any Pass/Fail courses required in the program will be placed in Scholastic Disqualification and will be allowed to repeat the courses one time.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

    Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students who earn enough points to pass MFCC 503 but do not obtain a minimum of 80% on the Counseling Skills Rubric must follow the Supplemental and Professional Standards referral process. Students will be allowed to continue in their program but must successfully complete their remediation plan before progressing into MFCC 505. Students who fail to follow their remediation plan, or who fail to successfully complete their remediation plan 30 days prior to starting MFCC 505 will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students who fail to meet the minimum grade requirement for MFCC 503, MFCC 505, MFCC 592, MFCC 597A, or MFCC 597B must follow the Supplemental and Professional Standards referral process. Portfolio courses and Clinical Placements are key components of the MSC/MFCT program and failure to meet the minimum grade requirement will require a robust remediation plan with input from a college designee.
- Students may not transfer credit to the University from courses taken from other schools while in Academic Disqualification or Scholastic Disqualification.

Residency Requirements and Course Waivers for the MSC/MFCT

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 51 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.

The following course(s) may not be waived: MFCC 503, MFCC 505, MFCC 510CA, MFCC 553CA, MFCC 592, MFCC 597A, MFCC 597B

Supplemental and Professional Standards for the MSC/MFCT

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MSC/MFCT

- All students who have been out of attendance for one (1) year or more in a counseling program must retake and pass the most recently graded Portfolio class before being readmitted to the program.
- If students are required to retake MFCC 502 Graduate Portfolio I and they do not pass the course, they will be denied admission and may retake MFCC 502 in three (3) months as long as they would not exceed three total attempts to complete the course. Students will be required to follow the Supplemental Standards referral process before their third re-attempt. Passing Graduate Portfolio I is limited to a total of three attempts, which includes the attempts prior to their original admission to the program. If the student does not meet the minimum grade requirement on the third attempt, the student will be denied admission, and administratively withdrawn from this program.

- If students are required to retake a portfolio course, they must receive a passing grade in order to continue in the program. Students will be placed in Scholastic Disqualification student academic status if a passing grade is not attained. Students who receive an Incomplete (I) grade may not enroll in any other coursework until the minimum grade requirement has been met. Students who fail the portfolio course may repeat the course after three (3) months and will be required to follow the Supplemental Standards referral process. If the student does not meet the minimum grade requirement on the third attempt, the student will be denied admissions, and administratively withdrawn from this program.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Psychology

The following Master of Science in Psychology (MSP) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Psychology program focuses on the general rather than clinical psychological study of individuals, applied to various industries and settings such as business, government services, social services, and education. The program will provide individuals with an understanding of the cognitive and affective processes that underlie the individual human experience and behavior; research methodologies by which this knowledge is acquired; critical thinking and problem solving necessary to evaluate behavior; and the application of theoretical principles.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate psychological principles and practice in the context of human interactions.
- Assess the implications of psychological research on the human experience.
- Evaluate professional considerations related to ethics and diversity.
- Synthesize appropriate tactics for personal and professional communication in psychology.

Program Purpose

The Master of Science in Psychology is an educational degree program that provides a foundation of knowledge in the field of psychology. This program does not prepare students for any type of professional certification or licensure as a psychologist.

Preferred Sequence and Prerequisites for the MSP

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSYCH 599 ..... 3 credits
Foundations of Graduate Study in Psychology

PSYCH 600 ..... 3 credits
Developmental Psychology
Prerequisite(s): PSYCH 599

PSYCH 645 ..... 3 credits
Personality Theories
Prerequisite(s): PSYCH 599

PSYCH 614 ..... 3 credits
Social Psychology
Prerequisite(s): PSYCH 599

PSYCH 620 ..... 3 credits
Multicultural and Social Issues in Psychology
Prerequisite(s): PSYCH 614

PSYCH 634 ..... 3 credits
Biological Basis of Behavior
Prerequisite(s): PSYCH 600, PSYCH 620, PSYCH 645

PSYCH 644 ..... 3 credits
Psychology of Learning and Cognition
Prerequisite(s): PSYCH 634

PSYCH 660 ..... 3 credits
Ethics and Professional Issues
Prerequisite(s): PSYCH 634

PSYCH 664 ..... 3 credits
Research Methods and Statistics in Psychology
Prerequisite(s): PSYCH 634

PSYCH 655 ..... 3 credits
Psychometrics
Prerequisite(s): PSYCH 664

PSYCH 650 ..... 3 credits
Psychopathology
Prerequisite(s): PSYCH 655

PSYCH 694 ..... 3 credits
Specialty Areas in Applied Psychology
Prerequisite(s): PSYCH 650

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

Degree Requirements for the MSP

- Completion of a minimum of 36 credits that include the following distribution:
  - Required Course of Study: 36 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Science in Psychology

Residency Requirements and Course Waivers for the MSP

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 27 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.

The following course(s) may not be waived: PSYCH 599, PSYCH 694

The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Master of Science in Industrial-Organizational Psychology

The following Master of Science in Industrial-Organizational Psychology (MSIOP) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Industrial-Organizational Psychology is designed for professionals who seek to broaden their knowledge and apply the principles of industrial-organizational (I-O) psychology in business and organizational settings. The program will provide individuals with an understanding of personnel psychology, work force performance, motivation, assessment, and feedback. Additionally the program focuses on organizational development, leadership, and management through incorporation of ethical and professional standards in I-O Psychology.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate Industrial/Organizational psychological principles in human work performance and interactions.
- Evaluate the implications of psychological research on the human experience.
- Evaluate considerations related to ethics and diversity.
- Synthesize appropriate personal and professional communication in psychology

Program Purpose

The Master of Science in Industrial-Organizational (I-O) Psychology is an educational degree program that provides a foundation of knowledge in the field of I-O Psychology. This program does not prepare students for any type of professional certification or licensure as a psychologist.

Preferred Sequence and Prerequisites for the MSIOP

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSYCH 599 ..... 3 credits
Foundations of Graduate Study in Psychology

PSYCH 614 ..... 3 credits
Social Psychology
Prerequisite(s): PSYCH 599

PSYCH 620 ..... 3 credits
Multicultural and Social Issues in Psychology
Prerequisite(s): PSYCH 614

PSYCH 644 .....3 credits
Psychology of Learning and Cognition
Prerequisite(s): PSYCH 599
PSYCH 629 .....3 credits
Introduction to Industrial/Organizational Psychology
Prerequisite(s): PSYCH 644
PSYCH 639.....3 credits
Ethics and Professional Skills in I-O Psychology
Prerequisite(s): PSYCH 629
PSYCH 664 .....3 credits
Research Methods and Statistics in Psychology
Prerequisite(s): PSYCH 639
PSYCH 642 .....3 credits
Personnel Psychology
Prerequisite(s): PSYCH 620
PSYCH 647.....3 credits
Human Performance, Assessment, and Feedback
Prerequisite(s): PSYCH 639, PSYCH 642
PSYCH 658 .....3 credits
Work Motivation and Job Attitudes
Prerequisite(s): PSYCH 647
PSYCH 668 .....3 credits
Organizational Development, Leadership, and Management
Prerequisite(s): PSYCH 658
PSYCH 678.....3 credits
Consulting and Business Skills
Prerequisite(s): PSYCH 668

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

Degree Requirements for the MSIOP

- Completion of a minimum of 36 credits that include the following distribution:
  - Required Course of Study: 36 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Science in Industrial-Organizational Psychology

Residency Requirements and Course Waivers for the MSIOP

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 27 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for accreditation.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.

The following course(s) may not be waived: PSYCH 599, PSYCH 678

The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Master of Science/Administration of Justice and Security

The following Master of Science/Administration of Justice and Security (MS/AJS) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Master of Science/Administration of Justice and Security program is to provide students with administrative skills required in both public (criminal justice) and private (security) sectors. While distinctions between the roles of justice and security organizations are understood, the degree emphasizes an understanding of administrative responsibilities common to both disciplines. The program focuses on public policy, strategic planning, risk management, and ethical decision making in the criminal justice and security professions. The degree provides students with problem-solving skills that blend industry theory with practical application of best practices.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Assess administration and management strategies of criminal justice and security.
- Evaluate industry related problem-solving strategies.
- Evaluate strategic operational planning methodologies.
- Critique industry related data.
- Evaluate the impact of diversity within communities, agencies, and organizations.

Program Purpose

The University's Criminal Justice programs are educational degree programs. These programs do not prepare students to become certified peace officers. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal, tribal or international agency, there are numerous additional qualifications (and often disqualifications), depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of educational and position requirements as well as any disqualification factors. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

Preferred Sequence and Prerequisites for the MS/AJS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

AJS 503 .....1 credit
Intro to Graduate Study in Criminal Justice and Security
AJS 505 .....3 credits
Foundations of Justice and Security
Prerequisite(s): AJS 503
AJS 515 .....3 credits
Criminological Theory and Risk Mitigation
Prerequisite(s): AJS 505
AJS 525 .....3 credits
Cybercrime and Information Security
Prerequisite(s): AJS 515
AJS 534 .....3 credits
Organizational Administration in Justice and Security
Prerequisite(s): AJS 525
AJS 544 .....3 credits
Ethics in Justice and Security
Prerequisite(s): AJS 534
AJS 555.....3 credits
Critical Incident and Risk Management
Prerequisite(s): AJS 544
AJS 565 .....3 credits
Strategic Planning in Criminal Justice and Security
Prerequisite(s): AJS 555
AJS 574.....3 credits
Finance and Budgeting in Justice and Security
Prerequisite(s): AJS 565
AJS 583 .....3 credits
Legal Issues in Justice and Security
Prerequisite(s): AJS 574
AJS 587 .....3 credits
Contemporary Issues in Investigative Methodologies
Prerequisite(s): AJS 583
AJS 590 .....3 credits
Public Policy and Civil Rights
Prerequisite(s): AJS 587
AJS 594 .....3 credits
Program Development and Evaluation
Prerequisite(s): AJS 590

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

Additional Admission Requirements for the MS/AJS

All applicants are expected to meet the following admissions requirements:

- Signed Acknowledgment Form

Degree Requirements for the MS/AJS

- Completion of a minimum of 37 credits that include the following distribution:
  - Required Course of Study: 37 credits
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
  Master of Science
  Administration of Justice and Security

Residency Requirements and Course Waivers for the MS/AJS

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 28 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.

The following course(s) may not be waived: AJS 594

Master of Public Administration

The following Master of Public Administration (MPA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The purpose of the Master of Public Administration (MPA) program is to develop individuals for leadership opportunities within the public sector, and nonprofit entities. This program focuses on serving the community within the realm of social, economic, regulatory, political, and cultural environments, that impact diverse public service organizations, programs, and processes. Learners will gain advanced knowledge and skills in operational and ethical principles and values for public service. The Master of Public Administration program curriculum is based on the current accreditation standards set forth by the National Association of Schools of Public Affairs and Administration (NASPAA).

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate leadership and management skills in context of public service organizations.
- Integrate public administration principles in the policy process.
- Analyze problem-solving approaches to public administration issues.
- Analyze public service perspectives in fiduciary public administration environments.
- Apply strategies for communicating with diverse and changing populations in public administration.

Preferred Sequence and Prerequisites for the MPA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MPA 503 ..... 3 credits
Public Administration Institutions and Processes

COM PA523 ..... 3 credits
Communications for Public Administrators
Prerequisite(s): MPA 503

LAW PA513 ..... 3 credits
Law and Public Administration
Prerequisite(s): COM PA523

HRM PA534 ..... 3 credits
Human Capital Development in Public Administration
Prerequisite(s): LAW PA513

MPA 534 ..... 3 credits
Leading Organizational Change in Public Administration
Prerequisite(s): HRM PA534

MPA 543 ..... 3 credits
Data Analysis for Public Policy and Management
Prerequisite(s): MPA 534

MPA 573 ..... 3 credits
Program Evaluation
Prerequisite(s): MPA 543

MPA TM544 ..... 3 credits
Leveraging Technology in Public Administration
Prerequisite(s): MPA 573

MPA 564 ..... 3 credits
Budgeting in Public Administration
Prerequisite(s): MPA TM544

MPA 554 ..... 3 credits
Finance in Public Administration
Prerequisite(s): MPA 564

MPA 583 ..... 3 credits
Public Policy Planning and Implementation
Prerequisite(s): MPA 554

MPA 593 ..... 3 credits
Public Administration Applied Project
Prerequisite(s): MPA 583

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

Degree Requirements for the MPA

- Completion of a minimum of 36 credits that include the following distribution:
  - Required Course of Study: 36 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Public Administration

Residency Requirements and Course Waivers for the MPA

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 27 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.

The following course(s) may not be waived: MPA 583, MPA 593

The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology's mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible, and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to core values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff member and faculty member should have a commitment to: learning, intellectual diversity, embracing innovation, and improving society. We should empower excellence while acting with integrity and treating others as we would like to be treated.

Master of Business Administration

The following Master of Business Administration (MBA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of leadership competencies as well as graduate business standards as reflected by existing international accreditation agencies. In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.
- Understand a broad range of theoretical and practical applications in business.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate decision-making skills to deliver organizational value in dynamic environments
- Create strategies for sustainable organizational success that integrates the organization's mission and vision with societal values.
- Synthesize leadership skills to foster innovation and facilitate change in a dynamic business environment.
- Evaluate the global environment to sustain an organization's competitive advantage.
- Integrate managerial skills to support strategic execution in a rapidly changing business environment.

MBA Program Category Requirements and Prerequisites

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Tier 1: Awareness, 15 total credits

Core Knowledge and Skill Development

MGT 526 ..... 3 credits
Managing in a Changing Environment

ORG 535 ..... 3 credits
People and Organizations
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

ECO 535 ..... 3 credits
The Digital Economy
Prerequisite(s): MGT 526

ACC 543 ..... 3 credits
Managerial Accounting & Legal Aspects of Business
Prerequisite(s): MGT 526

Tier 2: Create and Innovate, 18 total credits

Business Plan Dev. (Ability)

FIN 571 ..... 3 credits
Corporate Finance
Prerequisite(s): Tier 1

DAT 565 ..... 3 credits
Data Analysis and Business Analytics
Prerequisite(s): Tier 1

OPS 574 ..... 3 credits
Creating Value Through Operations
Prerequisite(s): Tier 1

MKT 574 ..... 3 credits
Marketing: Social, Mobile, and Analytics
Prerequisite(s): Tier 1
MGT 576 ..... 3 credits
Opportunity Evaluation and Value Creation
Prerequisite(s): Tier 1
STR 581 ..... 3 credits
Strategic Planning & Implementation
Prerequisite(s): FIN 571, DAT 565, OPS 574, MKT 574, MGT 576
The University reserves the right to modify the required course of study.

Degree Requirements for the MBA

- Completion of a minimum of 33 credits that include the following distribution:
  - Required Course of Study: 33 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Business Administration

Residency Requirements and Course Waivers for the MBA

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 24 credits in the required course of study must be completed at UOPX.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA program to satisfy residency for MBA degree conferral.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation;
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- Upon approval by the College of Business and Information Technology, students may be able to waive certain courses through an approved Graduate PLA Package. These waivers do not need to adhere to all of the standard course waiver criteria.
- Students approved by the College of Business and Information Technology to enroll in a Graduate PLA Package must complete it within 24 weeks of their notification by the PLA faculty. At the end of 24 weeks, if the student has not completed the approved PLA Package they will be removed from it and required to complete the corresponding course in the program. Students are only eligible to enroll in a Graduate PLA Package once for the comparable course.
- Students in this program may waive a maximum of 9 credits from the required course of study.
- The following course(s) may not be waived: MGT 526, STR 581
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Master of Management

The following Master of Management (MM) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful leadership and entrepreneurship practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive leadership, entrepreneurship and management industry.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize management functions to support attainment of goals in a variety of organizations.
- Align strategic management competencies with organizational needs to foster innovation and facilitate change within dynamic business environments.
- Synthesize leadership skills to support strategic execution in rapidly changing business environments.
- Evaluate business research and analytics to support accountability in planning and decision-making in a variety of business environments.
- Integrate business law, regulations, and ethics in the management of diverse organizations.

Program Category Requirements Preferred Sequence and Prerequisites for the MM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Tier 1: Foundational

Foundational Knowledge and Skill Advancement, 15 total credits

MGT 526 ..... 3 credits
Managing in a Changing Environment

ENT 527 ..... 3 credits
Opportunity Assessment and Innovation
Prerequisite(s): MGT 526

LDR 535 ..... 3 credits
Leading Change
Prerequisite(s): MGT 526

COM 539 ..... 3 credits
Communications: Selling and Customer Engagement
Prerequisite(s): MGT 526

LAW 531 ..... 3 credits
Business Law
Prerequisite(s): MGT 526

Tier 2: Application

Application Implementation (Ability), 18 total credits

FIN 571 ..... 3 credits
Corporate Finance
Prerequisite(s): Tier 1

DAT 565 ..... 3 credits
Data Analysis and Business Analytics
Prerequisite(s): Tier 1

MGT 566 ..... 3 credits
Planning and Organizing for Success
Prerequisite(s): Tier 1

MKT 575 ..... 3 credits
Marketing Strategy
Prerequisite(s): Tier 1

MGT 571 ..... 3 credits
Staffing, Leading and Controlling for Agile Environments
Prerequisite(s): Tier 1

ENT 588 ..... 3 credits
Innovation and Design: Capstone Project
Prerequisite(s): All other courses

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

Degree Requirements for the MM

- Completion of a minimum of 33 credits that include the following distribution:
  - Required Course of Study: 33 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Management

Residency Requirements and Course Waivers for the MM

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 24 credits in the required course of study must be completed at UOPX.
- Students who are pursuing multiple UOPX degrees must complete 24 unique credits within the MM 005 program to satisfy residency for MM degree conferral.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

- Upon approval by the College of Business and Information Technology, students may be able to waive certain courses through an approved Graduate PLA Package. These waivers do not need to adhere to all of the standard course waiver criteria.
- Students approved by the College of Business and Information Technology to enroll in a Graduate PLA Package must complete it within 24 weeks of their notification by the PLA faculty. At the end of 24 weeks, if the student has not completed the approved PLA Package they will be removed from it and required to complete the corresponding course in the program. Students are only eligible to enroll in a Graduate PLA Package once for the comparable course.
- Students in this program may waive a maximum of 9 credits from the required course of study.
- The following course(s) may not be waived: ENT 588, MGT 526
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Master of Information Systems

The following Master of Information Systems (MIS) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Information Systems (MIS) program provides students with knowledge of how IT leads and supports businesses today. Graduate students learn key theories and principles for how to address real world business opportunities and challenges. Key concepts include how to lead IT development, projects and initiatives as well as addressing technical debt while managing IT operations and innovation.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Develop an information system plan that addresses the needs of an organization and considers emerging technologies
- Explain best practices for an IT project plan required for key roles, resources, operational metrics, and risk responses needed to implement and maintain information systems within an organization
- Develop methods and tools for communication to drive innovation and change management to support growth within an organization
- Create the vision, direction and strategic purpose of an information systems project that supports the needs of an organization
- Construct a plan to meet the regulatory, compliance and security issues within an organization

MIS Required Course of Study

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Tier 1: Information Systems Technology Core Knowledge, 18 total credits

CMGT 545 ..... 3 credits
Influence and Leadership in Tech
CMGT 554 ..... 3 credits
IT Infrastructure
Prerequisite(s): CMGT 545
CMGT 555 ..... 3 credits
Systems Analysis and Development
Prerequisite(s): CMGT 554
CMGT 556 ..... 3 credits
Enterprise Models
Prerequisite(s): CMGT 554
CMGT 575 ..... 3 credits
CIS Project Management
Prerequisite(s): CMGT 554
CMGT 558 ..... 3 credits
Strategic Management of Technology and Innovation
Prerequisite(s): CMGT 554

Tier 2: Information Systems Management & Strategy, 18 total credits

CMGT 582 ..... 3 credits
Security & Ethics
Prerequisite(s): Tier 1
BSA 531 ..... 3 credits
IT Architecture in the Age of Cloud
Prerequisite(s): CMGT 582
CMGT 578 ..... 3 credits
CIS Strategic Planning
Prerequisite(s): CMGT 582

DAT 565 .....3 credits
Data Analysis and Business Analytics
Prerequisite(s): CMGT 582
CMGT 559 .....3 credits
Managing Risk and Security vs Opportunity
Prerequisite(s): CMGT 582
CMGT 583 .....3 credits
IS Integration
Prerequisite(s): CMGT 578, CMGT 582, BSA 531, DAT 565, CMGT 559
The University reserves the right to modify the required course of study.

Degree Requirements for the MIS

- Completion of a minimum of 36 credits that include the following distribution:
  - Required Course of Study: 36 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Information Systems

Residency Requirements and Course Waivers for the MIS

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 24 credits in the required course of study must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- Upon approval by the College of Business and Information Technology, students may be able to waive certain courses through an approved Graduate PLA Package. These waivers do not need to adhere to all of the standard course waiver criteria.
- Students approved by the College of Business and Information Technology to enroll in a Graduate PLA Package must complete it within 24 weeks of their notification by the PLA faculty. At the end of 24 weeks, if the student has not completed the approved PLA Package they will be removed from it and required to complete the corresponding course in the program. Students are only eligible to enroll in a Graduate PLA Package once for the comparable course.
- Students in this program may waive a maximum of 12 credits from the required course of study.
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Master of Science in Cybersecurity

The following Master of Science in Cybersecurity (MSCYB) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Cybersecurity required course of study focuses on deepening the understanding of cybersecurity and operations at an enterprise level. Students will learn topics in information assurance like how threat analysis, incident response, and vulnerability detection contribute to a cybersecurity strategy along with an understanding of how standards and policies can serve as a guideline for risk mitigation. Students gain exposure to software, cloud and network security as well as ethical issues in the cybersecurity industry. Students can choose to pursue elective topics in areas like leadership or tactical cybersecurity before completing a capstone course where they apply their learning through a security team participation course.

Program Purpose

The Master of Science in Cybersecurity degree program provides students an advanced background in cybersecurity that builds off previous knowledge or experience in the field of IT. This program contains content aligned to ISACA Certified Information Security Manager (CISM), CompTIA Cybersecurity Analyst (CySA+) and (ISC)2 Certified Cloud Security Professional (CCSP) and Certified Secure Software Lifecycle Professional (CSSLP) industry certifications but does not directly lead to any type of professional or industry certification.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students design elements of an enterprise using standards and tactics in cybersecurity.
- Student consider ethical and privacy protocols in enterprise cybersecurity.

- Implement cybersecurity frameworks and policies in risk management.

MSCYB Required Course of Study

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Advanced Cybersecurity, 3 total credits

CYB 500 ..... 3 credits
Advanced Cybersecurity Concepts
Software Security, 3 total credits
CYB 505 ..... 3 credits
Secure Software Development
Prerequisite(s): CYB 500
Network Security, 6 total credits
CYB 510 ..... 3 credits
Cloud Security
Prerequisite(s): CYB 500
CYB 515 ..... 3 credits
Network Security
Prerequisite(s): CYB 500
Risk Management, 3 total credits
CMGT 559 ..... 3 credits
Managing Risk and Security vs Opportunity
Prerequisite(s): CYB 500
Ethics, 3 total credits
CYB 520 ..... 3 credits
Cyber Ethics
Prerequisite(s): CYB 500

Capstone, 3 total credits

CYB 560 ..... 3 credits
MSCYB Capstone
Prerequisite(s): CYB 505, CYB 510, CYB 515, CMGT 559, CYB 520, 18 Graduate Cybersecurity Electives
Graduate Cybersecurity Electives, 18 total credits

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

Additional Admission Requirements for the MSCYB

Must have completed one of the following:

- A bachelor's degree, or higher, in information technology or a related field (cybersecurity, computer science, etc.), from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period. In addition, a minimum equivalent of two years of full-time work experience within the past ten years in information technology (IT) or a related field.
- A bachelor's degree, or higher, in any discipline, with a minimum of 18 transferable credits in information technology or a related field (cybersecurity, computer science, etc.) from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period. In addition, a minimum equivalent of two years of full-time work experience within the past ten years in information technology (IT) or a related field.
- A bachelor's degree, or higher, in any discipline, from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period. In addition, a minimum equivalent of four years of full-time work experience within the past ten years in information technology (IT) or a related field.

Degree Requirements for the MSCYB

- Completion of a minimum of 39 credits that include the following distribution:
  - Required Course of Study: 21 credits
  - Graduate Cybersecurity Electives: 18 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Science in Cybersecurity

Residency Requirements and Course Waivers for the MSCYB

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 27 credits from a combination of required course of study and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

The 18 credit Graduate Cybersecurity Electives requirement may be satisfied by any of the following means:

- Graduate cybersecurity UOPX coursework.
- Graduate cybersecurity transfer activity that is acceptable for transfer and was completed within the past five (5) years from the original program Enrollment Agreement sign date.

Students in this program may waive a maximum of 12 credits from the required course of study and elective requirements.

The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Master of Science in Data Science

The following Master of Science in Data Science (MSDS) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Data Science (MSDS) graduate degree program prepares students to design, manage, and analyze data sets and models used to optimize functionality, scalability, and reliability and improve business system performance. Courses include content in enterprise database design, systems analysis, data warehousing, programming and data processing, statistical methodologies, data queries and interpretation, data patterns and trend analysis, business intelligence, and data presentation. Students will complete an applied capstone course that focuses on the strategic application of data science to improve business decision making.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate data from disparate sources while preserving data integrity
- Evaluate enterprise data for meaningful patterns and trends
- Develop presentations to explain data and share insights
- Recommend value-added solutions for business problems using statistically relevant data.

Program Category Requirements and Prerequisites for the MSDS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Data Science Core Knowledge, 12 total credits

DSC 510 ..... 3 credits
Data Science

DBM 502 ..... 3 credits
Database Management
Prerequisite(s): DSC 510

DAT 565..... 3 credits
Data Analysis and Business Analytics
Prerequisite(s): DSC 510

DSC 520..... 3 credits
Artificial Intelligence, Machine Learning, and Deep Learning
Prerequisite(s): DSC 510

Strategy Data Modeling and Mining, 9 total credits

DSC 530..... 3 credits
Data Modeling
Prerequisite(s): DBM 502

DSC 540..... 3 credits
Data Integration
Prerequisite(s): DSC 530

DSC 550..... 3 credits
Data Mining
Prerequisite(s): DSC 540

Business Intelligence, 12 total credits

BSA 550 ..... 3 credits
Customer Relationship Management
Prerequisite(s): DSC 530

DSC 560..... 3 credits
Data Visualization
Prerequisite(s): DSC 510

DSC 570..... 3 credits
Business Intelligence
Prerequisite(s): DSC 550

DSC 580 ..... 3 credits
Data Governance
Prerequisite(s): DSC 530

Capstone, 3 total credits

DSC 590..... 3 credits
Data Science Capstone
Prerequisite(s): BSA 550, DAT 565, DSC 520, DSC 560, DSC 570, DSC 580

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

Degree Requirements for the MSDS

- Completion of a minimum of 36 credits that include the following distribution:
  - Required Course of Study: 36 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Science in Data Science

Residency Requirements and Course Waivers for the MSDS

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 24 credits in the required course of study must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- Upon approval by the College of Business and Information Technology, students may be able to waive certain courses through an approved Graduate PLA Package. These waivers do not need to adhere to all of the standard course waiver criteria.
- Students approved by the College of Business and Information Technology to enroll in a Graduate PLA Package must complete it within 24 weeks of their notification by the PLA faculty. At the end of 24 weeks, if the student has not completed the approved PLA Package they will be removed from it and required to complete the corresponding course in the program. Students are only eligible to enroll in a Graduate PLA Package once for the comparable course.
- Students in this program may waive a maximum of 12 credits from the required course of study.
- The following course(s) may not be waived: DSC 590
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health administration and public health are expected to rise. According to the Bureau of Labor Statistics, job growth for medical and health services managers is projected to be 28 percent, much faster than average, from 2021 to 2031.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

The BLS Projected Growth for 2021-2031 is published by the U.S. Bureau of Labor Statistics. This data reflects the BLS' projections of national (not local) conditions. These data points are not specific to University of Phoenix students or graduates.

Master of Health Administration

The following Master of Health Administration (MHA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration v004 provides leaders and aspiring leaders in the health sector with the insight and skills necessary to drive the future of healthcare by facilitating cross-system transformation and improving outcomes for patients, populations, and providers. The program's curriculum, built via close collaboration with industry and academic experts, anticipates emerging needs trends in the health sector. Areas of inquiry include industry and organizational dynamics in the health sector, visioning the future, forming strategic relationships, leading with authenticity in health care systems, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate industry and organizational dynamics in the healthcare environment.
- Generate core business strategies based on innovative concepts developed in the program.
- Construct strategic relationships with diverse stakeholders across the health sector to achieve business objectives with a current or desired employer.
- Develop a leadership identity that reflects traits required in complex healthcare environments.
- Produce a personal legacy that fosters investment in people and the community to drive the future of health care.
- Foster the ability to create and execute operational improvement plans that address transformation, communication, and execution elements within the sector.

Program Category Requirements and Prerequisites for the MHA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 ..... 3 credits
Systems Thinking in Health Care Environments

MHA 506 ..... 3 credits
Ethical Marketing: The New Health Care Economics
Prerequisite(s): MHA 505

MHA 507 ..... 3 credits
Leveraging Informatics in The Health Sector
Prerequisite(s): MHA 505

MHA 508 ..... 3 credits
Navigating The Regulatory Environment In Health Care
Prerequisite(s): MHA 505

MHA 598 ..... 3 credits
Leveraging Results To Build Brand In The Health Sector
Prerequisite(s): MHA 506, MHA 507, MHA 508

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ..... 3 credits
Scanning The Health Sector as an Industry Expert
Prerequisite(s): MHA 598

MHA 516 ..... 3 credits
Operating in Structure: Health Sector Policy and Governance
Prerequisite(s): MHA 598

Strategic Relationships, 3 total credits

MHA 520 ..... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances
Prerequisite(s): MHA 598

Adaptive Leadership, 6 total credits

MHA 542 ..... 3 credits
Leading With Authenticity in The Health Sector
Prerequisite(s): MHA 520

MHA 543 ..... 3 credits
Tackling The Talent War in The Health Sector
Prerequisite(s): MHA 520

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ..... 3 credits
Creating A Sustainable Legacy: Healthy Communities
Prerequisite(s): MHA 542, MHA 543

Transformation and Execution, 6 total credits

MHA 599 ..... 3 credits
Capstone: Leading the Organization Through Change
Prerequisite(s): MHA 560

The University reserves the right to modify the required course of

study.

Additional Admission Requirements for the MHA

All applicants are expected to meet the following admissions requirements:

- A minimum equivalent of three (3) years of full-time, professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 36 credits that include the following distribution:
  - Required Course of Study: 36 credits
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Health Administration

Residency Requirements and Course Waivers for the MHA

Students must meet the established University residency requirement for degree conferral. The University requires that the following minimum number of credits in the required course of study (and concentration if selected) must be completed at UOPX:
MHA: 27 credits

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.

Students who have successfully completed the below certificates prior to enrollment in the standard MHA program (no concentration) may waive the listed course with the final course from the certificate. These approved waivers will not count toward the maximum waiver limit in the program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- HCI - MHA 507

The following course(s) may not be waived: MHA 599

The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be placed in Scholastic Disqualification and will be allowed to repeat the course one time: MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been placed in Scholastic Disqualification will not be allowed to continue in the program until the course has been successfully completed. Students will be allowed to repeat each course in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.

Master of Health Administration Concentration in Health Care Compliance and Privacy

The following Master of Health Administration Concentration in Health Care Compliance and Privacy (MHA/HCP) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration prepares leaders and aspiring leaders in the health sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. Areas of inquiry include industry and organizational dynamics, visioning the future, forming strategic relationships, leading with authenticity, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts. As the health industry continues to undergo unprecedented growth, "health" is beginning to encompass everything from patient care to community engagement to overarching system design. The curricular framework for the newest version of the MHA is provided by the industry standard American College of Healthcare Executives (ACHE). The program provides UOPX students with an academically- rigorous and integrated experience that requires both critical thinking and creativity, while remaining aligned to professional and industry standards. The concentration in Health Care Privacy and Compliance is designed for individuals who have an interest in facilitating and maintaining organizational integrity in health care systems. The program focuses on the knowledge and competencies necessary to assist the healthcare industry in compliance practices, ethical considerations and policy implementation regarding privacy, regulatory affairs and legal obligations. The purpose of the concentration is to prepare learners for successful navigation of the emerging field of health care compliance, and to respond to the diverse regulations, best practices in the compliance profession of the healthcare industry. Content provided in the academic concentration will prepare the learner to sit for the Certificate in Healthcare Compliance (CHC) examination of the Health Care Compliance Association (HCCA.)

Program Purpose

The Master of Health Administration with a concentration in Health Care Compliance and Privacy program prepares leaders and aspiring leaders in the healthcare sector by providing the competencies necessary to drive the future of healthcare through effective facilitation of cross-system transformation and the improvement of health outcomes for patients, populations, and providers. The Health Care Compliance and Privacy concentration within this program is designed to prepare leaders and aspiring leaders for leadership positions in compliance and privacy within the health care industry that require competency in compliance practices, ethical considerations, and policy implementation regarding privacy, regulatory affairs and legal obligations within the healthcare industry. The program educationally prepares students to sit for the Certificate in Healthcare Compliance (CHC) examination.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate industry and organizational dynamics in the healthcare environment.
- Generate core business strategies based on innovative concepts developed in the program.
- Construct strategic relationships with diverse stakeholders across the health sector to achieve business objectives with a current or desired employer.
- Develop a leadership identity that reflects traits required in complex healthcare environments.
- Produce a personal legacy that fosters investment in people and the community to drive the future of health care.
- Foster the ability to create and execute operational improvement plans that address transformation, communication, and execution elements within the sector.
- Create compliance and privacy practices for diverse health care organizations.
- Create an identity as a leader in compliance and privacy within the health care industry.
- Evaluate ethical considerations regarding leadership of compliance and privacy practices across the health care industry.

Program Category Requirements and Prerequisites for the MHA/HCP

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 9 total credits

MHA 505 ..... 3 credits
Systems Thinking in Health Care Environments

MHA 506 ..... 3 credits
Ethical Marketing: The New Health Care Economics
Prerequisite(s): MHA 505

MHA 507 ..... 3 credits
Leveraging Informatics in The Health Sector
Prerequisite(s): MHA 505

MHA 598 ..... 3 credits
Leveraging Results To Build Brand In The Health Sector
Prerequisite(s): MHA 506, MHA 507

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ..... 3 credits
Scanning The Health Sector as an Industry Expert
Prerequisite(s): MHA 598

MHA 516 ..... 3 credits
Operating in Structure: Health Sector Policy and Governance
Prerequisite(s): MHA 598

Strategic Relationships, 3 total credits

MHA 520 ..... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances
Prerequisite(s): MHA 598

Adaptive Leadership, 6 total credits

MHA 542 ..... 3 credits
Leading With Authenticity in The Health Sector
Prerequisite(s): MHA 520

MHA 543 ..... 3 credits
Tackling The Talent War in The Health Sector
Prerequisite(s): MHA 520

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ..... 3 credits
Creating A Sustainable Legacy: Healthy Communities
Prerequisite(s): MHA 542, MHA 543

Compliance and Privacy Concentration, 12 total credits

HCP 513 ..... 3 credits
Health Care Compliance Foundations
Prerequisite(s): MHA 516

HCP 514 ..... 3 credits
Leading Compliance in Health Care Organizations
Prerequisite(s): HCP 513

HCP 516 ..... 3 credits
Auditing, Monitoring and Corrective Action in Compliance
Prerequisite(s): HCP 514

HCP 517 ..... 3 credits
Communication and Reporting Mechanisms in Compliance
Prerequisite(s): HCP 516

Transformation and Execution, 6 total credits

MHA 599 ..... 3 credits
Capstone: Leading the Organization Through Change
Prerequisite(s): HCP 517

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

Additional Admission Requirements for the MHA/HCP

All applicants are expected to meet the following admissions requirements:

- A minimum equivalent of three (3) years of full-time, professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/HCP

- Completion of a minimum of 45 credits that include the following distribution:
  - Required Course of Study: 33 credits
  - Concentration: 12 credits
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Health Administration

Residency Requirements and Course Waivers for the MHA/HCP

Students must meet the established University residency requirement for degree conferral. The University requires that the following minimum number of credits in the required course of study (and concentration if selected) must be completed at UOPX:
MHA/HCP: 36 credits
In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.
Students who have successfully completed the below certificates prior to enrollment in the standard MHA program (no concentration) may waive the listed course with the final course from the certificate. These approved waivers will not count toward the maximum waiver limit in the program.

- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- HCI - MHA 507

The following course(s) may not be waived: MHA 599
The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Minimum Grade Requirements for the MHA/HCP

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be placed in Scholastic Disqualification and will be allowed to repeat the course one time: HCP 513, HCP 514, HCP 516, HCP 517, MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been placed in Scholastic Disqualification will not be allowed to continue in the program until the course has been successfully completed. Students will be allowed to repeat each course in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.

Dual Degree in Master of Health Administration/ Master of Business Administration

The following Dual Degree in Master of Health Administration/ Master of Business Administration (MHA/MBA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration (MHA)/Master of Business Administration (MBA) dual degree program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry while providing in-depth knowledge to business management practices. The dual degree provides graduates with a distinct edge and greater flexibility in shaping a meaningful career by covering essential business knowledge and industry specific skills. Students have the capacity to critically examine and evaluate issues and trends that are influential to the destiny of a broad and evolving health care system. Curriculum is tailored to the needs of the health care business leader by providing content in areas such as finance, policy, research, technology, human resources, economics, marketing, and strategic planning. The program also emphasizes the identification, analysis, and solution of complex management problems for a growing industry. In addition, the dual degree offers students to customize the curriculum by selecting elective courses to maximize career goals and opportunities.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate industry and organizational dynamics in the healthcare environment.
- Generate core business strategies based on innovative concepts developed in the program.
- Construct strategic relationships with diverse stakeholders across the health sector to achieve business objectives with a current or desired employer.
- Develop a leadership identity that reflects traits required in complex healthcare environments.
- Produce a personal legacy that fosters investment in people and the community to drive the future of health care.
- Foster the ability to create and execute operational improvement plans that address transformation, communication, and execution elements within the sector.
- Integrate decision-making skills to deliver organizational value in dynamic environments.
- Create strategies for sustainable organizational success that integrates the organization's mission and vision with societal values.
- Synthesize leadership skills to foster innovation and facilitate change in a dynamic business environment.
- Evaluate the global environment to sustain an organization's competitive advantage.
- Integrate managerial skills to support strategic execution in a rapidly changing business environment.

Program Category Requirements and Prerequisites for the MHA/MBA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Introduction, 1 total credit

HCS 504 ..... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits

HCS 531 ..... 3 credits
Health Care Organizations and Delivery Systems
Prerequisite(s): HCS 504

Management, 3 total credits

MGT 521 ..... 3 credits
Management
Prerequisite(s): HCS 531

Human Capital Management, 3 total credits

HRM 531 ..... 3 credits
Human Capital Management
Prerequisite(s): MGT 521

Legal and Ethics, 3 total credits

HCS 545 ..... 3 credits
Health Law and Ethics
Prerequisite(s): HCS 531

Policy, 3 total credits

HCS 550 ..... 3 credits
Health Care Policy
Prerequisite(s): HCS 531

Organizational Leadership, 3 total credits

LDR 531 ..... 3 credits
Organizational Leadership
Prerequisite(s): MGT 521

Quantitative Reasoning, 3 total credits

QRB 501 ..... 3 credits
Quantitative Reasoning for Business
Prerequisite(s): MGT 521

Data Management, 3 total credits

HCS 588 ..... 3 credits
Measuring Performance Standards
Prerequisite(s): HCS 531

Economics, 3 total credits

HCS 552 ..... 3 credits
Health Care Economics
Prerequisite(s): HCS 531

Accounting, 3 total credits

ACC 561 ..... 3 credits
Accounting
Prerequisite(s): MGT 521

Finance, 3 total credits

HCS 577 ..... 3 credits
Financial Management in Health Care
Prerequisite(s): HCS 531

Operations Management, 3 total credits

OPS 571 ..... 3 credits
Operations Management
Prerequisite(s): MGT 521

Marketing, 3 total credits

MKT 571 ..... 3 credits
Marketing
Prerequisite(s): MGT 521

Facility Design, 3 credits

HCS 529 ..... 3 credits
Contemporary Health Care Facility Design
Prerequisite(s): HCS 531

Technology, 3 total credits

HCS 533 ..... 3 credits
Health Information Systems
Prerequisite(s): HCS 531

Research and Statistics, 3 total credits

QNT 561 ..... 3 credits
Applied Business Research & Statistics
Prerequisite(s): QRB 501

Elective, 6 total credits

HCS 548 ..... 3 credits
Foundations of Gerontology
Prerequisite(s): HCS 531

HCS 591 ..... 3 credits
Creating a Sustainable Health Care Organization
Prerequisite(s): HCS 531

HCP 513 ..... 3 credits
Health Care Compliance Foundations
Prerequisite(s): HCS 531

HINF 500 ..... 3 credits
Informatics for Health Administration
Prerequisite(s): HCS 531

Strategic Management, 3 total credits

HCS 589 ..... 3 credits
Health Care Strategic Management
Prerequisite(s): All previous coursework

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

Additional Admission Requirements for the MHA/MBA

All applicants are expected to meet the following admissions requirements:

- A minimum equivalent of three (3) years of full-time, professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/MBA

- Completion of a minimum of 58 credits that include the following distribution:
  - MHA Credits: 34 credits
  - MBA Credits: 24 credits
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diplomas. Two diplomas will be awarded for this dual degree. The diplomas will read as:
  Master of Health Administration
  Master of Business Administration
- Students who have earned a graduate degree in Health Administration (MHA) or Business Administration (MBA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/MBA/GR degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration/Master of Business Administration (MHA/MBA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/MBA

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 46 credits in the required course of study must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- Requests to waive a course within a concentration must be submitted to the Student Appeals Center (SAC).
- Upon approval by the College of Health Professions, students may be able to waive certain courses through an approved Graduate PLA Package. These waivers do not need to adhere to all of the standard course waiver criteria.
- Students approved by the College of Health Professions to enroll in a Graduate PLA Package must complete it within 24 weeks of their notification by the PLA faculty. At the end of 24 weeks, if the student has not completed the approved PLA Package they will be removed from it and required to complete the corresponding course in the program.
- Students in this program may waive a maximum of 12 credits from the required course of study.
- The following course(s) may not be waived: HCS 504, HCS 589, HRM 595, MGT 521, PM 598, QRB 501
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Minimum Grade Requirements for the MHA/MBA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be placed in Scholastic Disqualification and will be allowed to repeat the course one time: HCS 589
- Students who fail to meet the minimum grade requirement and have been placed in Scholastic Disqualification will not be allowed to continue in the program until the course has been successfully completed. Students will be allowed to repeat each course in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.

Master of Public Health Concentration in Community Health Leadership

The following Master of Public Health Concentration in Community Health Leadership (MPH/CHL) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

Learners of the Community Health Leadership program will master public health competencies necessary to lead community health programs and public health initiatives that positively impact the health of individuals, families and diverse populations. This program will prepare learners to lead community health need assessments; engage, mobilize, and organize community stakeholders; create and implement sustainable strategies and programs for diverse groups; and be an advocate for improving social health determinants that impact community health outcomes.

This program is not accredited or endorsed by the Council on Education for Public Health (CEPH), National Commission for Health Education Credentialing (NCHEC), and the Association of Schools and Programs of Public Health (ASPPH).

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Assess community health needs to develop public health programs which respond to diverse cultures of communities being served.
- Create and implement community health programs utilizing appropriate learning, communication, organizational, social, and behavior change principles.
- Evaluate and apply principles of biostatistics, environmental health, epidemiology, and social-behavioral models to the prevention of diseases that are important to communities.
- Evaluate programs and appropriately apply public health research findings to community health initiatives.

- Advocate for improved health outcomes, communicate shared vision, influence change, and champion solutions to organizational and community challenges.
- Evaluate current local and global health trends and create recommendations for institutional and health policy response aimed at improving community health outcomes.
- Mobilize and collaborate with key stakeholders and partners to promote community health and quality of life initiatives in diverse settings.
- Create and market health communications for individuals and groups from diverse cultural, ethnic, and educational backgrounds using a variety of technology and multidisciplinary approaches.
- Lead public health professionals and manage multidisciplinary system stakeholders in organizational and community health settings.

Program Purpose

The Master of Public Health with a concentration in Community Health Leadership (MPH/CHL) program prepares graduates to function in leadership roles in health education and community health settings. This program does not prepare or lead to any type of licensure or certification.

Preferred Sequence and Prerequisites for the MPH/CHL

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MPH 510 ..... 3 credits
Public Health Professional Practice

MPH 520 ..... 3 credits
Social and Behavioral Aspects of Public Health
Prerequisite(s): MPH 510

MPH 530 ..... 3 credits
Epidemiology Concepts and Public Health Diseases
Prerequisite(s): MPH 520

MPH 540 ..... 3 credits
Environmental and Occupational Health Management
Prerequisite(s): MPH 510

MPH 550 ..... 3 credits
Public Health Statistics
Prerequisite(s): MPH 530

MPH 560 ..... 3 credits
Public Health Systems and Services Administration
Prerequisite(s): MPH 510

MPH 570 ..... 3 credits
Public Health Policy and Leadership
Prerequisite(s): MPH 510

CHL 610 ..... 3 credits
Community Health Assessment
Prerequisite(s): MPH 540, MPH 550, MPH 560, MPH 570

CHL 620 ..... 3 credits
Community Health Engagement and Organizing
Prerequisite(s): CHL 610

CHL 630 ..... 3 credits
Planning and Implementing Community Health Initiatives
Prerequisite(s): CHL 620

CHL 640 ..... 3 credits
Evaluating Community Health Initiatives
Prerequisite(s): CHL 630

ELECTIVE ..... 3 credits
Prerequisite(s): MPH 540, MPH 550, MPH 560, MPH 570

MPH 680 ..... 3 credits
Community Health Leadership Experience I
Prerequisite(s): All previous coursework

MPH 690 ..... 3 credits
Community Health Leadership Experience II
Prerequisite(s): MPH 680

Students must select one (1) course listed below to fill their elective credits:

MPH 600 ..... 3 credits
Community Resiliency and Response Preparedness
Prerequisite(s): MPH 540, MPH 550, MPH 560, MPH 570

MPH 601 ..... 3 credits
Public Health Promotion and Education
Prerequisite(s): MPH 540, MPH 550, MPH 560, MPH 570

MPH 602 ..... 3 credits
Public Health Communication and Advocacy
Prerequisite(s): MPH 540, MPH 550, MPH 560, MPH 570

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

Additional Admission Requirements for the MPH/CHL

All applicants are expected to meet the following admissions requirements:

- Must have completed one of the following:
  - A bachelor's degree or higher in a health related field completed within 10 years of their initial Enrollment Agreement sign date from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
  - A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree earned at a recognized foreign institution and a minimum equivalent of 3 years of full-time work experience in a public health related role within 10 years of their initial Enrollment Agreement sign date. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Degree Requirements for the MPH/CHL

- Completion of a minimum of 42 credits that include the following distribution:
  - Required Course of Study: 39 credits
  - Electives: 3 credits
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
- The diploma awarded for this program will read as: Master of Public Health

Residency Requirements and Course Waivers for the MPH/CHL

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 33 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 9 credits from the required course of study.

The following course(s) may not be waived: MPH 680, MPH 690

Minimum Grade Requirements for the MPH/CHL

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be placed in Scholastic Disqualification and will be allowed to repeat the course one time: CHL 610, CHL 620, CHL 630, CHL 640, MPH 510, MPH 520, MPH 530, MPH 540, MPH 550, MPH 560, MPH 570, MPH 600, MPH 601, MPH 602, MPH 603, MPH 604
- Students in this program are required to achieve a minimum grade of "B" (3.0) in the courses listed below. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be placed in Scholastic Disqualification and will be allowed to repeat the course one time: MPH 680, MPH 690
- Except for MPH 680 and MPH 690, students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- Instead of completing the Academic Progression Student Agreement form, students who do not meet the minimum grade requirement for MPH 680 or MPH 690 will not be allowed to continue in their degree program until they complete the Supplemental and Professional Standards referral process.
- Students who fail to meet the minimum grade requirement and have been placed in Scholastic Disqualification will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each course in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.

Practicum Requirements for the MPH/CHL

All MPH students are required to complete a culminating project and practicum experience as part of their degree requirement, and will receive 3 credits for the practicum experience, and 3 credit hours for the culminating project; for a total of 6 credit hours. These courses require at least 200 practice experience hours (approximately 100 hours per course) committed to a public health placement site.

- The minimum time for a practice experience is 200 hours. However, individuals with evidence of a minimum equivalent of 3 years of full-time experience and currently employed full-time with primary responsibilities as a public or community health professional in a public health setting would be eligible for 80 hours credit toward the practicum. This credit would reduce the minimum practice requirement to 120 hours. Students must submit a SAC appeal requesting the exception prior to enrolling in the first practicum course: MPH 680.
- Effective for students who begin MPH 680 on 7/1/2022 or later: Students must start MPH 690 within 6 months of the completion date of MPH 680. If the student does not meet that deadline, the student will be required to retake MPH 680.
- Students must maintain the same project between MPH 680 and MPH 690. Consequently, they should also maintain the same project site between MPH 680 and MPH 690; however, this may not always occur. If students need to change project sites between MPH 680 and MPH 690, they must be able to implement their current project at the new site and complete a new needs assessment prior to beginning MPH 690. Students must meet with the Program Chair or designee to ensure they can successfully complete the project. If they cannot continue their current project at the new site and conduct a needs assessment, students will need to retake MPH 680.

- The practicum can be completed at a student's place of employment provided the experience differs from that of their job requirements and duties.
- Students awarded an incomplete grade (I, IP, or IX) for MPH 680 - Community Health Leadership Experience I cannot proceed into their next course (MPH 690) until they have completed all didactic requirements required to receive a passing grade.

Supplemental and Professional Standards for the MPH/CHL

This program is subject to the University's Supplemental & Professional Standards.

COLLEGE OF NURSING

The College of Nursing programs support post-licensure registered nurses seeking career growth. With rapid changes in health care, including new technology and patient care complexity, nurses must stay current and adapt to remain leaders in their field.

Whether you are a registered nurse wanting to advance your credentials or an advanced-practice nurse aiming to expand your knowledge, the University of Phoenix® College of Nursing will equip you with the essential skills and insights needed for future industry needs.

Accreditation- College of Nursing Programs

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

International Nursing Honor Society

Sigma is an international community of nurses, dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 100,000 active members and there are roughly 600 chapters.To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at

https://omicrondelta.sigmanursing.org/home

Academic Progression Requirements for all Current Nursing Programs

License Requirement

Students enrolled in any nursing course, degree, or certificate program must possess an unrestricted/unencumbered RN license that was issued in the United States. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the applicant holds an active nursing license throughout the duration of their nursing program. Students in nursing programs must hold a license in the state in which they enroll and will be required to complete all clinical requirements in that state. Any exceptions must be approved via the Student Appeals process.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting - including virtual or telehealth - that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Master of Science in Nursing Concentration in Nurse Administration

The following Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

Advanced nursing theory, strong clinical skills, cultural competence, and research provide the foundation for nurse administrators to influence the future of nursing and healthcare. Nurse Administrators serve in a variety of managerial and leadership capacities in all practice environments. Leaders in health care often seek executive and policy making roles. Certification programs are available for graduates of nursing administration programs from the American Nurses Credentialing Center and the American Organization of Nurse Executives.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations.
- Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promote safe patient outcomes.
- Appraise theory and evidence-based research to transform professional nursing practice.
- Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations.
- Integrate evidence based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national and global settings.
- Evaluate organizational strategies to optimize performance and outcomes.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

Required Course Sequence and Prerequisites for the MSN/ADM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 506 ..... 3 credits
Transition to Advanced Practice Nursing

NSG 507 ..... 3 credits
Social Justice and Information Systems for Population Health
Prerequisite(s): NSG 506

NSG 508 ..... 3 credits
Leadership and Policy Development
Prerequisite(s): NSG 507

NSG 509 ..... 3 credits
Research and Applied Statistics for Quality Improvement
Prerequisite(s): NSG 508

NSG 521 ..... 3 credits
Advanced Pathophysiology
Prerequisite(s): NSG 509

NSG 522 ..... 3 credits
Advanced Pharmacology
Prerequisite(s): NSG 521

NSG 523 ..... 3 credits
Advanced Health Assessment
Prerequisite(s): NSG 522

NSG 557 ..... 3 credits
Organizational Dynamics and Systems Thinking
Prerequisite(s): NSG 523

NSG 547 ..... 3 credits
Human Resources Management
Prerequisite(s): NSG 557

NSG 567 ..... 3 credits
Financial Resources Management in Health Care
Prerequisite(s): NSG 547

NSG 518AD ..... 4 credits
Practicum
Prerequisite(s): NSG 567

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

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with bachelor's degrees or higher from a college or university with approved institutional accreditation in a field other than nursing are required to enroll in the MSN Bridge program.

- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon, a bachelor's degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Excluded Provider In Clinical Experience Setting form
- Successful completion of MSN 101, MSN Program Orientation. If the applicant does not pass their first attempt of MSN 101, the applicant may make a second attempt to complete MSN 101 within 90 days of the end date of the first MSN 101 orientation. An applicant failing MSN 101 on the second attempt must wait 6 months before reapplying. Passing MSN 101 is limited to a total of three attempts.
  If an applicant who has successfully completed MSN 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete MSN 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete MSN 101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.

Degree Requirements for the MSN/ADM

- Completion of a minimum of 34 credits that include the following distribution:
  - Required Course of Study: 34 credits
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For students holding licenses in multiple jurisdictions, all active licenses must be valid and unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course. The clinical courses include: NSG 518AD, NSG 518ED, and NSG 518IN.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/ADM

- The graduate level MSN courses listed below (or their equivalents) must be completed with a grade of "B-" or better. Students who do not pass these courses with a grade of "B-" or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 506, NSG 507, NSG 508, NSG 509, NSG 518AD, NSG 521, NSG 522, NSG 523

- The graduate MSN courses listed below (or their equivalents) must be completed with a grade of “C” or better. A "C-" grade is not acceptable. Students who do not pass these courses with a grade of “C” or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 547, NSG 557, NSG 567
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

- Students must meet the established University residency requirement for degree conferral. The University requires that 28 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Supplemental and Professional Standards for the MSN/ADM

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students re-entering the same program version must submit an appeal to the Student Appeals Center. This requirement applies even if the program version is accepting new enrollments and is the most current version available in the student's state or jurisdiction.
- Students from a prior version may re-enter into a program version that is accepting new enrollments and is the most current version in their state or jurisdiction without appeal, provided they are not on any of the following academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Administration Bridge

The following Master of Science in Nursing Concentration in Nurse Administration Bridge (MSN/ADM) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

Advanced nursing theory, strong clinical skills, cultural competence, and research provide the foundation for nurse administrators to influence the future of nursing and healthcare. Nurse Administrators serve in a variety of managerial and leadership capacities in all practice environments. Leaders in health care often seek executive and policy making roles. Certification programs are available for graduates of nursing administration programs from the American Nurses Credentialing Center and the American Organization of Nurse Executives.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations.
- Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promote safe patient outcomes.
- Appraise theory and evidence-based research to transform professional nursing practice.
- Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations.
- Integrate evidence based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national and global settings.
- Evaluate organizational strategies to optimize performance and outcomes.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Administration (MSN/ADM). The program prepares the graduate to function in leadership and administrative roles within the profession of nursing. Students may be eligible to sit for the Nurse Executive Certification Exam and should contact the American Nurses Credentialing Center for eligibility requirements.

MSN/ADM Required Course Sequence and Prerequisites

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 ..... 3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 ..... 3 credits
Theory-Based Nursing Practice
NUR 403 ..... 3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451 ..... 3 credits
Professional Nursing Leadership Perspectives
NSG 397 ..... 3 credits
Professional Nursing Role
NUR 391 ..... 3 credits
Professional Nursing Practice
NUR 440 ..... 3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456 ..... 3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 ..... 3 credits
Evidence-Based Practice and Statistics
NUR 443 ..... 3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 506 ..... 3 credits
Transition to Advanced Practice Nursing
Prerequisite(s): NSG 416, NSG 451, NSG 456
NSG 507 ..... 3 credits
Social Justice and Information Systems for Population Health
Prerequisite(s): NSG 506
NSG 508 ..... 3 credits
Leadership and Policy Development
Prerequisite(s): NSG 507
NSG 509 ..... 3 credits
Research and Applied Statistics for Quality Improvement
Prerequisite(s): NSG 508
NSG 521 ..... 3 credits
Advanced Pathophysiology
Prerequisite(s): NSG 509
NSG 522 ..... 3 credits
Advanced Pharmacology
Prerequisite(s): NSG 521
NSG 523 ..... 3 credits
Advanced Health Assessment
Prerequisite(s): NSG 522
NSG 557 ..... 3 credits
Organizational Dynamics and Systems Thinking
Prerequisite(s): NSG 523
NSG 547 ..... 3 credits
Human Resources Management
Prerequisite(s): NSG 557
NSG 567 ..... 3 credits
Financial Resources Management in Health Care
Prerequisite(s): NSG 547
NSG 518AD ..... 4 credits
Practicum
Prerequisite(s): NSG 567

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

Additional Admission Requirements for the MSN/ADM

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with bachelor's degrees or higher from a college or university with approved institutional accreditation in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon, a bachelor's degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure

- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Excluded Provider In Clinical Experience Setting form
- Successful completion of MSN 101, MSN Program Orientation. If the applicant does not pass their first attempt of MSN 101, the applicant may make a second attempt to complete MSN 101 within 90 days of the end date of the first MSN 101 orientation. An applicant failing MSN 101 on the second attempt must wait 6 months before reapplying. Passing MSN 101 is limited to a total of three attempts.
  If an applicant who has successfully completed MSN 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete MSN 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete MSN 101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.

Degree Requirements for the MSN/ADM

- For bridge programs, completion of a minimum of 43 credits that include the following distribution:
  - Required Course of Study: 43 credits
- A minimum program grade point average (GPA) of 3.0. *Grades earned in MSN bridge courses are calculated in the MSN grade point average (GPA).*
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/ADM

- Students must hold a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For students holding licenses in multiple jurisdictions, all active licenses must be valid and unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course. The clinical courses include: NSG 518AD, NSG 518ED, and NSG 518IN.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/ADM

- The graduate level MSN courses listed below (or their equivalents) must be completed with a grade of "B-" or better. Students who do not pass these courses with a grade of "B-" or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 506, NSG 507, NSG 508, NSG 509, NSG 518AD, NSG 521, NSG 522, NSG 523
- The MSN bridge courses and graduate MSN courses listed below (or their equivalents) must be completed with a grade of “C” or better. A "C-" grade is not acceptable. Students who do not pass these courses with a grade of “C” or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 416, NSG 451, NSG 456, NSG 547, NSG 557, NSG 567
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/ADM

- Students must meet the established University residency requirement for degree conferral. The University requires that 28 credits in the required course of study must be completed at UOPX.
- Students enrolled in the bridge version of the program may waive up to nine (9) undergraduate bridge credits through a course waiver request.
- In order to be granted a waiver with credit for a bridge course, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Supplemental and Professional Standards for the MSN/ADM

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MSN/ADM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students re-entering the same program version must submit an appeal to the Student Appeals Center. This requirement applies even if the program version is accepting new enrollments and is the most current version available in the student's state or jurisdiction.
- Students from a prior version may re-enter into a program version that is accepting new enrollments and is the most current version in their state or jurisdiction without appeal, provided they are not on any of the following academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education

The following Master of Science in Nursing Concentration in Nurse Education (MSN/NED) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

Advanced nursing theory, strong clinical skills, and research provide the foundation for nurse leaders to influence the future of nursing and healthcare. The Master of Science in Nursing with a concentration in Nurse Education, will prepare you to facilitate and deliver quality patient care while coordinating actions in the workplace and managing a team of nurses. Develop your knowledge with key courses covering topics like nursing theory, leadership, social justice and information systems, advanced pathophysiology, health assessment, pharmacology, and the nursing leader's role in healthcare organizations.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations.
- Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promote safe patient outcomes.
- Appraise theory and evidence-based research to transform professional nursing practice.
- Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations.
- Integrate evidence based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national and global settings.
- Apply educational tools and teaching principles to design, implement, and evaluate culturally relevant and linguistically appropriate health education programs for individuals or groups in a variety of settings.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Sequence and Prerequisites

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 506 ..... 3 credits
Transition to Advanced Practice Nursing

NSG 507 ..... 3 credits
Social Justice and Information Systems for Population Health
Prerequisite(s): NSG 506

NSG 508 ..... 3 credits
Leadership and Policy Development
Prerequisite(s): NSG 507

NSG 509 ..... 3 credits
Research and Applied Statistics for Quality Improvement
Prerequisite(s): NSG 508

NSG 521 ..... 3 credits
Advanced Pathophysiology
Prerequisite(s): NSG 509

NSG 522 ..... 3 credits
Advanced Pharmacology
Prerequisite(s): NSG 521

NSG 523 ..... 3 credits
Advanced Health Assessment
Prerequisite(s): NSG 522

NSG 532 ..... 3 credits
Innovative Curriculum Design
Prerequisite(s): NSG 523

NSG 533 ..... 3 credits
Educational Assessment and Evaluation
Prerequisite(s): NSG 532

NSG 534 ..... 3 credits
Facilitating Engaged Learning
Prerequisite(s): NSG 533

NSG 518ED ..... 4 credits
Practicum
Prerequisite(s): NSG 534

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

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with bachelor's degrees or higher from a college or university with approved institutional accreditation in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon, a bachelor's degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Excluded Provider In Clinical Experience Setting form
- Successful completion of MSN 101, MSN Program Orientation. If the applicant does not pass their first attempt of MSN 101, the applicant may make a second attempt to complete MSN 101 within 90 days of the end date of the first MSN 101 orientation. An applicant failing MSN 101 on the second attempt must wait 6 months before reapplying. Passing MSN 101 is limited to a total of three attempts.
  If an applicant who has successfully completed MSN 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete MSN 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete MSN 101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.

Degree Requirements for the MSN/NED

- Completion of a minimum of 34 credits that include the following distribution:
  - Required Course of Study: 34 credits
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For students holding licenses in multiple jurisdictions, all active licenses must be valid and unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course. The clinical courses include: NSG 518AD, NSG 518ED, and NSG 518IN.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/NED

- The graduate level MSN courses listed below (or their equivalents) must be completed with a grade of "B-" or better. Students who do not pass these courses with a grade of "B-" or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 506, NSG 507, NSG 508, NSG 509, NSG 518ED, NSG 521, NSG 522, NSG 523
- The graduate MSN courses listed below (or their equivalents) must be completed with a grade of “C” or better. A "C-" grade is not acceptable. Students who do not pass these courses with a grade of “C” or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 532, NSG 533, NSG 534
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

- Students must meet the established University residency requirement for degree conferral. The University requires that 28 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Supplemental and Professional Standards for the MSN/NED

This program is subject to the University's Supplemental & Professional Standards.

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students re-entering the same program version must submit an appeal to the Student Appeals Center. This requirement applies even if the program version is accepting new enrollments and is the most current version available in the student's state or jurisdiction.
- Students from a prior version may re-enter into a program version that is accepting new enrollments and is the most current version in their state or jurisdiction without appeal, provided they are not on any of the following academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Nurse Education Bridge

The following Master of Science in Nursing Concentration in Nurse Education Bridge (MSN/NED) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

Advanced nursing theory, strong clinical skills, and research provide the foundation for nurse leaders to influence the future of nursing and healthcare. The Master of Science in Nursing with a concentration in Nurse Education, will prepare you to facilitate and deliver quality patient care while coordinating actions in the workplace and managing a team of nurses. Develop your knowledge with key courses covering topics like nursing theory, leadership, social justice and information systems, advanced pathophysiology, health assessment, pharmacology, and the nursing leader's role in healthcare organizations.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations.
- Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promote safe patient outcomes.
- Appraise theory and evidence-based research to transform professional nursing practice.
- Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations.
- Integrate evidence based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national and global settings.
- Apply educational tools and teaching principles to design, implement, and evaluate culturally relevant and linguistically appropriate health education programs for individuals or groups in a variety of settings.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Education (MSN/NED). The program prepares graduates for leadership roles in nursing education, and to function as a nurse educator in a variety of practice and educational settings. Graduates may be eligible to sit for the Nurse Educator Certification Exam and should contact the National League for Nursing for eligibility requirements.

MSN/NED Required Sequence and Prerequisites

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 .....3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 .....3 credits
Theory-Based Nursing Practice
NUR 403 .....3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451 .....3 credits
Professional Nursing Leadership Perspectives
NSG 397 .....3 credits
Professional Nursing Role
NUR 391 .....3 credits
Professional Nursing Practice
NUR 440 .....3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456 .....3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 .....3 credits
Evidence-Based Practice and Statistics
NUR 443 .....3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 506 ..... 3 credits
Transition to Advanced Practice Nursing
Prerequisite(s): NSG 416, NSG 451, NSG 456
NSG 507 ..... 3 credits
Social Justice and Information Systems for Population Health
Prerequisite(s): NSG 506
NSG 508 ..... 3 credits
Leadership and Policy Development
Prerequisite(s): NSG 507
NSG 509 ..... 3 credits
Research and Applied Statistics for Quality Improvement
Prerequisite(s): NSG 508
NSG 521 ..... 3 credits
Advanced Pathophysiology
Prerequisite(s): NSG 509
NSG 522 ..... 3 credits
Advanced Pharmacology
Prerequisite(s): NSG 521
NSG 523 ..... 3 credits
Advanced Health Assessment
Prerequisite(s): NSG 522
NSG 532 ..... 3 credits
Innovative Curriculum Design
Prerequisite(s): NSG 523
NSG 533 ..... 3 credits
Educational Assessment and Evaluation
Prerequisite(s): NSG 532
NSG 534 ..... 3 credits
Facilitating Engaged Learning
Prerequisite(s): NSG 533
NSG 518ED ..... 4 credits
Practicum
Prerequisite(s): NSG 534
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/NED

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with bachelor's degrees or higher from a college or university with approved institutional accreditation in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon, a bachelor's degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Excluded Provider In Clinical Experience Setting form
- Successful completion of MSN 101, MSN Program Orientation. If the applicant does not pass their first attempt of MSN 101, the applicant may make a second attempt to complete MSN 101 within 90 days of the end date of the first MSN 101 orientation. An applicant failing MSN 101 on the second attempt must wait 6 months before reapplying. Passing MSN 101 is limited to a total of three attempts.
  If an applicant who has successfully completed MSN 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete MSN 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete MSN 101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.

Degree Requirements for the MSN/NED

- For bridge programs, completion of a minimum of 43 credits that include the following distribution:
  - Required Course of Study: 43 credits
- A minimum program grade point average (GPA) of 3.0.
  Grades earned in MSN bridge courses are calculated in the MSN grade point average (GPA).
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/NED

- Students must hold a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For students holding licenses in multiple jurisdictions, all active licenses must be valid and unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course. The clinical courses include: NSG 518AD, NSG 518ED, and NSG 518IN.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/NED

- The graduate level MSN courses listed below (or their equivalents) must be completed with a grade of "B-" or better. Students who do not pass these courses with a grade of "B-" or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 506, NSG 507, NSG 508, NSG 509, NSG 518ED, NSG 521, NSG 522, NSG 523
- The MSN bridge courses and graduate MSN courses listed below (or their equivalents) must be completed with a grade of “C” or better. A "C-" grade is not acceptable. Students who do not pass these courses with a grade of “C” or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 416, NSG 451, NSG 456, NSG 532, NSG 533, NSG 534
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/NED

- Students must meet the established University residency requirement for degree conferral. The University requires that 28 credits in the required course of study must be completed at UOPX.
- Students enrolled in the bridge version of the program may waive up to nine (9) undergraduate bridge credits through a course waiver request.
- In order to be granted a waiver with credit for a bridge course, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Supplemental and Professional Standards for the MSN/NED

This program is subject to the University's Supplemental & Professional Standards.

Re-Entry for the MSN/NED

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students re-entering the same program version must submit an appeal to the Student Appeals Center. This requirement applies even if the program version is accepting new enrollments and is the most current version available in the student's state or jurisdiction.
- Students from a prior version may re-enter into a program version that is accepting new enrollments and is the most current version in their state or jurisdiction without appeal, provided they are not on any of the following academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Informatics

The following Master of Science in Nursing Concentration in Informatics (MSN/INF) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

Advanced nursing theory, strong clinical skills, and research provide a foundation for nurse leaders to influence the future of nursing and healthcare. The Master of Science in Nursing with a concentration in Nurse Informatics can show you how to analyze data to inform decision-making and patient outcomes. The program prepares the graduate to function in nursing informatics leadership roles; specialize in the design and use of electronically stored data to influence quality in care delivery; and provide evidence of meeting quality, compliance and regulatory standards and requirements.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations.
- Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promote safe patient outcomes.
- Appraise theory and evidence-based research to transform professional nursing practice.
- Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations.
- Integrate evidence based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national and global settings.
- Implement informatics data and technical systems to improve client-centered and culturally diverse health care outcomes.
- Use the System Development Life Cycle (SDLC) to design systems that disseminate data to support decision making.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Informatics (MSN/INF). The program prepares the graduate to function in nursing informatics leadership roles; specialize in the design and use of electronically stored data to influence quality in care delivery; and provide evidence of meeting quality, compliance, and regulatory standards and requirements.

Required Course Sequence and Prerequisites for the MSN/INF

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 506 ..... 3 credits
Transition to Advanced Practice Nursing

NSG 507 ..... 3 credits
Social Justice and Information Systems for Population Health
Prerequisite(s): NSG 506

NSG 508 ..... 3 credits
Leadership and Policy Development
Prerequisite(s): NSG 507

NSG 509 ..... 3 credits
Research and Applied Statistics for Quality Improvement
Prerequisite(s): NSG 508

NSG 521 ..... 3 credits
Advanced Pathophysiology
Prerequisite(s): NSG 509

NSG 522 ..... 3 credits
Advanced Pharmacology
Prerequisite(s): NSG 521

NSG 523 ..... 3 credits
Advanced Health Assessment
Prerequisite(s): NSG 522

NSG 541 ..... 3 credits
Data Analysis and Management
Prerequisite(s): NSG 523

NSG 542 ..... 3 credits
Information Workflow
Prerequisite(s): NSG 541

NSG 543 ..... 3 credits
Database Management
Prerequisite(s): NSG 542

NSG 518IN ..... 4 credits
Practicum
Prerequisite(s): NSG 543

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

Additional Admission Requirements for the MSN/INF

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with bachelor's degrees or higher from a college or university with approved institutional accreditation in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon, a bachelor's degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Excluded Provider In Clinical Experience Setting form
- Successful completion of MSN 101, MSN Program Orientation. If the applicant does not pass their first attempt of MSN 101, the applicant may make a second attempt to complete MSN 101 within 90 days of the end date of the first MSN 101 orientation. An applicant failing MSN 101 on the second attempt must wait 6 months before reapplying. Passing MSN 101 is limited to a total of three attempts.
  If an applicant who has successfully completed MSN 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete MSN 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete MSN 101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.

Degree Requirements for the MSN/INF

- Completion of a minimum of 34 credits that include the following distribution:
  - Required Course of Study: 34 credits
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/INF

- Students must hold a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For students holding licenses in multiple jurisdictions, all active licenses must be valid and unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course. The clinical courses include: NSG 518AD, NSG 518ED, and NSG 518IN.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/INF

- The graduate level MSN courses listed below (or their equivalents) must be completed with a grade of "B-" or better. Students who do not pass these courses with a grade of "B-" or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 506, NSG 507, NSG 508, NSG 509, NSG 518IN, NSG 521, NSG 522, NSG 523

- The graduate MSN courses listed below (or their equivalents) must be completed with a grade of "C" or better. A "C-" grade is not acceptable. Students who do not pass these courses with a grade of "C" or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 541, NSG 542, NSG 543
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/INF

- Students must meet the established University residency requirement for degree conferral. The University requires that 28 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Supplemental and Professional Standards for the MSN/INF

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MSN/INF

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students re-entering the same program version must submit an appeal to the Student Appeals Center. This requirement applies even if the program version is accepting new enrollments and is the most current version available in the student's state or jurisdiction.
- Students from a prior version may re-enter into a program version that is accepting new enrollments and is the most current version in their state or jurisdiction without appeal, provided they are not on any of the following academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing Concentration in Informatics Bridge

The following Master of Science in Nursing Concentration in Informatics Bridge (MSN/INF) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

Advanced nursing theory, strong clinical skills, and research provide a foundation for nurse leaders to influence the future of nursing and healthcare. The Master of Science in Nursing with a concentration in Nurse Informatics can show you how to analyze data to inform decision-making and patient outcomes. The program prepares the graduate to function in nursing informatics leadership roles; specialize in the design and use of electronically stored data to influence quality in care delivery; and provide evidence of meeting quality, compliance and regulatory standards and requirements.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theoretical, organizational, and systems leadership concepts into healthcare resources for diverse populations.
- Evaluate organizational processes, system, and utilization of current technologies to support continuous quality improvement and promote safe patient outcomes.
- Appraise theory and evidence-based research to transform professional nursing practice.
- Synthesize the principles of healthcare policy, regulation, accreditation, and ethics to advocate for change within populations.
- Integrate evidence based guidelines and interprofessional collaboration to improve healthcare for diverse populations in local, national and global settings.
- Implement informatics data and technical systems to improve client-centered and culturally diverse health care outcomes.
- Use the System Development Life Cycle (SDLC) to design systems that disseminate data to support decision making.

Program Purpose

This is a post-licensure nursing program designed for nurses with current RN licensure who desire to obtain a Master of Science degree in Nursing with a focus on Nursing Informatics (MSN/INF). The program prepares the graduate to function in nursing informatics leadership roles; specialize in the design and use of electronically stored data to influence quality in care delivery; and provide evidence of meeting quality, compliance, and regulatory standards and requirements.

MSN/INF Required Course Sequence and Prerequisites

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Health Professions, College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416 .....3 credits
Theoretical Development and Conceptual Frameworks
NSG 415 .....3 credits
Theory-Based Nursing Practice
NUR 403 .....3 credits
Theories and Models of Nursing Practice

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451 .....3 credits
Professional Nursing Leadership Perspectives
NSG 397 .....3 credits
Professional Nursing Role
NUR 391 .....3 credits
Professional Nursing Practice
NUR 440 .....3 credits
Health Assessment and Promotion for Vulnerable Population

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456 .....3 credits
Research Outcomes Management for the Practicing Nurse
NSG 455 .....3 credits
Evidence-Based Practice and Statistics
NUR 443 .....3 credits
Evidence-Based Nursing Research and Practice

Required Course Sequence

NSG 506.....3 credits
Transition to Advanced Practice Nursing
Prerequisite(s): NSG 416, NSG 451, NSG 456
NSG 507.....3 credits
Social Justice and Information Systems for Population Health
Prerequisite(s): NSG 506
NSG 508.....3 credits
Leadership and Policy Development
Prerequisite(s): NSG 507
NSG 509.....3 credits
Research and Applied Statistics for Quality Improvement
Prerequisite(s): NSG 508
NSG 521.....3 credits
Advanced Pathophysiology
Prerequisite(s): NSG 509
NSG 522 .....3 credits
Advanced Pharmacology
Prerequisite(s): NSG 521
NSG 523 .....3 credits
Advanced Health Assessment
Prerequisite(s): NSG 522
NSG 541.....3 credits
Data Analysis and Management
Prerequisite(s): NSG 523
NSG 542 .....3 credits
Information Workflow
Prerequisite(s): NSG 541
NSG 543 .....3 credits
Database Management
Prerequisite(s): NSG 542
NSG 518IN ..... 4 credits
Practicum
Prerequisite(s): NSG 543

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

Additional Admission Requirements for the MSN/INF

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with bachelor's degrees or higher from a college or university with approved institutional accreditation in a field other than nursing are required to enroll in the MSN Bridge program.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility. For applicants residing in Oregon, a bachelor's degree posted transcript with a cumulative grade point average (GPA) of 3.0 is required for admission.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure

- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Excluded Provider In Clinical Experience Setting form
- Successful completion of MSN 101, MSN Program Orientation. If the applicant does not pass their first attempt of MSN 101, the applicant may make a second attempt to complete MSN 101 within 90 days of the end date of the first MSN 101 orientation. An applicant failing MSN 101 on the second attempt must wait 6 months before reapplying. Passing MSN 101 is limited to a total of three attempts.
  If an applicant who has successfully completed MSN 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete MSN 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete MSN 101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.

Degree Requirements for the MSN/INF

- For bridge programs, completion of a minimum of 43 credits that include the following distribution:
  - Required Course of Study: 43 credits
- A minimum program grade point average (GPA) of 3.0. *Grades earned in MSN bridge courses are calculated in the MSN grade point average (GPA).*
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Science in Nursing

Academic Progression Requirements for the MSN/INF

- Students must hold a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For students holding licenses in multiple jurisdictions, all active licenses must be valid and unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- Clinical experiences/hours cannot be completed during work time at the student's place of employment.
- A clinical course may not be taken concurrently with any other course. The clinical courses include: NSG 518AD, NSG 518ED, and NSG 518IN.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/INF

- The graduate level MSN courses listed below (or their equivalents) must be completed with a grade of "B-" or better. Students who do not pass these courses with a grade of "B-" or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 506, NSG 507, NSG 508, NSG 509, NSG 518IN, NSG 521, NSG 522, NSG 523
- The MSN bridge courses and graduate MSN courses listed below (or their equivalents) must be completed with a grade of “C” or better. A "C-" grade is not acceptable. Students who do not pass these courses with a grade of “C” or better will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension: NSG 416, NSG 451, NSG 456, NSG 541, NSG 542, NSG 543
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/INF

- Students must meet the established University residency requirement for degree conferral. The University requires that 28 credits in the required course of study must be completed at UOPX.
- Students enrolled in the bridge version of the program may waive up to nine (9) undergraduate bridge credits through a course waiver request.
- In order to be granted a waiver with credit for a bridge course, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Supplemental and Professional Standards for the MSN/INF

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MSN/INF

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students re-entering the same program version must submit an appeal to the Student Appeals Center. This requirement applies even if the program version is accepting new enrollments and is the most current version available in the student's state or jurisdiction.
- Students from a prior version may re-enter into a program version that is accepting new enrollments and is the most current version in their state or jurisdiction without appeal, provided they are not on any of the following academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing/Family Nurse Practitioner

The following Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing (MSN) program enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership and advanced practice roles within the profession of nursing. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Specialty concentrations allow students to focus learning on developing increased knowledge and skills in a specific area of content or advanced practice role.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program: https://www.phoenix.edu/state-licensure-requirements/nursing.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize Advanced Practice assessment to generate accurate clinical decisions.
- Integrate theory and evidence to provide holistic health care services to improve or maintain optimum health for all family members.
- Manage holistic health care for individuals and diverse populations across the life span.
- Integrate ethical principles in delivering care to patients across the lifespan.
- Synthesize state Nurse Practice Acts and/or regulatory guidelines to practice lawfully.

Program Purpose

The Master of Science in Nursing/Family Nurse Practitioner is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree and prepare for advanced practice as a family nurse practitioner (FNP). The program educationally prepares nurses for advanced practice, including how to function in leadership roles in practice and educational settings, and emphasizes comprehensive, preventative care in addition to treatment. As part of this program, students are required to complete a five-day residency on campus that requires the student to fulfill competency checkoffs of both clinical and procedural skills under the direction of faculty. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner-Board Certified (FNP-BC) credential or the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner-Certified (FNP-C) credential.

Preferred Sequence and Prerequisites for MSN/FNP

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must successfully complete all clinical requirements in the 5 day immersive experience (residency) during NRP 571.

NRP 513 .....4 credits
Clinical Applications of Theory and Research
Prerequisite(s): FNP 101

NRP 508.....4 credits
Health Policy and Role of the Advanced Practice Nurse
Prerequisite(s): NRP 513, FNP 101

NRP 511.....4 credits
Advanced Pathophysiology
Prerequisite(s): NRP 508

NRP 507.....4 credits
Advanced Pharmacology
Prerequisite(s): NRP 511

NRP 531 .....4 credits
Advanced Health Assessment I
Prerequisite(s): NRP 507

NRP 571.....4 credits
Advanced Health Assessment II and Clinical Procedures
Prerequisite(s): NRP 531

NRP 555 .....4 credits
Adult and Geriatric Management I
Prerequisite(s): NRP 571

NRP 556 .....4 credits
Adult and Geriatric Management II
Prerequisite(s): NRP 555

NRP 563.....4 credits
Management of Women's Health Issues
Prerequisite(s): NRP 556

NRP 543.....4 credits
Management of Pediatric and Adolescent Populations
Prerequisite(s): NRP 563

NRP 590.....8 credits
Final Preceptorship
Prerequisite(s): All Previous Courses

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

Additional Admission Requirements for the MSN/FNP

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with a bachelor's degree or higher in a field other than nursing from a college or university with approved institutional accreditation are required to enroll in the MSN/FNP Bridge or the MSN/FNP-CA Bridge program.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Equivalent grade of "C" or better in undergraduate core science courses. Core science courses may include: Chemistry, Biology, Anatomy & Physiology, Pharmacology, Pathophysiology, and Microbiology.
- A minimum equivalent of three years of full-time work experience within the past ten years of which two years must be clinical based RN experience. Full-time work is defined as 32 hours per week for the MSN/FNP and MSN/FNP-CA programs.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Completed and verified negative criminal background check; criminal background check cannot have been completed more than one year prior to the Enrollment Agreement or Re-Entry Acknowledgement sign date.
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Professional Non-Academic Requirement form
- Signed Residency Agreement form
- Signed Excluded Provider In Clinical Experience Setting form

- Successful completion of FNP 101, MSN/FNP Program Orientation. If the applicant does not pass their first attempt of FNP 101, the applicant may make a second attempt to complete FNP 101 within 90 days of the end date of the first FNP 101 orientation. An applicant failing FNP 101 on the second attempt must wait 6 months before reapplying. Passing FNP 101 is limited to a total of three attempts.
  If an applicant who has successfully completed FNP 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete FNP 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete FNP/101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.
- Applicants who have successfully completed NRP 571 or NRP 571CA under the MSN/PMH or MSN/PMH-CA programs must appeal to enroll in the MSN/FNP or MSN/FNP-CA programs.

Degree Requirements for the MSN/FNP

- Completion of a minimum of 48 credits that include the following distribution:
  - Required Course of Study: 48 credits
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the Nurse Practitioner Preceptorship (NRP 590), which includes:
  - Completing the national certification review course
  - Earning a passing score on at least one predictor exam
  - Completing all required clinical hours, approved by faculty, as outlined in the Student Handbook
- The diploma awarded for this program will read as:
  Master of Science in Nursing
  Family Nurse Practitioner

Academic Progression Requirements for the MSN/FNP

- Students must possess a valid, unrestricted/unencumbered RN license in the state in which they are currently residing, or possess a valid, unrestricted/unencumbered compact (multistate) state license that is recognized in the state in which they are residing. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the student holds an active nursing license.

  All active licenses must remain valid and unrestricted/unencumbered throughout the duration of the program. VA and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- A clinical course may not be taken concurrently with any other course. The clinical courses include: NRP 555, NRP 555CA, NRP 556, NRP 556CA, NRP 563, NRP 563CA, NRP 543, NRP 543CA, NRP 590, and NRP 590CA
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- All Clinical Case Logs and Time Logs must be submitted within 15 days of the activity. Clinical log hours not submitted within 15 days will be denied and will not count toward clinical hour requirements for the course.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Prior to starting any clinical course, students must complete the Advanced Health Assessment II and Clinical Procedures course (NRP 571), which includes:
  - Completing both a pre- and post-test for 3Ps and earning a passing score on at least one of the tests
  - Satisfactory completion of the Residency portion of the health assessment course
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/FNP

- Students must successfully complete all required graduate level courses with a grade of "B" or better before proceeding to the next course. A "B-" grade is not acceptable. If students do not pass a required graduate course with a "B" or better, they will be placed in Scholastic Disqualification. Students in the Bridge version of the MSN/FNP or the MSN/FNP-CA are required to earn a minimum grade of "C" in the MSN bridge courses. A "C-" grade is not acceptable. If students do not pass the courses with a "C" or better, they will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/FNP

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 32 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students with a previously completed MSN degree from any institution will be eligible to waive NRP 513 upon admission to MSN/FNP.

Students in this program may waive a maximum of 16 credits from the required course of study upon review by the Dean of Nursing, or approved designee, via a SAC Appeal.

The following course(s) may not be waived: NRP 507, NRP 531, NRP 543, NRP 555, NRP 556, NRP 563, NRP 571, NRP 590

Supplemental and Professional Standards for the MSN/FNP

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MSN/FNP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students seeking re-entry into a program version that is accepting new enrollments and is the most current in their state or jurisdiction are required to submit an appeal to the Student Appeals Center.
- Students seeking re-entry into MSN/FNP will not carry forward a previously applied waiver for NRP 507 or NRP 511.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing/Family Nurse Practitioner (Bridge)

The following Master of Science in Nursing/Family Nurse Practitioner Bridge (MSN/FNP) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Science in Nursing (MSN) program enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares registered nurses to function in leadership and advanced practice roles within the profession of nursing. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content, process, and leadership. Specialty concentrations allow students to focus learning on developing increased knowledge and skills in a specific area of content or advanced practice role.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

View state licensure requirements for this program:
https://www.phoenix.edu/state-licensure-requirements/nursing.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize Advanced Practice assessment to generate accurate clinical decisions.
- Integrate theory and evidence to provide holistic health care services to improve or maintain optimum health for all family members.
- Manage holistic health care for individuals and diverse populations across the life span.
- Integrate ethical principles in delivering care to patients across the lifespan.
- Synthesize state Nurse Practice Acts and/or regulatory guidelines to practice lawfully.

Program Purpose

The Master of Science in Nursing/Family Nurse Practitioner is a post-licensure education program designed for nurses with current RN licensure who wish to obtain a master's degree and prepare for advanced practice as a family nurse practitioner (FNP). The program educationally prepares nurses for advanced practice, including how to function in leadership roles in practice and educational settings, and emphasizes comprehensive, preventative care in addition to treatment. As part of this program, students are required to complete a five-day residency on campus that requires the student to fulfill competency checkoffs of both clinical and procedural skills under the direction of faculty. Graduates are eligible to sit for the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner-Board Certified (FNP-BC) credential or the American Association of Nurse Practitioners (AANP) Family Nurse Practitioner-Certified (FNP-C) credential.

Preferred Sequence and Prerequisites for MSN/FNP

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

To ensure course scheduling availability, the College of Nursing recommends the following course selections to satisfy the bridge requirements:

Nursing Bridge 1

NSG 416 ..... 3 credits
Theoretical Development and Conceptual Frameworks
Prerequisite(s): FNP 101

NSG 415 ..... 3 credits
Theory-Based Nursing Practice
Prerequisite(s): FNP 101

NUR 403 ..... 3 credits
Theories and Models of Nursing Practice
Prerequisite(s): FNP 101

Nursing Bridge 2

NSG 451 ..... 3 credits
Professional Nursing Leadership Perspectives
Prerequisite(s): FNP 101

NSG 397 ..... 3 credits
Professional Nursing Role
Prerequisite(s): FNP 101

NUR 391 ..... 3 credits
Professional Nursing Practice
Prerequisite(s): FNP 101

NUR 440 ..... 3 credits
Health Assessment and Promotion for Vulnerable Population
Prerequisite(s): FNP 101

Nursing Bridge 3

NSG 456 ..... 3 credits
Research Outcomes Management for the Practicing Nurse
Prerequisite(s): FNP 101

NSG 455 ..... 3 credits
Evidence-Based Practice and Statistics
Prerequisite(s): FNP 101

NUR 443 ..... 3 credits
Evidence-Based Nursing Research and Practice
Prerequisite(s): FNP 101

Required Course of Study

Students must successfully complete all clinical requirements in the 5 day immersive experience (residency) during NRP 571.

NRP 513 ..... 4 credits
Clinical Applications of Theory and Research
Prerequisite(s): FNP 101, NSG 416, NSG 451, NSG 456

NRP 508 ..... 4 credits
Health Policy and Role of the Advanced Practice Nurse
Prerequisite(s): NRP 513

NRP 511 ..... 4 credits
Advanced Pathophysiology
Prerequisite(s): NRP 508

NRP 507 ..... 4 credits
Advanced Pharmacology
Prerequisite(s): NRP 511

NRP 531 ..... 4 credits
Advanced Health Assessment I
Prerequisite(s): NRP 507

NRP 571 ..... 4 credits
Advanced Health Assessment II and Clinical Procedures
Prerequisite(s): NRP 531

NRP 555 ..... 4 credits
Adult and Geriatric Management I
Prerequisite(s): NRP 571

NRP 556 ..... 4 credits
Adult and Geriatric Management II
Prerequisite(s): NRP 555

NRP 563 ..... 4 credits
Management of Women's Health Issues
Prerequisite(s): NRP 556

NRP 543 ..... 4 credits
Management of Pediatric and Adolescent Populations
Prerequisite(s): NRP 563

NRP 590 ..... 8 credits
Final Preceptorship
Prerequisite(s): All Previous Courses

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

Additional Admission Requirements for the MSN/FNP

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with a bachelor's degree or higher in a field other than nursing from a college or university with approved institutional accreditation are required to enroll in the MSN/FNP Bridge or the MSN/FNP-CA Bridge program.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Equivalent grade of "C" or better in undergraduate core science courses. Core science courses may include: Chemistry, Biology, Anatomy & Physiology, Pharmacology, Pathophysiology, and Microbiology.
- A minimum equivalent of three years of full-time work experience within the past ten years of which two years must be clinical based RN experience. Full-time work is defined as 32 hours per week for the MSN/FNP and MSN/FNP-CA programs.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Completed and verified negative criminal background check; criminal background check cannot have been completed more than one year prior to the Enrollment Agreement or Re-Entry Acknowledgement sign date.
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Professional Non-Academic Requirement form
- Signed Residency Agreement form
- Signed Excluded Provider In Clinical Experience Setting form
- Successful completion of FNP 101, MSN/FNP Program Orientation. If the applicant does not pass their first attempt of FNP 101, the applicant may make a second attempt to complete FNP 101 within 90 days of the end date of the first FNP 101 orientation. An applicant failing FNP 101 on the second attempt must wait 6 months before reapplying. Passing FNP 101 is limited to a total of three attempts.
  If an applicant who has successfully completed FNP 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete FNP 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete FNP/101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.
- Applicants who have successfully completed NRP 571 or NRP 571CA under the MSN/PMH or MSN/PMH-CA programs must appeal to enroll in the MSN/FNP or MSN/FNP-CA programs.

Degree Requirements for the MSN/FNP

- For bridge programs, completion of a minimum of 57 credits that include the following distribution:
  - Required Course of Study: 57 credits
- A minimum program grade point average (GPA) of 3.0. *Grades earned in MSN bridge courses are calculated in the MSN grade point average (GPA).*
- Satisfactory completion of the Nurse Practitioner Preceptorship (NRP 590), which includes:
  - Completing the national certification review course
  - Earning a passing score on at least one predictor exam
  - Completing all required clinical hours, approved by faculty, as outlined in the Student Handbook
- The diploma awarded for this program will read as:
  Master of Science in Nursing
  Family Nurse Practitioner

Academic Progression Requirements for the MSN/FNP

- Students must possess a valid, unrestricted/unencumbered RN license in the state in which they are currently residing, or possess a valid, unrestricted/unencumbered compact (multistate) state license that is recognized in the state in which they are residing. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the student holds an active nursing license.

  All active licenses must remain valid and unrestricted/unencumbered throughout the duration of the program. VA and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.

- A clinical course may not be taken concurrently with any other course. The clinical courses include: NRP 555, NRP 555CA, NRP 556, NRP 556CA, NRP 563, NRP 563CA, NRP 543, NRP 543CA, NRP 590, and NRP 590CA
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- All Clinical Case Logs and Time Logs must be submitted within 15 days of the activity. Clinical log hours not submitted within 15 days will be denied and will not count toward clinical hour requirements for the course
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Prior to starting any clinical course, students must complete the Advanced Health Assessment II and Clinical Procedures course (NRP 571), which includes:
  - Completing both a pre- and post-test for 3Ps and earning a passing score on at least one of the tests
  - Satisfactory completion of the Residency portion of the health assessment course
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/FNP

- Students must successfully complete all required graduate level courses with a grade of "B" or better before proceeding to the next course. A "B-" grade is not acceptable. If students do not pass a required graduate course with a "B" or better, they will be placed in Scholastic Disqualification. Students in the Bridge version of the MSN/FNP or the MSN/FNP-CA are required to earn a minimum grade of "C" in the MSN bridge courses. A "C-" grade is not acceptable. If students do not pass the courses with a "C" or better, they will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/FNP

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 32 credits in the required course of study must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- Students with a previously completed MSN degree from any institution will be eligible to waive NRP 513 upon admission to MSN/FNP.
- Students in this program may waive a maximum of 16 credits from the required course of study upon review by the Dean of Nursing, or approved designee, via a SAC Appeal.
- In addition to waiving a maximum of 16 credits from the required course of study, students enrolled in the bridge version of the program may waive up to nine (9) undergraduate bridge credits through a course waiver request.
- In order to be granted a waiver with credit for a bridge course, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following course(s) may not be waived: NRP 507, NRP 531, NRP 543, NRP 555, NRP 556, NRP 563, NRP 571, NRP 590

Supplemental and Professional Standards for the MSN/FNP

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MSN/FNP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students seeking re-entry into a program version that is accepting new enrollments and is the most current in their state or jurisdiction are required to submit an appeal to the Student Appeals Center.
- Students seeking re-entry into MSN/FNP Bridge will not carry forward a previously applied waiver for NRP 507 or NRP 511.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner

The following Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Master of Science in Nursing Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program is to prepare students for positions as advanced practice registered nurses who provide neuropsychiatric care and treatment for a diverse psychiatric patient population in a variety of healthcare settings. Students will employ an array of techniques to holistically care for and treat patients with mental disorders. The program will provide students with knowledge and skills related to neuropsychiatric assessment, prevention, selfcare management, psychotherapeutic interventions, pharmacological management, and addiction services for people living with neuropsychiatric/mental disorders across the lifespan.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize advanced practice assessment to generate accurate clinical diagnosis
- Integrate theory and evidence to provide holistic healthcare services to improve or maintain optimum health for all family members.
- Manage holistic healthcare for individuals and diverse populations across the life span.
- Integrate ethical principles in delivering care to patients across the lifespan.
- Synthesize state Nurse Practice Acts and/or regulatory guideline to practice lawfully.
- Apply principles of quality and safety to improve patient-centered outcomes across the life span.

Program Purpose

The Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program prepares registered nurses (RNs) for advanced practice as a PMHNP. In this role, the advanced practice registered nurse (APRN) holistically cares for patients with neuropsychiatric/mental disorders to include the prescribing of psychotropic medication, the provision of psychotherapy and addiction services, and the promotion of selfcare management skills. As part of this program, students are required to complete a five-day residency on campus that requires the student to fulfill competency checkoffs of both clinical and procedural skills under the direction of faculty. Graduates of the MSN/PMH program are eligible to sit for the American Nurses Credentialing Center (ANCC) PMHNP national Certification examination.

Preferred Sequence and Prerequisites for the MSN/PMH

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MSN/PMH students must successfully complete all clinical requirements in the 5 day immersive experience (residency) during NRP 571.

NRP 513 ..... 4 credits
Clinical Applications of Theory and Research
Prerequisite(s): PMH 101

NRP 508 ..... 4 credits
Health Policy and Role of the Advanced Practice Nurse
Prerequisite(s): NRP 513, PMH 101

NRP 511 ..... 4 credits
Advanced Pathophysiology
Prerequisite(s): NRP 508

NRP 507 ..... 4 credits
Advanced Pharmacology
Prerequisite(s): NRP 511

PMH 501 ..... 4 credits
Neuropsychiatric Disorders
Prerequisite(s): NRP 507

PMH 502 ..... 4 credits
Neuropsychiatric Pharmacology
Prerequisite(s): PMH 501

NRP 531 ..... 4 credits
Advanced Health Assessment I
Prerequisite(s): PMH 502

NRP 571 ..... 4 credits
Advanced Health Assessment II and Clinical Procedures
Prerequisite(s): NRP 531, PMH 502

PMH 503 ..... 4 credits
Psychotherapy for Individuals, Families, and Groups
Prerequisite(s): PMH 502, NRP 571

PMH 504 ..... 4 credits
Psychiatric Management of Adult and Geriatric Patients
Prerequisite(s): PMH 503

PMH 505 ..... 4 credits
Psychiatric Management of Children and Adolescents
Prerequisite(s): PMH 504

PMH 506.....8 credits
Psychiatric Mental Healthcare Across the Life Span
Prerequisite(s): All Previous Courses
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MSN/PMH

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with a bachelor's degree or higher in a field other than nursing from a college or university with approved institutional accreditation are required to enroll in the MSN/PMH Bridge or the MSN/PMH-CA Bridge program.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Equivalent grade of "C" or better in undergraduate core science courses. Core science courses may include: Chemistry, Biology, Anatomy & Physiology, Pharmacology, Pathophysiology, and Microbiology.
- A minimum equivalent of three years of full-time work experience within the past ten years of which two years must be clinical based RN experience. Full-time work is defined as 32 hours per week for the MSN/PMH and MSN/PMH-CA programs.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Completed and verified negative criminal background check; criminal background check cannot have been completed more than one year prior to the Enrollment Agreement or Re-Entry Acknowledgement sign date.
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Professional Non-Academic Requirement form
- Signed Residency Agreement form
- Signed Excluded Provider In Clinical Experience Setting form
- Successful completion of PMH 101, MSN/PMH Program Orientation. If the applicant does not pass their first attempt of PMH 101, the applicant may make a second attempt to complete PMH 101 within 90 days of the end date of the first PMH 101 orientation. An applicant failing PMH 101 on the second attempt must wait 6 months before reapplying. Passing PMH 101 is limited to a total of three attempts.
  If an applicant who has successfully completed PMH 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete PMH 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete PMH 101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.
- Applicants who have successfully completed NRP 571 or NRP 571CA under the MSN/FNP or MSN/FNP-CA programs must appeal to enroll in the MSN/PMH or MSN/PMH-CA programs.

Degree Requirements for the MSN/PMH

- Completion of a minimum of 52 credits that include the following distribution:
  - Required Course of Study: 52 credits
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion of the Psychiatric Mental Health Nurse Practitioner Preceptorship (PMH 506), which includes:
  - Completing the national certification review course
  - Earning a passing score on at least one predictor exam
  - Completing all required clinical hours, approved by faculty, as outlined in the Student Handbook
- The diploma awarded for this program will read as:
  Master of Science in Nursing
  Psychiatric Mental Health Nurse Practitioner

Academic Progression Requirements for the MSN/PMH

- Students must possess a valid, unrestricted/unencumbered RN license in the state in which they are currently residing, or possess a valid, unrestricted/unencumbered compact (multistate) state license that is recognized in the state in which they are residing. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the student holds an active nursing license.

  All active licenses must remain valid and unrestricted/unencumbered throughout the duration of the program. VA and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- A clinical course may not be taken concurrently with any other course. The clinical courses include: PMH 503, PMH 503CA, PMH 504, PMH 504CA, PMH 505, PMH 505CA, PMH 506, and PMH 506CA.

- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Prior to starting any clinical course, students must complete the Advanced Health Assessment II and Clinical Procedures course (NRP 571), which includes:
  - Completing both a pre- and post-test for 3Ps and earning a passing score on at least one of the tests
  - Satisfactory completion of the Residency portion of the health assessment course
- All Clinical Case Logs and Time Logs must be submitted within 15 days of the activity. Clinical log hours not submitted within 15 days will be denied and will not count toward clinical hour requirements for the course.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/PMH

- Students must successfully complete all required graduate level courses with a grade of "B" or better before proceeding to the next course. A "B-" is not acceptable. If students do not pass a required graduate course with a "B" or better, they will be placed in Scholastic Disqualification. Students in the Bridge version of the MSN/PMH or the MSN/PMH-CA are required to earn a minimum grade of "C" in the MSN bridge courses. A "C-" is not acceptable. If students do not pass the courses with a "C" or better, they will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/PMH

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 36 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students with a previously completed MSN degree from any institution will be eligible to waive NRP 513 upon admission to MSN/PMH.

Students in this program may waive a maximum of 16 credits from the required course of study upon review by the Dean of Nursing, or approved designee, via a SAC Appeal.

The following course(s) may not be waived: NRP 507, NRP 531, NRP 571, PMH 501, PMH 502, PMH 503, PMH 504, PMH 505, PMH 506.

Supplemental and Professional Standards for the MSN/PMH

This program is subject to the University's Supplemental & Professional Standards.

Re-Entry for the MSN/PMH

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students seeking re-entry into a program version that is accepting new enrollments and is the most current in their state or jurisdiction are required to submit an appeal to the Student Appeals Center.
- Students seeking re-entry into MSN/PMH will not carry forward a previously applied waiver for NRP 507 or NRP 511.
- No appeals will be accepted for re-entry to an expired program.

Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner Bridge

The following Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner Bridge (MSN/PMH) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Master of Science in Nursing Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program is to prepare students for positions as advanced practice registered nurses who provide neuropsychiatric care and treatment for a diverse psychiatric patient population in a variety of healthcare settings. Students will employ an array of techniques to holistically care for and treat patients with mental disorders. The program will provide students with knowledge and skills related to neuropsychiatric assessment, prevention, selfcare management, psychotherapeutic interventions, pharmacological management, and addiction services for people living with neuropsychiatric/mental disorders across the lifespan.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize advanced practice assessment to generate accurate clinical diagnosis
- Integrate theory and evidence to provide holistic healthcare services to improve or maintain optimum health for all family members.
- Manage holistic healthcare for individuals and diverse populations across the life span.
- Integrate ethical principles in delivering care to patients across the lifespan.
- Synthesize state Nurse Practice Acts and/or regulatory guideline to practice lawfully.
- Apply principles of quality and safety to improve patient-centered outcomes across the life span.

Program Purpose

The Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program prepares registered nurses (RNs) for advanced practice as a PMHNP. In this role, the advanced practice registered nurse (APRN) holistically cares for patients with neuropsychiatric/mental disorders to include the prescribing of psychotropic medication, the provision of psychotherapy and addiction services, and the promotion of selfcare management skills. As part of this program, students are required to complete a five-day residency on campus that requires the student to fulfill competency checkoffs of both clinical and procedural skills under the direction of faculty. Graduates of the MSN/PMH program are eligible to sit for the American Nurses Credentialing Center (ANCC) PMHNP national Certification examination.

Preferred Sequence and Prerequisites for the MSN/PMH

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MSN/PMH Bridge students must successfully complete all clinical requirements in the 5 day immersive experience (residency) during NRP 571.

Nursing Bridge 1

NSG 416 is the preferred option to satisfy the Nursing Bridge 1 requirement.

NSG 416.....3 credits
Theoretical Development and Conceptual Frameworks
Prerequisite(s): PMH 101

NSG 415.....3 credits
Theory-Based Nursing Practice
Prerequisite(s): PMH 101

NUR 403 .....3 credits
Theories and Models of Nursing Practice
Prerequisite(s): PMH 101

Nursing Bridge 2

NSG 451 is the preferred option to satisfy Nursing Bridge 2.

NSG 451.....3 credits
Professional Nursing Leadership Perspectives
Prerequisite(s): PMH 101

NSG 397 .....3 credits
Professional Nursing Role
Prerequisite(s): PMH 101

NUR 391.....3 credits
Professional Nursing Practice
Prerequisite(s): PMH 101

NUR 440 .....3 credits
Health Assessment and Promotion for Vulnerable Population
Prerequisite(s): PMH 101

Nursing Bridge 3

NSG 456 is the preferred course option to satisfy the Nursing Bridge 3 requirement.

NSG 456 ..... 3 credits
Research Outcomes Management for the Practicing Nurse
Prerequisite(s): PMH 101

NSG 455 ..... 3 credits
Evidence-Based Practice and Statistics
Prerequisite(s): PMH 101

NUR 443 ..... 3 credits
Evidence-Based Nursing Research and Practice
Prerequisite(s): PMH 101

Required Course Sequence

NRP 513 ..... 4 credits
Clinical Applications of Theory and Research
Prerequisite(s): PMH 101, NSG 416, NSG 451, NSG 456

NRP 508 ..... 4 credits
Health Policy and Role of the Advanced Practice Nurse
Prerequisite(s): NRP 513

NRP 511 ..... 4 credits
Advanced Pathophysiology
Prerequisite(s): NRP 508

NRP 507 ..... 4 credits
Advanced Pharmacology
Prerequisite(s): NRP 511

PMH 501 ..... 4 credits
Neuropsychiatric Disorders
Prerequisite(s): NRP 507

PMH 502 ..... 4 credits
Neuropsychiatric Pharmacology
Prerequisite(s): PMH 501

NRP 531 ..... 4 credits
Advanced Health Assessment I
Prerequisite(s): PMH 502

NRP 571 ..... 4 credits
Advanced Health Assessment II and Clinical Procedures
Prerequisite(s): NRP 531, PMH 502

PMH 503 ..... 4 credits
Psychotherapy for Individuals, Families, and Groups
Prerequisite(s): PMH 502, NRP 571

PMH 504 ..... 4 credits
Psychiatric Management of Adult and Geriatric Patients
Prerequisite(s): PMH 503

PMH 505 ..... 4 credits
Psychiatric Management of Children and Adolescents
Prerequisite(s): PMH 504

PMH 506 ..... 8 credits
Psychiatric Mental Healthcare Across the Life Span
Prerequisite(s): All Previous Courses

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

Additional Admission Requirements for the MSN/PMH

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants with a bachelor's degree or higher in a field other than nursing from a college or university with approved institutional accreditation are required to enroll in the MSN/PMH Bridge or the MSN/PMH-CA Bridge program.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Equivalent grade of "C" or better in undergraduate core science courses. Core science courses may include: Chemistry, Biology, Anatomy & Physiology, Pharmacology, Pathophysiology, and Microbiology.
- A minimum equivalent of three years of full-time work experience within the past ten years of which two years must be clinical based RN experience. Full-time work is defined as 32 hours per week for the MSN/PMH and MSN/PMH-CA programs.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Completed and verified negative criminal background check; criminal background check cannot have been completed more than one year prior to the Enrollment Agreement or Re-Entry Acknowledgement sign date.
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Professional Non-Academic Requirement form
- Signed Residency Agreement form
- Signed Excluded Provider In Clinical Experience Setting form

- Successful completion of PMH 101, MSN/PMH Program Orientation. If the applicant does not pass their first attempt of PMH 101, the applicant may make a second attempt to complete PMH 101 within 90 days of the end date of the first PMH 101 orientation. An applicant failing PMH 101 on the second attempt must wait 6 months before reapplying. Passing PMH 101 is limited to a total of three attempts.
  If an applicant who has successfully completed PMH 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete PMH 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete PMH 101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.
- Applicants who have successfully completed NRP 571 or NRP 571CA under the MSN/FNP or MSN/FNP-CA programs must appeal to enroll in the MSN/PMH or MSN/PMH-CA programs.

Degree Requirements for the MSN/PMH

- For bridge programs, completion of a minimum of 61 credits that include the following distribution:
  - Required Course of Study: 61 credits
- A minimum program grade point average (GPA) of 3.0. *Grades earned in MSN bridge courses are calculated in the MSN grade point average (GPA).*
- Satisfactory completion of the Psychiatric Mental Health Nurse Practitioner Preceptorship (PMH 506), which includes:
  - Completing the national certification review course
  - Earning a passing score on at least one predictor exam
  - Completing all required clinical hours, approved by faculty, as outlined in the Student Handbook
- The diploma awarded for this program will read as:
  Master of Science in Nursing
  Psychiatric Mental Health Nurse Practitioner

Academic Progression Requirements for the MSN/PMH

- Students must possess a valid, unrestricted/unencumbered RN license in the state in which they are currently residing, or possess a valid, unrestricted/unencumbered compact (multistate) state license that is recognized in the state in which they are residing. RN licenses must be valid and unrestricted/unencumbered in all states and jurisdictions in which the student holds an active nursing license.

  All active licenses must remain valid and unrestricted/unencumbered throughout the duration of the program. VA and active duty military students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program, including but not limited to policies that apply during all clinical experiences and activities.
- A clinical course may not be taken concurrently with any other course. The clinical courses include: PMH 503, PMH 503CA, PMH 504, PMH 504CA, PMH 505, PMH 505CA, PMH 506, and PMH 506CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Prior to starting any clinical course, students must complete the Advanced Health Assessment II and Clinical Procedures course (NRP 571), which includes:
  - Completing both a pre- and post-test for 3Ps and earning a passing score on at least one of the tests
  - Satisfactory completion of the Residency portion of the health assessment course
- All Clinical Case Logs and Time Logs must be submitted within 15 days of the activity. Clinical log hours not submitted within 15 days will be denied and will not count toward clinical hour requirements for the course.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the MSN/PMH

- Students must successfully complete all required graduate level courses with a grade of "B" or better before proceeding to the next course. A "B-" is not acceptable. If students do not pass a required graduate course with a "B" or better, they will be placed in Scholastic Disqualification. Students in the Bridge version of the MSN/PMH or the MSN/PMH-CA are required to earn a minimum grade of "C" in the MSN bridge courses. A "C-" is not acceptable. If students do not pass the courses with a "C" or better, they will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the MSN/PMH

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 36 credits in the required course of study must be completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- Students with a previously completed MSN degree from any institution will be eligible to waive NRP 513 upon admission to MSN/PMH.
- Students in this program may waive a maximum of 16 credits from the required course of study upon review by the Dean of Nursing, or approved designee, via a SAC Appeal.
- In addition to waiving a maximum of 16 credits from the required course of study, students enrolled in the bridge version of the program may waive up to nine (9) undergraduate bridge credits through a course waiver request.
- In order to be granted a waiver with credit for a bridge course, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
  - The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following course(s) may not be waived: NRP 507, NRP 531, NRP 571, PMH 501, PMH 502, PMH 503, PMH 504, PMH 505, PMH 506

Supplemental and Professional Standards for the MSN/PMH

This program is subject to the University's Supplemental & Professional Standards.

Re-Entry for the MSN/PMH

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students seeking re-entry into a program version that is accepting new enrollments and is the most current in their state or jurisdiction are required to submit an appeal to the Student Appeals Center.
- Students seeking re-entry into MSN/PMH Bridge will not carry forward a previously applied waiver for NRP 507 or NRP 511.
- No appeals will be accepted for re-entry to an expired program.

Doctor of Nursing Practice

The following Doctor of Nursing Practice (DNP) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Doctor of Nursing Practice (DNP) builds on the foundation of the graduate nursing competencies. Students who have achieved a master's in nursing will complete 31credits in doctoral education. Program content focuses on advocacy; scientific evidence and innovations for improvement in patient and health care outcomes; leadership strategies; and accountability to transform health care delivery by designing, evaluating, and continuously improving the context within health care delivery. Graduates are prepared for the expanding role functions and the needs of advanced nursing practice. Graduates of the DNP, with a blend of clinical, organizational, economic, and leadership skills, are prepared to significantly influence health care outcomes.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Purpose

The Doctorate of Nursing Practice degree program prepares graduates in innovative and evidence-based nursing practice that integrates evaluation and application of research evidence and leadership into practice, and develops a commitment to scholarship and advancement of the nursing profession. This program does not prepare students for any type of professional certification or state licensure as a nurse or an Advanced Practice Nurse.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate scientific underpinnings to advance nursing practice and improve the health care environment following state Nurse Practice Acts and/or regulatory guidelines.
- Construct leadership strategies to improve health care outcomes.
- Translate scientific evidence and innovations to improve population health status and care outcomes.
- Synthesize scholarly evidence, judgment and accountability in designing, delivering and evaluating a project to impact health outcomes.

Program Category Requirements for the DNP

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Doctoral Foundations of Practice Scholarship, 1 total credit

DNP 700 .....1 credit
DNP Expectations Seminar
Prerequisite(s): DNP 101

Improvement Science, 9 total credits

DNP 701.....3 credits
Biostatistics and Epidemiology
Prerequisite(s): DNP 700
DNP 710 .....3 credits
Evidence-Based Practice Measurement and Clinical Inquiry
Prerequisite(s): DNP 700
DNP 715 .....3 credits
Information Systems and Health Care Delivery Technology
Prerequisite(s): DNP 751

Leadership, 6 total credits

DNP 725.....3 credits
Policy and Regulation in Health Care
Prerequisite(s): DNP 751
DNP 730.....3 credits
Organizational and Systems Leadership
Prerequisite(s): DNP 751

Advanced Nursing Practice, 6 total credits

DNP 705.....3 credits
Philosophy, Theory, and Science for Nursing Practice
Prerequisite(s): DNP 700
DNP 740.....3 credits
Clinical Prevention and Population Health
Prerequisite(s): DNP 750

DNP Applied Project, 9 total credits

DNP 750 .....3 credits
DNP Applied Project I
Prerequisite(s): DNP 701, DNP 710
DNP 751.....3 credits
DNP Applied Project II
Prerequisite(s): Approved Precis, DNP 750
DNP 752 .....3 credits
DNP Applied Project III
Prerequisite(s): Approved Proposal, All previous courses

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

Additional Admission Requirements for the DNP

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher in nursing (MSN or MN) from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the MSN or MN degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of three years of full-time work experience within the past ten (10) years, of which one (1) year must be in a job that requires a RN license within the past three (3) years. Full-time work is defined as 32 hours per week for the DNP program.
- Current employment in a nursing role or access to an appropriate health care organization environment in which to complete the work-related course assignments.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Applicants must have documentation of a valid, unrestricted, unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- A signed current Hardware/Software agreement verifying Internet access and multimedia equipped computer.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Signed Excluded Provider In Clinical Experience Setting form

- Applicants must successfully complete DNP 101, DNP Program Orientation. If the applicant does not pass their first attempt of DNP 101, the applicant may make a second attempt to complete DNP 101 within 90 days of the end date of the first DNP 101 orientation. An applicant failing DNP 101 on the second attempt must wait 6 months from the end date of the second attempt before reapplying. Passing DNP 101 is limited to a total of three attempts.

  If an applicant who has successfully completed DNP 101 does not begin their program within one year from the date the Enrollment Agreement or Re-Entry Acknowledgement was signed, the applicant will need to successfully complete DNP 101 again before beginning the program. By signing a new Enrollment Agreement or Re-Entry Acknowledgement to replace the expired form, applicants will again have a total of three attempts to successfully complete DNP 101. Prior attempts under the expired Enrollment Agreement or Re-Entry Acknowledgement will not count toward these three attempts.

Degree Requirements for the DNP

- Completion of a minimum of 31 credits that include the following distribution:
  - Required Course of Study: 31 credits
- A minimum grade point average (GPA) of 3.0.
- Students must earn a minimum of 1000 hours of post-baccalaureate practice to achieve the eight Essentials of the DNP. Episodic advanced nursing practice experiences are integrated throughout the curriculum with project courses. Within the project courses students apply, integrate, and synthesize the DNP Essentials to a leadership focused area of practice (including care management of individuals and populations, administration of nursing or healthcare organizations, health policy development and implementation), validated by measured milestones that culminate in a final DNP Applied Project.
- Written approval of the DNP Applied Project Proposal.
- Successful completion of the DNP Dissemination Presentation and written completion of the final DNP Applied Project.
- Successful completion of all credit and non-credit bearing degree requirements, including an approved applied project and signature page signed by the Dean.
- The diploma awarded for this program will read as: Doctor of Nursing Practice

Academic Progression Requirements for the DNP

- Students must meet milestone progression requirements as outlined in the DNP Applied Project Progression form, which are summarized below. Students are responsible for completing each section of the DNP Applied Project Progression form and having it reviewed and approved by their Project Chair. Failure to complete the required milestones and practice hours prior to each applied project course (DNP 750, DNP 751, DNP 752) will result in the removal of the student's future schedule.
  - Students must have an executed affiliation agreement or signed agency permission agreement form prior to DNP 750.
  - Prior to entering DNP 750 students must select one external consultant (site-based mentor preferred) who is employed by or an associate of the facility or organization where the project will be done, with a working knowledge of the institution organizational structure, personnel, processes, and policies. This individual needs to have experience and/or a background in the project focus. Students will consider a consultant who holds a doctoral or master's degree and practice experience in an area relevant to their project.
  - Students must submit and receive written approval of the DNP Applied Project precis paper prior to enrollment in DNP 751.
  - Students must submit and receive written approval of the DNP Applied Project Proposal prior to enrollment in DNP 752.
  - DNP Applied Project implementation must be completed before entry into DNP 752.
  - Students must complete the required percentage of practice hours before starting each applied project course, as outlined in the table below.

Course	Percentage of Hours Completed
DNP 750 DNP Applied Project Course	20%
DNP 751 DNP Applied Project Course	40%
DNP 752 DNP Applied Project Course	90%

- Students must be enrolled in, or have successfully completed, the appropriate DNP Applied Project course to submit the Applied Project Proposal, Applied Project Manuscript, and complete the Dissemination Presentation.
- Applied Project Proposal approval must be renewed if the final DNP Applied Project is not completed within 2 years of the approval date.
- DNP Applied Project Manuscript and Dissemination presentation must be approved during DNP 752.
- Students may not be enrolled in more than one course at a time.
- Students must hold a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- All General Policies and Standards as listed in the Nursing Program Handbook must be met and verified prior to any clinical experience and must be maintained throughout the duration of all clinical activities.
- Students will be allowed to have only one incomplete (I, IX, or IP) grade on their records at a time.

- Students awarded an incomplete grade (I, IP, or IX) for an applied project course cannot proceed into their next course until they have completed all milestones and didactic requirements required to receive a passing grade. Additional information on the applied project courses is provided within the Nursing Program Handbook.

Academic Standing and Minimum Grade Requirements for the DNP

- Students must successfully complete all required courses with a grade of "B-" or better before proceeding to the next course. If students do not pass a required course with a "B-" or better, they will be placed in Scholastic Disqualification. Students who fail to achieve the minimum grade requirement when they retake the course will be permanently removed from the program and placed in Scholastic Suspension. Students are only permitted to repeat a course one time in their program. Students who successfully complete the retake of a course while in Scholastic Disqualification, but then fail to achieve the minimum grade in a subsequent course, will be permanently removed from the program and placed in Scholastic Suspension.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and submitted to the College of Nursing Supplemental Standards Administrator, or designee.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.

Practicum Requirements

Once admitted to the program, students can meet a portion of the practice hours required for degree completion by requesting to apply Master's program clinical experiences as outlined below

- Up to 500 practice hours may be awarded for completion of an Advanced Practice Registered Nursing (APRN) program. The program must include supervised clinical experiences and subsequent national certification in one of the four APRN roles: nurse practitioner, nurse midwife, clinical nurse specialist, or nurse anesthetist.
  - Eligibility must be validated by proof of active U.S. board certification such as American Nurse Credentialing Center (ANCC), American Academy of Nurse Practitioners Certification Board (AANPCB), or National Certification Corporation (NCC).
- Up to 100 practice hours from a completed MSN program that requires supervised clinical experience.
  - Eligibility must be validated by an official letter from the issuing school or an official transcript that clearly identifies the clinical hours.
- Up to 100 practice hours for holding a current/active national certification in a clinical nursing specialty area from a recognized nursing organization such as the American Nurse Credentialing Center (ANCC), National League for Nursing (NLN), or National Certification Corporation (NCC).
  - Eligibility must be validated by proof of active certification from a recognized nursing organization.

The remaining required hours will be attained across the program with the following percent achievement levels prior to beginning the following DNP practice courses:

- DNP 750 - 20%
- DNP 751 - 40%
- DNP 752 - 90%

Residency Requirements for the DNP

- Students must meet the established University residency requirement for degree conferral. The University requires that 31 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Supplemental and Professional Standards for the DNP

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the DNP

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Students seeking re-entry into a program version that is accepting new enrollments and is the most current in their state or jurisdiction are required to submit an appeal to the Student Appeals Center.
- No appeals will be accepted for re-entry to an expired program.
-

COLLEGE OF EDUCATION

The College of Education offers graduate level degree and nondegree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to foster a learning environment that allows students to build their knowledge base and apply what they have learned to impact student learning one educator at a time. Graduate students may choose to pursue a major in a variety of areas. Graduate, nondegree courses offer options for select state-specific certificates/ endorsements and professional growth opportunities designed for current educators. Students/applicants are responsible for checking both the university's licensure page and their state Department of Education and/or school district to determine specific credentialing requirements.

Master of Arts in Education/Administration and Supervision

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

The Master of Arts in Education/Administration and Supervision (MAED/ADM) is an Arizona-based program for principal licensure that provides the academic preparation to apply for initial principal certification in select states.

Principal licensure requirements vary by state. Candidates located in a state that does not provide a direct path to licensure will be required to obtain Arizona certification first, prior and in addition to seeking licensure in their home-state as an out-of-state prepared candidate enrolled in a state-approved preparation program. The Arizona certification process requires candidates to obtain Arizona Fingerprint Clearance and pass all Arizona-specific licensure requirements including any Arizona specific coursework and/or exams (or home state equivalents if recognized by Arizona Department of Education).

After obtaining an Arizona principal license, candidates may be required to complete testing or other additional certification requirements in their home state, at additional cost, to obtain state licensure there. Program requirements may change based upon state agency licensure requirements and they can be found on the principal licensure page, found here:
https://www.phoenix.edu/state-licensure-requirements/principal.html
The College of Education has made a determination if program meets educational requirements "meet," "does not meet," or it affords no determination in regards to principal licensure in your home state. Please check the principal licensure page regularly prior and in addition to contacting your state agency for state-specific licensure requirements.

Candidates beginning or resuming a principal program are strongly encouraged to discuss state licensure requirements with their Education Program Specialist and regularly review state specific licensure requirements in the state where they plan to practice.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must keep their address up-to-date with the University and contact their Academic Advisor immediately when any change occurs to ascertain the effect upon their educational goals. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Purpose

The Master of Arts in Education/Administration and Supervision is a graduate degree program intended to prepare candidates for K-12 school principal licensure. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and an administrative internship above and beyond program coursework. Requirements for licensure vary by state, please visit
https://www.phoenix.edu/colleges/college-of-education/principallicensure.html
to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a principal with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement school leadership practices to produce a positive impact on P-12 student learning
- Evaluate effective professional administrative practice
- Apply professional ethics to leadership practices
- Evaluate community factors to address the needs of all populations
- Evaluate information and research from various sources to make effective decisions

Preferred Sequence and Prerequisites for the MAED/ADM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

EAD 500 .....0 credits
Orientation to Administration and Supervision

Action Research and Evaluation, 3 total credits

EAD 535 .....3 credits
Research for Improved Practice
Prerequisite(s): EAD 591B

Administrative Internship/Practicum, 3 total credits

EAD 591A .....1 credit
Administrative Internship Part I
Prerequisite(s): EAD 500, EAD 518, EAD 570, EAD 555, EAD 524

EAD 591B .....1 credit
Administrative Internship Part II
Prerequisite(s): EAD 591A, EAD 528, EAD 536, EAD 560

EAD 591C .....1 credit
Administrative Internship Capstone
Prerequisite(s): EAD 591A, EAD 591B, EAD 575, EAD 535, EAD 565

Introduction to the Principalship, 12 total credits

EAD 518 .....3 credits
Leadership and Collaborative Processes
Prerequisite(s): EAD 500

EAD 570 .....3 credits
Prioritizing Equality of Opportunity in Education
Prerequisite(s): EAD 500

EAD 555 .....3 credits
School Policy and Law for Principals
Prerequisite(s): EAD 500

EAD 575 .....3 credits
Family, Community, and Media Relations
Prerequisite(s): EAD 591B

Functions and Strategies, 15 total credits

EAD 524 .....3 credits
Supervision of Curriculum, Instruction and Assessment
Prerequisite(s): EAD 500

EAD 528 .....3 credits
Administration of Special Programs
Prerequisite(s): EAD 591A

EAD 536 .....3 credits
School Finance and Facilities Management
Prerequisite(s): EAD 591A

EAD 560 .....3 credits
Human Resources Leadership and Management
Prerequisite(s): EAD 591A

EAD 565 .....3 credits
School Improvement Processes
Prerequisite(s): EAD 591B

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

Additional Admission Requirements for the MAED/ADM

All applicants are expected to meet the following admission requirements:

- Applicants enrolled in this program must have a bachelor's degree or higher from college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants using foreign credentials when enrolling in a program leading to principal certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the applicable state regulatory agency's list of approved evaluation agencies (for the state in which the applicant is attending) to verify degree completion and equivalency to a United States bachelor's degree. Applicants attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to principal licensure.
- A minimum of 18 months of full-time instructional experience in a P-12 setting. The instructional experience must be as a contracted teacher in either a traditional or year-round public or private school. Instructional experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. Verifiable (contracted) P-12 instructional classroom experience at 40 hours per week constitutes instructional experience.

- **Kansas Residents:** A minimum of 42 months of full-time instructional experience in a P-12 setting in a state-accredited school on a standard license. Applicants must also have a professional license.
- **Delaware, Idaho, Illinois, North Carolina, and Washington DC Residents:** A minimum of 30 months of full-time instructional experience in a P-12 setting.
- **Louisiana, Nevada, New Hampshire, New Jersey, and Pennsylvania Residents:** A minimum of 42 months of full-time instructional experience in a P-12 setting.
- **New Mexico Residents:** A minimum of 54 months of full-time instructional experience in a P-12 setting.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Applicants must provide evidence of a current teaching license.
  - The current teaching license must be a renewable standard or professional license. Licenses that are designated as temporary, substitute, emergency, probationary, intern, or other non-professional licenses will not be accepted.
- A signed Criminal Conviction Acknowledgement form
  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed MAED/ADM New Student Checklist
- Immunization and Health Insurance Requirements:

Degree Completion Requirements for the MAED/ADM

- Completion of a minimum of 33 credits that include the following distribution:
  - Required Course of Study: 33 credits
- A minimum grade point average (GPA) of 3.0.
  Completion of a minimum of 240 internship hours and 30 field experience hours (or more as required by state of residency) documented in TK20 (30 hours minimum or more as required by state of residency). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Satisfactory completion of any required internship courses.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Administration and Supervision

Minimum Grade Requirements for the MAED/ADM

- Students must earn a "B" or better in all internship courses to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or internship: EAD 591A, EAD 591B, EAD 591C
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the MAED/ADM

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 27 credits from a combination of the required course of study and elective courses must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: EAD 536, EAD 555, EAD 591A, EAD 591B, EAD 591C

Field Experience for the MAED/ADM

Beginning with the first credit-bearing course, and throughout the program, candidates are required to complete a minimum of 30 hours (or more as required by state of residency) of verified field experiences. Field experience hours are completed in addition to the 240-hour Administrative Internship. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be maintained and reviewed as specified in the handbook/courses and will be reviewed by university staff. Candidates must follow necessary guidelines outlined in the program handbook to satisfy field experience requirements.

Internship Policies for the MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Some states may require more than 240 hours for the Administrative Internship. Candidates will be required to follow the guidelines within their state.
- **Candidates residing in Arizona and Reciprocity States:** must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number prior to beginning EAD 591A. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.
- Prior to beginning the internship, candidates must:
  - have their school site and mentor approved by College of Education staff
  - be assigned a University Faculty Supervisor
  - participate in an orientation meeting with the mentor and University Faculty Supervisor

  Evidence must be uploaded to EAD 591A.
- Candidates must be continuously enrolled in coursework to accrue internship hours. Candidates who are not continuously enrolled are not eligible to accrue internship hours. Candidates who are out of attendance more than 12 consecutive weeks will not considered continuously enrolled.
- Candidates will be required to upload evidence of internship progress in each of the internship courses EAD 591A, EAD 591B, and EAD 591C to continue progressing in the program.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Removal from a placement at the request of an appointed administrator from the internship location or UOPX:
  - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two internship attempts.
    - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
  - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
    - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Unapproved self-terminations of an internship:
  - Candidates that execute an unapproved self-termination of an internship, prior to starting and posting attendance in their first internship course or while transitioning between their internship courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two internship attempts.
    - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
  - Candidates that execute an unapproved self-termination of an internship, after having met any amount of attendance in their internship courses, will be withdrawn from the internship course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two internship attempts.
    - Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Candidates that do not successfully complete a successive attempt of the internship experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates should complete the internship within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the internship courses).

Re-entry for the MAED/ADM

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.

- ONLY students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/ADM

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Arizona residents and candidates applying via reciprocity will be issued an Arizona IR within 45 days of graduation. Once issued, the AZ IR is only valid for one-year.
- Candidates may be required to verify classroom teaching experience and/or teacher certification prior to being issued an IR. Teaching experience and/or certification requirements vary by state.

Arizona:

- Students must verify three (3) years of classroom teaching experience prior to issuance of Institutional Recommendation.

Delaware, Illinois, Idaho, North Carolina, and Washington DC:

- Students must provide evidence of four (4) years of teaching experience for Institutional Recommendation and/or issuance of an administrative license.

Louisiana, Kansas, Nevada, New Hampshire, New Jersey, and Pennsylvania:

- Students must provide evidence of five (5) years of teaching experience for Institutional Recommendation and/or issuance of an administrative license.

New Mexico:

- Students must provide evidence of six (6) years of teaching experience for Institutional Recommendation and/or issuance of administrative license.

Hawaii:

- Students that have applied a course waiver using the Hawaii Certification Institute for School Leaders (HICISL) Program approved by the Hawaii State Department of Education and holding a Professional School Administrator Certificate are not eligible to receive an Institutional Recommendation from the University of Phoenix.

Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education/Adult Education and Training (MAED/AET) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Master of Arts/Adult Education and Training (MAED/AET) program is to develop skills and knowledge of individuals interested in working with adult learners. Learners develop competencies and expertise necessary to align education and training with strategic objectives and human services foundations across an enterprise with culturally diverse populations. Learners expand their knowledge in andragogical theory, instructional design and strategies, assessment of learning, delivering online learning, management and marketing, and technology integration. In addition, learners engage in practice through collaborative learning, social media, and community-based learning. Graduates will be able to serve adult students, colleagues, industries, and communities as educators and trainers.

Program Purpose

The Master of Arts in Education/Adult Education and Training is a graduate degree program intended for students interested in working with adult learners in an educational or training environment. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement instructional practices to produce a positive impact on adult learning.
- Understand the process of organizational change and how to communicate effectively to stakeholders.
- Evaluate the educational and training needs of an organization.
- Create innovative strategies and incorporate technology in adult education and training programs.

Preferred Sequence and Prerequisites for the MAED/AET

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 520 ..... 3 credits
Organizational Communication for Adult Education and Training

AET 500 ..... 3 credits
Foundations of Adult Learning Theory

AET 508 ..... 3 credits
Community-Based Education

CUR 516 ..... 4 credits
Curriculum Theory and Instructional Design
Prerequisite(s): AET 500

CUR 518 ..... 3 credits
Multicultural Strategies for the Adult Learner
Prerequisite(s): CUR 516

CUR 528 ..... 3 credits
Assessment of Learning
Prerequisite(s): CUR 516

CUR 532 ..... 3 credits
Facilitating Online Learning
Prerequisite(s): CUR 516

AET 552 ..... 3 credits
Marketing Adult Education

AET 560 ..... 3 credits
Facilitating Change

AET 562 ..... 3 credits
Social Media for Professional Learning

AET 570 ..... 3 credits
Program Development in Adult Education
Prerequisite(s): CUR 516

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admission requirements:

Immunization and Health Insurance Requirements:

All residents of Hawaii are required to submit immunization information to the University.

Measles/Mumps/Rubella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of MMR. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Varicella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1979, be immunized for Varicella (Chickenpox). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of Varicella. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

As an exception, a signed, documented diagnosis or verification of a history of varicella disease or herpes zoster by a practitioner may be substituted for a record of varicella vaccination.

Tetanus, Diphtheria, Pertussis (Tdap): The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, be immunized for Tetanus Diphtheria, and Pertussis (TDAP). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of TDAP. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Exemptions from the MMR, Varicella, and Tdap immunization requirements may be granted for the following reasons:

- A medical exemption may be granted to specific vaccines.
  - A US licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
  - The physician must state the length of time during which the vaccine would endanger the student's health or life.
  - The exemption certification must be signed by the physician.
- A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization. Requests for religious exemptions based on exemptions to specific immunizing agents will not be granted.
- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student's health record at school.

Tuberculosis (TB) Clearance Requirements: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, must present a TB Clearance obtained within 12 months prior to their first attendance in a post-secondary school in Hawaii or a TB Clearance obtained after age sixteen. Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a clear TB Clearance. A TB Clearance must be submitted with the Hawaii TB Clearance form prior to the first night of class or the student will not be permitted to attend class. Students may submit a copy of their TB Clearance received prior to their attendance at another Hawaii post-secondary school.

Degree Completion Requirements for the MAED/AET

- Completion of a minimum of 34 credits that include the following distribution:
  - Required Course of Study: 34 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read: Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 28 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 6 credits from the required course of study.

Students in MAED/TED-Elementary, MAED/TED-Secondary, or MAED-Special Education programs who have completed a minimum of 12 credits, and for whom Candidacy Level II status equals 2N, are eligible to enter the MAED/AET 003 program using the following course waivers:

Program	Courses Waived	Using Courses (or equivalents)
MAED/TED-E	AET 500 (3 credits) CUR 516 (4 credits) CUR 528 (3 credits) Total credits: 10	MTE 501 (2 credits) MTE 508 (3 credits) MTE 562 (3 credits) Total credits: 8 Or MTE 516 (3 credits) ELM 530 (3 credits) MTE 511 (3 credits) Total credits: 9
MAED/TED-S	AET 500 (3 credits) CUR 516 (4 credits) CUR 528 (3 credits) Total credits: 10	MTE 501 (2 credits) SEC 508 (3 credits) MTE 562 (3 credits) Total credits: 8 Or MTE 516 (3 credits) SEC 530 (3 credits) MTE 511 (3 credits) Total credits: 9
MAED/SPE	CUR 516 (4 credits)	MTE 508 (3 credits) and SPE 511 (3 credits) -or- SPE 578 (3 credits) and SPE 546 (3 credits) or SPE 584 (3 credits)

The following course(s) may not be waived: COM 520

The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Master of Arts in Education/Elementary Teacher Education (Arizona)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for initial teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the knowledge, skills and dispositions that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator's responsibility for that learning. Clinical Practice (student teaching) is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The clinical practice is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified clinical experiences covering a variety of developmental levels. The focus of each experience will relate to specific course content and professional preparation. Documentation will be maintained in the student's professional portfolio.

View state licensure requirements for this program:
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html
The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is an Arizona-based program for teacher licensure that provides the academic preparation to apply for initial teacher certification in select states.

Educator licensure requirements vary by state. Candidates located in a state that does not provide a direct path to licensure will be required to obtain Arizona certification first, prior to seeking licensure in their home-state as an out-of-state prepared candidate enrolled in a state-approved preparation program. The Arizona certification process requires candidates to obtain Arizona fingerprint clearance and pass all Arizona-specific licensure requirements including any Arizona specific coursework or exams (or home state equivalents if recognized by Arizona Department of Education).

After obtaining an Arizona educator license, candidates may be required to complete testing or other additional certification requirements in their home-state, at additional cost to obtain state licensure there. Program requirements may change based upon state agency licensure requirements and they can be found on the teacher licensure page, found here:
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html.
The College of Education has made a determination if program educational requirements "meet,"or "does not meet," teacher licensure in your home state. Please check the teacher licensure page regularly prior and in addition to contacting your state agency for state-specific licensure requirements.

Candidates beginning or resuming an education program are strongly encouraged to discuss state licensure requirements with their assigned Education Program Specialist and regularly review state specific licensure requirements in the state where they plan to teach.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must keep their address up-to-date with the University and contact their Academic Advisor immediately when any change occurs to ascertain the effect upon their educational goals, such as moving to another state. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended for students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become elementary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html
to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement effective instruction in the elementary classroom to positively impact student learning.
- Evaluate effective professional practice in an elementary classroom.
- Apply professional dispositions and ethics to instructional practices among the various communities in an elementary school setting.
- Evaluate educational principles and make use of various data sources necessary to differentiate instruction for the diverse learners in an elementary classroom.
- Create innovative strategies to improve student learning through the use current research and technology.

Program Category Requirements for the MAED/TED-E

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Candidates in the MAED/TED programs are required to complete a minimum number of credits in each of the Program Requirement Categories. The number of required credits and courses available to fulfill these requirements are noted below.

Orientation, 0 total credits

MTE 001 ..... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

MTE 510 ..... 1 credit
Professional Knowledge, Skills, and Dispositions
Prerequisite(s): MTE 001

Foundations of Education, 3 total credits

MTE 516 ..... 3 credits
Foundations of the Professional Educator
Prerequisite(s): MTE 001

Educational Theories and Models, 6 total credits

ELM 530 ..... 3 credits
Instruction and Assessment for All Learners
Prerequisite(s): MTE 001

ELM 532 ..... 3 credits
Creating an Effective Learning Environment
Prerequisite(s): MTE 001

Human Development, 3 total credits

MTE 511 ..... 3 credits
Child/Adolescent Growth, Development, and Learning
Prerequisite(s): MTE 001

Assessment, 3 total credits

MTE 513 ..... 3 credits
Evaluation and Data Literacy
Prerequisite(s): MTE 510, MTE 516, MTE 511, ELM 532, ELM 530

Reading, 6 total credits

ELM 534 ..... 3 credits
Elements of Literacy Content and Curricular Knowledge
Prerequisite(s): MTE 510, MTE 516, MTE 511, ELM 532, ELM 530

ELM 535 ..... 3 credits
Application of Research-Based Literacy Instruction
Prerequisite(s): MTE 512, ELM 534, MTE 513

Special Populations, 6 total credits

SEI 504 ..... 3 credits
Structured English Immersion-Elementary
Prerequisite(s): MTE 510, MTE 516, MTE 511, ELM 532, ELM 530

MTE 512 ..... 3 credits
Teaching the Exceptional Learner
Prerequisite(s): MTE 510, MTE 516, MTE 511, ELM 532, ELM 530

Content and Curricular Knowledge, 9 total credits

ELM 536 ..... 3 credits
Social Studies Content and Curricular Knowledge
Prerequisite(s): MTE 512, ELM 534, MTE 513

ELM 537 ..... 3 credits
Science Content and Curricular Knowledge
Prerequisite(s): MTE 512, ELM 534, MTE 513

ELM 538 ..... 3 credits
Mathematics Content and Curricular Knowledge
Prerequisite(s): MTE 512, ELM 534, MTE 513

Elective, 2 total credits

Candidates who do not reside in Arizona, Delaware, Missouri, Mississippi, New Jersey, New Mexico, North Dakota, South Dakota, and Texas must complete:

HIS 518 ..... 2 credits
U.S. Constitution

Candidates who reside in Arizona, Delaware, Missouri, Mississippi, New Jersey, New Mexico, North Dakota, South Dakota, and Texas must complete:

HIS 514 ..... 1 credit
AZ Constitution

HIS 516 ..... 1 credit
U.S. Constitution

Clinical Practice, 6 total credits

EDD 583 ..... 6 credits
Clinical Practice
Prerequisite(s): ELM 535, ELM 536, ELM 537, ELM 538

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

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Applicants enrolled in this program must have a bachelor's degree or higher from college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the applicant is attending, to verify degree completion and equivalency to a United States bachelor's degree. Applicants attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed MAED/TED New Student Checklist

Immunization and Health Insurance Requirements:

All residents of Hawaii are required to submit immunization information to the University.

Measles/Mumps/Rubella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of MMR. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Varicella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1979, be immunized for Varicella (Chickenpox). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of Varicella. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

As an exception, a signed, documented diagnosis or verification of a history of varicella disease or herpes zoster by a practitioner may be substituted for a record of varicella vaccination.

Tetanus, Diphtheria, Pertussis (Tdap): The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, be immunized for Tetanus Diphtheria, and Pertussis (TDAP). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of TDAP. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Exemptions from the MMR, Varicella, and Tdap immunization requirements may be granted for the following reasons:

- A medical exemption may be granted to specific vaccines.
    - A US licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
    - The physician must state the length of time during which the vaccine would endanger the student's health or life.
    - The exemption certification must be signed by the physician.
- A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization. Requests for religious exemptions based on exemptions to specific immunizing agents will not be granted.
- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student's health record at school.

- **Tuberculosis (TB) Clearance Requirements:** The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, must present a TB Clearance obtained within 12 months prior to their first attendance in a post-secondary school in Hawaii or a TB Clearance obtained after age sixteen. Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a clear TB Clearance. A TB Clearance must be submitted with the Hawaii TB Clearance form prior to the first night of class or the student will not be permitted to attend class. Students may submit a copy of their TB Clearance received prior to their attendance at another Hawaii post-secondary school.

Additional Elementary Admission Requirements for Georgia

Georgia residents seeking a Georgia certificate must:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
  - Completion of GACE Educator Ethics Assessment
  - Signed Pre-service certification application
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Completed Background Check Form

Georgia Residents must not hold a Clear Renewable Certificate or a Standard Professional Certificate to be eligible to enroll in this program. If a Georgia resident obtains a Clear Renewable or a Standard Professional Certificate before completing the UOPX degree program, the degree cannot be used for purposes of a certificate upgrade.

Additional Elementary Admission Requirements for Maine

Applicants enrolled in the MAED/TED-E program and residing in the state of Maine must provide a transcripted verification of a minimum of 6 semester hours in Mathematics, 6 semester hours in English, 6 semester hours in Science, and 6 semester hours of Social studies.

Additional Elementary Admission Requirements for Montana

Applicants residing in Montana must provide verification of the following:

- Completion of the online course, An Introduction to Indian Education for All in Montana

Additional Admission Requirements for Oregon residents

Applicants residing in Oregon must provide a screen shot from the Oregon Teacher Standards and Practices Commission Public Educator search, confirming they have never held an Oregon Educator license.

Additional Admission Requirements for Mississippi residents

Mississippi residents seeking a Mississippi certificate must first:

- Obtain a Mississippi Pre-service Certificate. The steps to qualify for this certificate include:
  - Signed Pre-service Certification Application
  - Official passing score report, sent directly to MS DOE for either the Praxis Core Academic Skills for Educators exam (all subtests must be passed to MS DOE required scores), ACT (score of 21 or higher), or SAT (score of 1060 or higher)
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Institutional Program Verification (IPV) form

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.
  Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2.
  - Verification of Fingerprint Clearance. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

    Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 45 credits that include the following distribution:
  - Required Course of Study: 45 credits
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, clinical practice, and/or practicum courses.
- Completion of My Time Log (100 hours minimum or more as required by state of residency). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- To receive an institutional recommendation and/or state certification, students may need to meet other requirements as set forth by their state of residency. Students are advised to check with their State Department of Education for any additional certification requirements.
  Georgia residents must complete the GACE Educator Ethics Exit Exam (360).
- The diploma awarded for the MAED/TED-E program will read as:
  Master of Arts in Education
  Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

- Students must provide verification of the following prior to beginning their clinical practice placement. Students must provide:
  - Verification of negative TB test results, or other TB clearance documentation (District specific).
  - Passing scores on the designated state content knowledge exam (elementary content).

    The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

    Tennessee Residents: Students residing in the state of Tennessee, and that choose to complete a job-embedded pathway, must provide passing scores on the Tennessee state content knowledge exam before beginning the job-embedded pathway.

  - Verification of the completion of 100 hours of clinical experience (or more as required by state of residency).
  - Students residing in Utah must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.
  - Verification of fingerprint clearance. Students must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

    Students residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- Students will be required to have a 3.0 GPA for the program at the time they apply for clinical practice and prior to the approval of their clinical practice.
- Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.
- Completion of a Dispositions Assessment
- Georgia students must earn a B- or better in MTE 512 to receive credit for the course.

Minimum Grade Requirements for the MAED/TED-E

- Students must earn a "B" or better in the applicable Clinical Practice Seminar to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in the following applicable course will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or the clinical practice placement: EDD 583
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the MAED/TED-E

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 39 credits in the required course of study for the MAED/TED-E program must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: EDD 583, ELM 530, ELM 535, ELM 536, ELM 537, ELM 538, MTE 001, MTE 510, MTE 512, MTE 513

Students may waive SEI 504 or SEI 506 if they meet one of the following requirements:

- Completion of an Arizona Department of Education (ADE) approved SEI course(s) at an institution of higher education.
- Completion of an Arizona Department of Education (ADE) approved district/individual trainer led workshop.

  Students must provide evidence of the completion of a state approved workshop that is a minimum of 45 clock hours to be eligible for this waiver.
- Verification of one of the following endorsements:
  - Arizona Full SEI Endorsement (SEI 504 or SEI 506)

    Students who hold this endorsement may waive SEI 504 or SEI 506 with credit.
  - Arizona English as a Second Language Endorsement (SEI 504 or SEI 506)

    Students who hold this endorsement may waive SEI 504 or SEI 506 with credit.

Students may satisfy HIS 514 (AZ, DE, MO, MS, NJ, NM, ND, SD, and TX) using one of the following methods:

- Successful completion of HIS 514 or equivalents.
- Completion of a college-level Arizona Constitution course at the graduate or undergraduate level with a grade of "C-" or better from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- Completion of the Arizona Constitution AEPA Exam

Students may satisfy HIS 516 (AZ, DE, MO, MS, NJ, NM, ND, SD, and TX) or HIS 518 (all other states) using one of the following methods:

- Successful completion of HIS 516 or HIS 518 or equivalents.
- Completion of a college-level US Constitution course at the graduate or undergraduate level with a grade of "C-" or better from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- Completion of the US Constitution AEPA Exam

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED programs. Students must provide verification of completion to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 516, MTE 511
MAED/TED-S	MTE 516, MTE 511

Students who have completed the Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Couse waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver policy may exceed the maximum waiver limit for the program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form.

Following application of the Post-Bacc course waivers, students will fulfill Candidacy 2 and all academic progression requirements. Students will not be required to complete and/or provide the following:

- Fingerprint clearance
- Completion of Teacher Performance Assessment
- Satisfactory completion of any required internship, clinical practice, and/or practicum courses.
- Completion of My Time Log (100 hours or more as required by state of residency)
- Passing scores on the designated state content knowledge exam

Students who have completed the Arizona Alternative Pathway (CERT/AP-E AZ or CERT/AP-S AZ) or Graduate Initial Teacher Certificate (CERT/G-ELM or CERT/G-SEC) from University of Phoenix are eligible to apply completed coursework from the certificate program to fulfill requirements within this program.

Georgia Residents who completed a UOPX initial teacher licensure-only graduate certificate (e.g., CERT/AP-E, CERT/AP-S, CERT/AP-SE, CERT/G-ELM, CERT/G-SEC, and CERT/G-SPE) will not be eligible for admission to the master's program. Therefore, they are not eligible to apply completed coursework from the certificate program to fulfill requirements within this program.

Students who waive courses using the Arizona Alternative Pathway (CERT/AP-E AZ or CERT/AP-S AZ) or Graduate Initial Teacher Certificate (CERT/G-ELM or CERT/G-SEC) may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Arizona Alternative Pathway/ Graduate Initial Teacher Certificate Course Waiver Form.

Clinical Experience and Clinical Practice for the MAED/TED-E

Clinical Practice Policies

- Clinical practice is a full-time experience. Each campus establishes operational policies related to placement and completion of clinical practice. Candidates must follow the guidelines in place at their campus.
- Candidates must take the Clinical Practice Seminar concurrently with the clinical practice placement. Candidates who choose postpone clinical practice must postpone their enrollment in the clinical practice course.
- Removal from a placement at the request of an appointed administrator from the clinical practice location or UOPX:
  - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their clinical practice seminar will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

  - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of a clinical practice:
  - Candidates that execute an unapproved self-termination of clinical practice, prior to starting and posting attendance in their clinical practice seminar will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

  - Candidates that execute an unapproved self-termination of a clinical practice, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
  - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their clinical practice seminar (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Clinical practice can only be repeated one time.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must complete their clinical practice in the subject area in which a passing score was achieved on the content knowledge assessment exam.
- Candidates enrolled in the MAED/TED-E program wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching:
  Passing scores on the state mandated content exam for elementary
  Passing scores on the state mandated content exam for the single subject content area the candidate would like to teach in grades 6-8. The candidate must ensure that the elementary grade span recognized by the teacher licensing body in his/her state of residence includes the desired 6-8 grade level.
- Candidates in the MAED/TED program may not complete their clinical practice in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), may be eligible to 'student teach' or 'validate' in their current classroom, while completing the programs culminating Clinical Practice courses. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Clinical Practice courses and complete and upload the Teacher Performance Assessment.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 12 weeks of clinical practice, including the completion of a Teacher Performance Assessment.
- Students must submit their Teacher Performance Assessment.
- Clinical practice cannot be waived unless a documented exception exists in program policy. SAC appeals to waive clinical practice will not be accepted.

Out of state Clinical Practice

Candidates who are unable to complete their clinical practice experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their clinical practice online. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online Administrative Offices for a list of participating states and procedures for clinical practice placement.

- Candidates must enroll in the remaining Clinical Practice Seminars online while completing their clinical practice experience.
- Candidates need to work directly with the Online Administrative Offices to complete the requirements for verification of placement.

Clinical Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours (or more as required by state of residency) of verified clinical experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each clinical experience will relate to specific course content and will follow a structured format. As part of the verified clinical experiences, candidates must also complete guided clinical experience requirements. The guided clinical experience requirements will be satisfied through the completion of Guided Clinical Experience assignments in specific courses required by the candidate's program. Documentation of clinical experience will be reviewed by university staff prior to clinical practice. Candidates must follow necessary guidelines outlined in the program handbook to satisfy clinical experience requirements.

Supplemental and Professional Standards for the MAED/TED-E

This program is subject to the University's Supplemental & Professional Standards.

Re-Entry for the MAED/TED-E

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Delaware, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Dakota, Puerto Rico, South Dakota, Texas, and Wyoming residents: seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their clinical practice must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Georgia candidates must receive a grade of B- or better in MTE 512 (or an equivalent) to be eligible for an IR.

Arizona Teaching Intern Certificate Route

Arizona Teaching Intern Certificate Route

The Arizona Teaching Intern Certificate Route is optional for Arizona residents and is not a requirement for participation in clinical practice (student teaching). To participate in the Arizona Teaching Intern Certificate Route, candidates must qualify for the Alternative Teaching Certificate.

The Alternative Teaching Certificate entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor and is only valid in the school district or charter school requesting the certificate. The Alternative Teaching certificate is valid for two years and may be extended yearly for no more than two consecutive years.

Requirements for initial issuance of the Alternative Teaching Certificate:

- A Bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation\
- Verification of fingerprint clearance. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- Letter of intent to hire or other evidence indicating that the student will be hired as a contracted teacher for the school year. The classroom and grade level must align with the candidate's program of enrollment and content knowledge exam.
- Verification letter indicating that the candidate is enrolled in an Arizona State Board approved educator preparation program signed by the College of Education appropriate designee.
- Passing scores on the designated state content knowledge exam.
- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

Requirements for extension of the Alternative Teaching Certificate:

- Students must be continuously enrolled
  - Intern route students need to earn credit within an academic term (August to December or January to May). If this is not accomplished, the student will not meet the requirements for the Arizona Department of Education Verification Letter.
- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

Master of Arts in Education/Secondary Teacher Education (Arizona)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for initial teacher licensure for instruction in secondary education. The guiding philosophy of the MAED/TED-S program is to provide adult students who already have degrees in disciplines other than education with the knowledge, skills, and dispositions to become competent and effective secondary educators. Rigorous course work, clinical experience, and clinical practice are integral components of this program. Candidates complete a minimum of 100 hours of verified field-based clinical experiences at appropriate grades and content levels to prepare them for a culminating clinical practice as a student teacher. During their clinical practice (student teaching), candidates work with a cooperating teacher at a school site and with a University of Phoenix faculty supervisor. All clinical experiences are aligned to state and professional standards and prepare candidates to be effective educational professionals.
View state licensure requirements for this program:
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html
The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is an Arizona-based program for teacher licensure that provides the academic preparation to apply for initial teacher certification in select states.

Educator licensure requirements vary by state. Candidates located in a state that does not provide a direct path to licensure will be required to obtain Arizona certification first, prior to seeking licensure in their home-state as an out-of-state prepared candidate enrolled in a state-approved preparation program. The Arizona certification process requires candidates to obtain Arizona fingerprint clearance and pass all Arizona-specific licensure requirements including any Arizona specific coursework or exams (or home state equivalents if recognized by Arizona Department of Education).

After obtaining an Arizona educator license, candidates may be required to complete testing or other additional certification requirements in their home-state, at additional cost to obtain state licensure there. Program requirements may change based upon state agency licensure requirements and they can be found on the teacher licensure page, found here:
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html.
The College of Education has made a determination if program educational requirements "meet,"or "does not meet," teacher licensure in your home state. Please check the teacher licensure page regularly prior and in addition to contacting your state agency for state-specific licensure requirements.

Candidates beginning or resuming an education program are strongly encouraged to discuss state licensure requirements with their assigned Education Program Specialist and regularly review state specific licensure requirements in the state where they plan to teach.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must keep their address up-to-date with the University and contact their Academic Advisor immediately when any change occurs to ascertain the effect upon their educational goals, such as moving to another state. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended for students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become secondary school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement effective instruction in the secondary classroom to positively impact student learning.
- Evaluate effective professional practice in a secondary classroom.
- Apply professional dispositions and ethics to instructional practices among the various communities in a secondary school setting.
- Evaluate educational principles and make use of various data sources necessary to differentiate instruction for the diverse learners in a secondary classroom.
- Create innovative strategies to improve student learning through the use current research and technology.

Program Category Requirements for the MAED/TED-S

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Candidates in the MAED/TED programs are required to complete a minimum number of credits in each of the Program Requirement Categories. The number of required credits and courses available to fulfill these requirements are noted below.

Orientation, 0 total credits

MTE 001 ..... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

MTE 510 ..... 1 credits
Professional Knowledge, Skills, and Dispositions
Prerequisite(s): MTE 001

Foundations of Education, 3 total credits

MTE 516 ..... 3 credits
Foundations of the Professional Educator
Prerequisite(s): MTE 001

Educational Theories and Models, 6 total credits

SEC 530 ..... 3 credits
Instruction and Assessment for All Learners
Prerequisite(s): MTE 001

SEC 532 ..... 3 credits
Secondary - Creating an Effective Learning Environment
Prerequisite(s): MTE 001

Human Development, 3 total credits

MTE 511 ..... 3 credits
Child/Adolescent Growth, Development, and Learning
Prerequisite(s): MTE 001

Assessment, 3 total credits

MTE 513 ..... 3 credits
Evaluation and Data Literacy
Prerequisite(s): MTE 510, MTE 516, MTE 511, SEC 532, SEC 530

Reading, 3 total credits

SEC 534 ..... 3 credits
Reading in the Content Area
Prerequisite(s): MTE 510, MTE 516, MTE 511, SEC 532, SEC 530

Special Populations, 6 total credits

SEI 506 ..... 3 credits
Structured English Immersion - Secondary
Prerequisite(s): MTE 510, MTE 516, MTE 511, SEC 532, SEC 530

MTE 512 ..... 3 credits
Teaching the Exceptional Learner
Prerequisite(s): MTE 510, MTE 516, MTE 511, SEC 532, SEC 530

Technology, 3 total credits

MTE 517 ..... 3 credits
Technology Integration for Educators
Prerequisite(s): MTE 512, SEC 534, MTE 513

Content and Curricular Knowledge, 3 total credits

SEC 535 ..... 3 credits
English/Language Arts Content and Curricular Knowledge
Prerequisite(s): MTE 512, SEC 534, MTE 513

SEC 536 ..... 3 credits
Social Studies Content and Curricular Knowledge
Prerequisite(s): MTE 512, SEC 534, MTE 513

SEC 537 ..... 3 credits
Secondary Content and Curricular Knowledge
Prerequisite(s): MTE 512, SEC 534, MTE 513

SEC 538 ..... 3 credits
Mathematics Content and Curricular Knowledge
Prerequisite(s): MTE 512, SEC 534, MTE 513

SEC 540 ..... 3 credits
Science Content and Curricular Knowledge
Prerequisite(s): MTE 512, SEC 534, MTE 513

Elective, 2 total credits

Candidates who do not reside in Arizona, Delaware, Mississippi, Missouri, New Jersey, New Mexico, North Dakota, South Dakota, and Texas must complete:

HIS 518 ..... 2 credits
U.S. Constitution

Candidates who reside in Arizona, Delaware, Mississippi, Missouri, New Jersey, New Mexico, North Dakota, South Dakota, and Texas must complete:

HIS 514 ..... 1 credit
AZ Constitution

HIS 516 ..... 1 credit
U.S. Constitution

Clinical Practice, 6 total credits

EDD 584 ..... 6 credits
Secondary Clinical Practice
Prerequisite(s): MTE 517, SEC 535 or SEC 537 or SEC 536 or SEC 538 or SEC 540

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

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Applicants enrolled in this program must have a bachelor's degree or higher from college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the applicant is attending, to verify degree completion and equivalency to a United States bachelor's degree. Applicants attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed MAED/TED New Student Checklist
- A completed Content Area Declaration Form

Immunization and Health Insurance Requirements:

All residents of Hawaii are required to submit immunization information to the University.

Measles/Mumps/Rubella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of MMR. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Varicella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1979, be immunized for Varicella (Chickenpox). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of Varicella. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

As an exception, a signed, documented diagnosis or verification of a history of varicella disease or herpes zoster by a practitioner may be substituted for a record of varicella vaccination.

Tetanus, Diphtheria, Pertussis (Tdap): The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, be immunized for Tetanus Diphtheria, and Pertussis (TDAP). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of TDAP. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Exemptions from the MMR, Varicella, and Tdap immunization requirements may be granted for the following reasons:

- A medical exemption may be granted to specific vaccines.
  - A US licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
  - The physician must state the length of time during which the vaccine would endanger the student's health or life.
  - The exemption certification must be signed by the physician.
- A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization. Requests for religious exemptions based on exemptions to specific immunizing agents will not be granted.
- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student's health record at school.
- **Tuberculosis (TB) Clearance Requirements:** The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, must present a TB Clearance obtained within 12 months prior to their first attendance in a post-secondary school in Hawaii or a TB Clearance obtained after age sixteen. Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a clear TB Clearance. A TB Clearance must be submitted with the Hawaii TB Clearance form prior to the first night of class or the student will not be permitted to attend class. Students may submit a copy of their TB Clearance received prior to their attendance at another Hawaii post-secondary school.

Additional Secondary Admission Requirements for Georgia

Georgia residents seeking a Georgia certificate must:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
  - Completion of GACE Educator Ethics Assessment
  - Signed Pre-service certification application
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Completed Background Check Form

Georgia Residents must not hold a Clear Renewable Certificate or a Standard Professional Certificate to be eligible to enroll in this program. If a Georgia resident obtains a Clear Renewable or a Standard Professional Certificate before completing the UOPX degree program, the degree cannot be used for purposes of a certificate upgrade.

Additional Secondary Admission Requirements for Colorado

To be admitted, applicants in the MAED/TED-S program, residing in Colorado, must provide transcripted verification of a minimum of 24 semester credit hours in their secondary endorsement area IF there is no content exam available in the endorsement area.

Additional Secondary Admission Requirements for Kansas:

Applicants enrolled in the MAED/TED-S program and residing in the state of Kansas must provide a transcripted verification of a minimum of 24 semester credit hours in their secondary content area prior to admission to the University.

Additional Secondary Admission Requirements for Maine:

Applicants enrolled in the MAED/TED-S program and residing in the state of Maine must provide a transcripted verification of a minimum of 24 semester credit hours in their secondary content area prior to admission to the University.

Additional Secondary Admission Requirements for Nevada:

Applicants enrolled in the MAED/TED-S program and residing in the state of Nevada must have a Comprehensive major with transcripted verification of a minimum of 36 credit hours, or a Single Subject major with transcripted verification of a minimum of 30 credit hours in a secondary content area recognized by the Nevada Department of Education, prior to admission to the University.

Additional Secondary Admission Requirements for Ohio:

Applicants enrolled in the MAED/TED-S program who reside in the state of Ohio must provide transcripted verification of a single subject major prior to admission to the University.

Only the following endorsement areas are considered approved areas, and one must be reflected on the Content Declaration form:

- Earth Sciences
- Integrated Language Arts
- Integrated Mathematics
- Integrated Science
- Integrated Social Studies
- Life Sciences
- Physical Science: Chemistry
- Physical Science: Physics

Additional Secondary Admission Requirements for Rhode Island:

Applicants enrolled in the MAED/TED-S program and residing in the state of Rhode Island must provide a transcripted verification of a minimum of 30 semester credit hours in their secondary content area or transcripted major in their secondary content area prior to admission to the University.

Only the following endorsement areas are considered approved areas and one must be reflected on the Content Declaration form:

Secondary Level Coverages (7-12)
Secondary Grades Biology
Secondary Grades Business
Secondary Grades Chemistry
Secondary Grades English
Secondary Grades General Science
Secondary Grades Mathematics
Secondary Grades Physics
Secondary Grades Social Studies

Additional Secondary Admission Requirements for Tennessee

Applicants enrolled in the MAED/TED-S program and residing in the state of Tennessee must student teach in an approved endorsement area. Endorsement areas designated as Pre-K-12 or K-12 are not considered approved endorsement areas.

Only the following endorsement areas are considered approved areas and one must be reflected on the Content Declaration form:

- Biology 6-12
- Business Education 6-12
- Chemistry 6-12
- Chinese 6-12
- Earth Science 6-12
- Economics 6-12
- English 6-12
- French 6-12
- Geography 6-12
- German 6-12
- Government 6-12
- History 6-12
- Mathematics 6-12
- Physics 6-12
- Spanish 6-12

Additional Admission Requirements for Oregon residents

Applicants residing in Oregon must provide a screen shot from the Oregon Teacher Standards and Practices Commission Public Educator search, confirming they have never held an Oregon Educator license.

Additional Secondary Admission Requirements for Virginia residents

Applicants residing in the Commonwealth of Virginia who declare a social studies, history, social science, or similar related field content area must complete an African American History course and provide record of successful completion. The Virginia Department of Education provides cultural competency training.

Additional Admission Requirements for Mississippi residents

Mississippi residents seeking a Mississippi certificate must first:

- Obtain a Mississippi Pre-service Certificate. The steps to qualify for this certificate include:
  - Signed Pre-service Certification Application
  - Official passing score report, sent directly to MS DOE for either the Praxis Core Academic Skills for Educators exam (all subtests must be passed to MS DOE required scores), ACT (score of 21 or higher), or SAT (score of 1060 or higher)
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Institutional Program Verification (IPV) form

Additional Secondary Admission Requirements for Pennsylvania

Applicants enrolled in the MAED/TED-S program and residing in the state of Pennsylvania must have a major in an approved endorsement area with transcripted verification of a minimum of 30 credit hours covering all competencies of the approved endorsement area.

Applicants enrolled in the MAED/TED-S program and residing in the state of Pennsylvania must student teach in an approved endorsement area. Endorsement areas designated as Pre-K-12 or K-12 are not considered approved endorsement areas.

Only the following endorsement areas are considered approved areas and one must be reflected on the Content Declaration form:

- Citizenship Education 7-12
- Communication 7-12
- Computer Science 7-12

- English 7-12
- Mathematics 7-12
- Biology 7-12
- Chemistry 7-12
- Earth and Space Science 7-12
- General Science 7-12
- Physics 7-12
- Social Studies 7-12

Additional Secondary Admission Requirements for Florida residents

Applicants enrolled in the MAED/TED-S program and residing in the State of Florida must provide a transcripted verification of a minimum of 30 semester credit hours in their secondary content area or transcripted major in their secondary content area prior to admission to the University.

Only the following endorsement areas are considered approved areas and one must be reflected on the Content Declaration form:

Secondary Level Coverages (6-12)

- Drama (grades 6-12)
- English (grades 6-12)
- Mathematics (grades 6-12)
- Social Science (broad field; grades 6-12)

Science Areas

- Biology (grades 6-12)
- Chemistry (grades 6-12)
- Earth-Space Science (grades 6-12)
- Physics (grades 6-12)

Elementary and Secondary Coverages (grades K-12 - following areas only not the entire list on the site)

- Art (grades K-12)
- Dance (grades K-12)
- Health (grades K-12)
- Music (grades K-12)
- Physical Education (grades K-12)

World Language Areas (all languages listed)

- Arabic
- Chinese
- Farsi
- French
- German
- Greek
- Haitian Creole
- Hebrew
- Hindi
- Italian
- Japanese
- Latin
- Portuguese
- Russian
- Spanish
- Turkish

Additional Secondary Admission Requirements for Louisiana residents

Applicants enrolled in the MAED/TED-S program residing in the state of Louisiana who declare a Computer Science, Earth Science, Environmental Science, Journalism, Latin, or Marketing content area must provide a transcripted verification of a minimum of 30 semester credit hours in their secondary content area prior to admission to the University.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.

  Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2.
  - Verification of Fingerprint Clearance. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

    Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 39 credits that include the following distribution:
  - Required Course of Study: 39 credits
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, clinical practice, and/or practicum courses.
- Completion of My Time Log (100 hours minimum or more as required by state of residency). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- To receive an institutional recommendation and/or state certification, students may need to meet other requirements as set forth by their state of residency. Students are advised to check with their State Department of Education for any additional certification requirements.
- Georgia residents must complete the GACE Educator Ethics Exit Exam (360).
- The diploma awarded for the MAED/TED-S program will read as:
  Master of Arts in Education
  Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Students must provide verification of the following prior to beginning their clinical practice placement. Students must provide:

- Verification of negative TB test results, or other TB clearance documentation (District specific).
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).

  The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

  Secondary Students must take an Arizona secondary content knowledge exam (or home state equivalent as recognized by the Arizona Department of Education). Middle grades exams do not meet program or certification requirements.

  Tennessee Residents: Students residing in the state of Tennessee, and that choose to complete a job-embedded pathway, must provide passing scores on the Tennessee state content knowledge exam before beginning the job-embedded pathway.
- Verification of the completion of 100 hours of clinical experience (or more as required by state of residency).
- Verification of fingerprint clearance. Students must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Students residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number

Students will be required to have a 3.0 GPA for the program at the time they apply for clinical practice and prior to the approval of their clinical practice.

Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.

Completion of a Dispositions Assessment

Georgia students must earn a B- or better in MTE 512 to receive credit for the course.

Minimum Grade Requirements for the MAED/TED-S

- Students must earn a "B" or better in the applicable Clinical Practice Seminar to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in the following applicable course will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or the clinical practice placement: EDD 584
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the MAED/TED-S

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 33 credits in the required course of study for the MAED/TED-S program must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: EDD 584, MTE 001, MTE 510, MTE 512, MTE 513, SEC 530, SEC 535, SEC 536, SEC 537, SEC 538, SEC 540

Students may waive SEI 504 or SEI 506 if they meet one of the following requirements:

- Completion of an Arizona Department of Education (ADE) approved SEI course(s) at an institution of higher education.
- Completion of an Arizona Department of Education (ADE) approved district/individual trainer led workshop.

  Students must provide evidence of the completion of a state approved workshop that is a minimum of 45 clock hours to be eligible for this waiver.
- Verification of one of the following endorsements:
  - Arizona Full SEI Endorsement (SEI 504 or SEI 506)

    Students who hold this endorsement may waive SEI 504 or SEI 506 with credit.
  - Arizona English as a Second Language Endorsement (SEI 504 or SEI 506)

    Students who hold this endorsement may waive SEI 504 or SEI 506 with credit.

Students may satisfy HIS 514 (AZ, DE, MO, MS, NJ, NM, ND, SD, and TX) using one of the following methods:

- Successful completion of HIS 514 or equivalents.

- Completion of a college-level Arizona Constitution course at the graduate or undergraduate level with a grade of "C-" or better from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- Completion of the Arizona Constitution AEPA Exam

Students may satisfy HIS 516 (AZ, DE, MO, MS, NJ, NM, ND, SD, and TX) or HIS 518 (all other states) using one of the following methods:

- Successful completion of HIS 516 or HIS 518 or equivalents.
- Completion of a college-level US Constitution course at the graduate or undergraduate level with a grade of "C-" or better from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- Completion of the US Constitution AEPA Exam

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED programs. Students must provide verification of completion to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 516, MTE 511
MAED/TED-S	MTE 516, MTE 511

Students who have completed the Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Couse waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver policy may exceed the maximum waiver limit for the program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form.

Following application of the Post-Bacc course waivers, students will fulfill Candidacy 2 and all academic progression requirements. Students will not be required to complete and/or provide the following:

- Fingerprint clearance
- Completion of Teacher Performance Assessment
- Satisfactory completion of any required internship, clinical practice, and/or practicum courses.
- Completion of My Time Log (100 hours or more as required by state of residency)
- Passing scores on the designated state content knowledge exam

Students who have completed the Arizona Alternative Pathway (CERT/AP-E AZ or CERT/AP-S AZ) or Graduate Initial Teacher Certificate (CERT/G-ELM or CERT/G-SEC) from University of Phoenix are eligible to apply completed coursework from the certificate program to fulfill requirements within this program.

Georgia Residents who completed a UOPX initial teacher licensure-only graduate certificate (e.g., CERT/AP-E, CERT/AP-S, CERT/AP-SE, CERT/G-ELM, CERT/G-SEC, and CERT/G-SPE) will not be eligible for admission to the master's program. Therefore, they are not eligible to apply completed coursework from the certificate program to fulfill requirements within this program.

Students who waive courses using the Arizona Alternative Pathway (CERT/AP-E AZ or CERT/AP-S AZ) or Graduate Initial Teacher Certificate (CERT/G-ELM or CERT/G-SEC) may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Arizona Alternative Pathway/ Graduate Initial Teacher Certificate Course Waiver Form.

Clinical Experience and Clinical Practice for the MAED/TED-S

Clinical Practice Policies

- Clinical practice is a full-time experience. Each campus establishes operational policies related to placement and completion of clinical practice. Candidates must follow the guidelines in place at their campus.
- Candidates must take the Clinical Practice Seminar concurrently with the clinical practice placement. If a candidate chooses to postpone clinical practice, he/she must postpone their enrollment in the clinical practice course.
- Removal from a placement at the request of an appointed administrator from the clinical practice location or UOPX:
  - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their clinical practice seminar will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

  - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of a clinical practice:
  - Candidates that execute an unapproved self-termination of clinical practice, prior to starting and posting attendance in their clinical practice seminar will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

  - Candidates that execute an unapproved self-termination of a clinical practice, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
  - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their clinical practice seminar (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Clinical practice can only be repeated one time.
- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must complete their clinical practice in the subject area in which a passing score was achieved on the content knowledge assessment exam.

  Secondary Candidates must take an Arizona secondary content knowledge exam (or home state equivalent as recognized by the Arizona Department of Education). Middle grades exams do not meet program or certification requirements.

- Candidates in the MAED/TED program may not complete their clinical practice in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), may be eligible to 'student teach' or 'validate' in their current classroom, while completing the programs culminating Clinical Practice courses. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Clinical Practice courses and complete and upload the Teacher Performance Assessment.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 12 weeks of clinical practice, including the completion of a Teacher Performance Assessment.
- Students must submit their Teacher Performance Assessment.
- Clinical practice cannot be waived unless a documented exception exists in program policy. SAC appeals to waive clinical practice will not be accepted.

Out of State Clinical Practice

Candidates who are unable to complete their clinical practice experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their clinical practice online. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online Administrative Offices for a list of participating states and procedures for clinical practice placement.

- Candidates must enroll in the remaining Clinical Practice Seminars online while completing their clinical practice experience.
- Candidates need to work directly with the Online Administrative Offices to complete the requirements for verification of placement.

Clinical Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours (or more as required by state of residency) of verified clinical experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each clinical experience will relate to specific course content and will follow a structured format. As part of the verified clinical experiences, candidates must also complete guided clinical experience requirements. The guided clinical experience requirements will be satisfied through the completion of Guided Clinical Experience assignments in specific courses required by the candidate's program. Documentation of clinical experience will be reviewed by university staff prior to clinical practice. Candidates must follow necessary guidelines outlined in the program handbook to satisfy clinical experience requirements.

Supplemental and Professional Standards for the MAED/TED-S

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MAED/TED-S

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Delaware, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Dakota, Pennsylvania, Puerto Rico, South Dakota, Texas, Utah, and Wyoming residents: seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.

- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their clinical practice must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Georgia candidates must receive a grade of B- or better in MTE 512 (or an equivalent) to be eligible for an IR.

Arizona Teaching Intern Certificate Route

Arizona Teaching Intern Certificate Route

The Arizona Teaching Intern Certificate Route is optional for Arizona residents and is not a requirement for participation in clinical practice (student teaching). To participate in the Arizona Teaching Intern Certificate Route, candidates must qualify for the Alternative Teaching Certificate.

The Alternative Teaching Certificate entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor and is only valid in the school district or charter school requesting the certificate. The Alternative Teaching certificate is valid for two years and may be extended yearly for no more than two consecutive years.

Requirements for initial issuance of the Alternative Teaching Certificate:

- A Bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation\
- Verification of fingerprint clearance. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- Letter of intent to hire or other evidence indicating that the student will be hired as a contracted teacher for the school year. The classroom and grade level must align with the candidate's program of enrollment and content knowledge exam.
- Verification letter indicating that the candidate is enrolled in an Arizona State Board approved educator preparation program signed by the College of Education appropriate designee.
- Passing scores on the designated state content knowledge exam.

  Secondary Candidates must take an Arizona secondary content knowledge exam (or home state equivalent as recognized by the Arizona Department of Education). Middle grades exams do not meet program or certification requirements.

- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

Requirements for extension of the Alternative Teaching Certificate:

- Students must be continuously enrolled
  - Intern route students need to earn credit within an academic term (August to December or January to May). If this is not accomplished, the student will not meet the requirements for the Arizona Department of Education Verification Letter.
- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

Master of Arts in Education/Elementary Teacher Education (California)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for initial teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the knowledge, skills and dispositions that will allow the teacher candidate to become a competent and effective educator. This program focuses on multiple subject student learning by improving the educator's responsibility for that learning. Clinical Practice (student teaching) is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty supervisor. The clinical practice is designed to emphasize the achievement of state standards leading to certification and to present candidates with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete verified guided clinical experiences covering a variety of developmental levels. The focus of each experience will relate to specific course content and professional preparation.

View state licensure requirements for this program:
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html

This program, which leads to certification or licensure, is only approved in California. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates seeking to continue in a teacher licensure program outside of California, would be required to update to a comparable Arizona based program. Programs are available in select states. Candidates must keep their address up-to-date and contact their Academic Advisor immediately when any changes occur to ascertain the effect upon their educational goals. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the possible change upon their ability to progress in the program.

Program Purpose

The Master of Arts in Education/Elementary Teacher Education is a graduate degree program intended for students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become multiple subject school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit

https://www.phoenix.edu/state-licensure-requirements/teacher-education.html to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Demonstrate mastery of content and content pedagogical knowledge through the use of discipline-specific practices to advance student learning in the elementary classroom.
- Engage in self-reflection to evaluate and improve professional practice to enhance student learning in elementary education.
- Demonstrate professional dispositions and ethical conduct in their instructional practices and collaboration with learning communities in elementary education.
- Demonstrate a respect for diversity in their evaluation of the diverse needs of learners through continuous data analysis and adjustment of instructional strategies in elementary education.
- Demonstrate effective and innovative practices to improve student learning through applying current research to instructional strategies and integrating technology in elementary education.

Program Category Requirements for the MAED/TED-E

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Candidates in the MAED/TED programs are required to complete a minimum number of credits in each of the Program Requirement Categories. The number of required credits and courses available to fulfill these requirements are noted below.

Orientation, 0 total credits

MTE 001 ..... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

MTE 510 ..... 1 credit
Professional Knowledge, Skills, and Dispositions
Prerequisite(s): MTE 001

Foundations of Education, 3 total credits

MTE 516 ..... 3 credits
Foundations of the Professional Educator
Prerequisite(s): MTE 001

Educational Theories and Models, 6 total credits

ELM 530 ..... 3 credits
Instruction and Assessment for All Learners
Prerequisite(s): MTE 001

ELM 532 ..... 3 credits
Creating an Effective Learning Environment
Prerequisite(s): MTE 001

Human Development, 3 total credits

MTE 511 ..... 3 credits
Child/Adolescent Growth, Development, and Learning
Prerequisite(s): MTE 001

Assessment, 3 total credits

MTE 513 ..... 3 credits
Evaluation and Data Literacy
Prerequisite(s): MTE 510, MTE 516, MTE 511, ELM 532, ELM 530

Reading, 3 total credits

RDG 556 ..... 3 credits
Elements of Literacy Content and Pedagogical Knowledge
Prerequisite(s): MTE 510, MTE 516, MTE 511, ELM 532, ELM 530

Special Populations, 6 total credits

ELL 500 ..... 3 credits
Instructional Methods for English Language Learners
Prerequisite(s): MTE 510, MTE 516, MTE 511, ELM 532, ELM 530

MTE 512 ..... 3 credits
Teaching the Exceptional Learner
Prerequisite(s): MTE 510, MTE 516, MTE 511, ELM 532, ELM 530

Content and Curricular Knowledge, 11 total credits

ELM 536 ..... 3 credits
Social Studies Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 556, MTE 513

ELM 537..... 3 credits
Science Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 556, MTE 513

ELM 538 ..... 3 credits
Mathematics Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 556, MTE 513

ELM 539 ..... 2 credits
Physical Education/Health Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 556, MTE 513

History, 2 total credits

HIS 518 ..... 2 credits
U.S. Constitution

Clinical Practice, 6 total credits

ELM 586 ..... 3 credits
Elementary Clinical Practice A
Prerequisite(s): ELM 538, ELM 539, ELM 536, ELM 537

ELM 587 ..... 3 credits
Elementary Clinical Practice B
Prerequisite(s): ELM 586

The University reserves the right to modify the Required Course of Study.

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

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Applicants enrolled in this program must have a bachelor's degree or higher from college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the applicant is attending, to verify degree completion and equivalency to a United States bachelor's degree. Applicants attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed California MAED/TED New Student Checklist
- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.
- Verification of negative TB test results, or other approved TB clearance documentation.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.

Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2.

- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having met subject matter through one of the California Commission on Teacher Credentialing approved options.

    Elementary candidates
    https://www.ctc.ca.gov/credentials/leaflets/multiple-subject-teaching-credential-(cl-561c)
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 44 credits that include the following distribution:
  - Required Course of Study: 44 credits
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, clinical practice, and/or practicum courses.
- Completion of My Time Log (100 hours). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- To receive an institutional recommendation and/or state certification, students may need to meet other requirements as set forth by their state of residency. Students are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for the MAED/TED-E program will read as:
  Master of Arts in Education
  Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

- Students must provide verification of the following prior to beginning their clinical practice placement. Students must provide:
  - Verification of negative TB test results, or other TB clearance documentation.
  - Verification of Subject Matter proficiency through a California Commission on Teacher Credentialing approved option.

- **Elementary Students**
https://www.ctc.ca.gov/credentials/leaflets/multiple-subject-teaching-credential-(cl-561c)

The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

  - Verification of the completion of 100 hours of clinical experience.
- Students will be required to have a 3.0 GPA for the program at the time they apply for clinical practice and prior to the approval of their clinical practice.
- Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.
- Students participating in the California Intern Credential pathway will be required to have a 3.5 GPA for the program at the time they apply for clinical practice and prior to the approval of their clinical practice.
- Completion of a Dispositions Assessment
- Students must earn a C- or better in HIS 518 to receive credit for the course.
- **Elementary students:** Students must earn a C- or better in ELM 539 to receive credit for the course.

Minimum Grade Requirements for the MAED/TED-E

- Students must earn a "B" or better in all Clinical Practice Seminars to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course(s) and/or the clinical practice placement: ELM 586, ELM 587
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be permanently removed from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the MAED/TED-E

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 38 credits in the required course of study for the MAED/TED-E program must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: ELM 530, ELM 536, ELM 537, ELM 538, ELM 586, ELM 587, MTE 001, MTE 510, MTE 512, MTE 513, RDG 556

Students may satisfy the History course (HIS 518) using one of the following methods:

- Successful completion of HIS 518 or equivalents with a grade of C- or better.
- Completion of a college-level course (two semester units or three-quarter units at the graduate or undergraduate level) in the provisions and principles of the US Constitution with a grade of "C-" or better from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.

- Undergraduate degree or higher from a California State University (CSU)
- Pass a US Constitution examination given by a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED programs. Students must provide verification of completion to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 516 MTE 511
MAED/TED-S	MTE 516 MTE 511

Clinical Experience and Clinical Practice

Clinical Practice Policies

- Clinical practice is a full-time experience. Each campus establishes operational policies related to placement and completion of clinical practice. Candidates must follow the guidelines in place at their campus.
- Candidates must take the Clinical Practice Seminars concurrently with the clinical practice placement. If a candidate chooses to postpone clinical practice, he/she must postpone their enrollment in the clinical practice course.
- MAED/TED-E candidates must complete a total of two placements, one in each of the two elementary grade levels: K-2 and 3-6. These placements must be in self-contained classroom settings in which the candidate teaches the four core subject areas - English language arts, math, social studies, and science - to the same group of students.
  - One placement is eight weeks and the other placement is nine weeks.
- Removal from a placement at the request of an appointed administrator from the clinical practice location or UOPX:
  - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first clinical practice seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

  - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of a clinical practice:
  - Candidates that execute an unapproved self-termination of clinical practice, prior to starting and posting attendance in their first clinical practice seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

  - Candidates that execute an unapproved self-termination of a clinical practice, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Clinical practice can only be repeated one time.
- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
  - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their student teaching course (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete a successive attempt of the clinical practice will be removed from the program, placed on Scholastic Suspension, not eligible for re-entry and are not eligible for admission to the MAED/TED prelicensure programs.
- Candidates enrolled in the MAED/TED program must complete their clinical practice in the subject area in which a passing score was achieved on the content knowledge assessment exam.
- Candidates in the MAED/TED program may not complete their clinical practice in special education.

- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (egg. 4th grade for elementary candidate or 9th grade English for secondary candidate), may be eligible to 'student teach' or 'validate' in their current classroom, while completing the programs culminating Clinical Practice courses. Candidates will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Candidates must complete the Clinical Practice courses and complete and upload the Teacher Performance Assessment.
- Candidates must complete a minimum of 17 weeks of clinical practice, including the completion of a Teacher Performance Assessment project
- Candidates must submit their Teacher Performance Assessment.
- Clinical practice cannot be waived unless a documented exception exists in program policy. SAC appeals to waive clinical practice will not be accepted.

Clinical Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified clinical experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each clinical experience will relate to specific course content and will follow a structured format. As part of the verified clinical experiences, candidates must also complete guided clinical experience requirements. The guided clinical experience requirements will be satisfied through the completion of Guided Clinical Experience assignments in specific courses required by the candidate's program. Documentation of clinical experience will be reviewed by university staff and faculty prior to clinical practice. Candidates must work with their university and follow necessary guidelines outlined in the program handbook to arrange and satisfy clinical experience requirements. Candidates must be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for My Time Log must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

Supplemental and Professional Standards for the MAED/TED-E

This program is subject to the University's Supplemental & Professional Standards.

Re-Entry for the MAED/TED-E

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version.Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their clinical practice must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- MAED/TED-E candidates must pass the RICA exam.
- Candidates must provide verification of current and appropriate CPR certification, as defined by the California Commission on Teacher Credentialing, prior to being recommended for their credential.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C-" or better).
- Candidates must pass their Teacher Performance Assessment

California Intern Credential

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates will be required to have a 3.5 GPA to be eligible for the intern credential.
- Candidates must provide verification of each of the following requirements:
  - Verification of Subject Matter proficiency through a California Commission on Teacher Credentialing approved option.

-**Elementary candidates**
https://www.ctc.ca.gov/credentials/leaflets/multiple-subject-teaching-credential-(cl-561c)

- Completion of a Bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation
- Letter of Intent to Hire
- Completion of 60 of the 100 hours of clinical experiences in diverse settings. Candidates must complete all 100 hours of clinical experiences prior to being eligible for clinical practice.
- Certificate of Clearance
- Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
- US Constitution (units or exam)
- Negative TB verification
- Completion of the following coursework:

  Multiple Subject: MTE 511; ELM 530; ELL 500; MTE 512; RDG 556; ELM 532

- If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Candidates must be continuously enrolled to maintain their Internship Credential. Candidates who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

Master of Arts in Education/Secondary Teacher Education (California)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for initial teacher licensure for instruction in Single Subject education. The guiding philosophy of the MAED/TED-S program is to provide adult students who already have degrees in disciplines other than education with the knowledge, skills, and dispositions to become competent and effective secondary educators. Rigorous course work, clinical experience, and clinical practice are integral components of this program. During their clinical practice (student teaching), candidates work with a cooperating teacher at a school site and a University of Phoenix faculty supervisor. All clinical experiences are aligned to state and professional standards and prepare candidates to link induction program standards to the next phase of their teacher preparation process.
View state licensure requirements for this program:
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html
This program, which leads to certification or licensure, is only approved in California. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates seeking to continue in a teacher licensure program outside of California, would be required to update to a comparable Arizona based program. Programs are available in select states. Candidates must keep their address up-to-date and contact their Academic Advisor immediately when any changes occur to ascertain the effect upon their educational goals. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the possible change upon their ability to progress in the program.

Program Purpose

The Master of Arts in Education/Secondary Teacher Education is a graduate degree program intended for students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become single subject school teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html
to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Demonstrate mastery of content and content pedagogical knowledge through the use of discipline-specific practices to advance student learning in the secondary classroom.
- Engage in self-reflection to evaluate and improve professional practice to enhance student learning in secondary education.
- Demonstrate professional dispositions and ethical conduct in their instructional practices and collaboration with learning communities in secondary education.
- Demonstrate a respect for diversity in their evaluation of the diverse needs of learners through continuous data analysis and adjustment of instructional strategies in secondary education.
- Demonstrate effective and innovative practices to improve student learning through applying current research to instructional strategies and integrating technology in secondary education.

Program Category Requirements for the MAED/TED-S

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Candidates in the MAED/TED programs are required to complete a minimum number of credits in each of the Program Requirement Categories. The number of required credits and courses available to fulfill these requirements are noted below.

Orientation, 0 total credits

MTE 001 ..... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

MTE 510 ..... 1 credit
Professional Knowledge, Skills, and Dispositions
Prerequisite(s): MTE 001

Foundations of Education, 3 total credits

MTE 516 ..... 3 credits
Foundations of the Professional Educator
Prerequisite(s): MTE 001

Educational Theories and Models, 6 total credits

SEC 530 ..... 3 credits
Instruction and Assessment for All Learners
Prerequisite(s): MTE 001

SEC 532 ..... 3 credits
Secondary - Creating an Effective Learning Environment
Prerequisite(s): MTE 001

Human Development, 3 total credits

MTE 511 ..... 3 credits
Child/Adolescent Growth, Development, and Learning
Prerequisite(s): MTE 001

Assessment, 3 total credits

MTE 513 ..... 3 credits
Evaluation and Data Literacy
Prerequisite(s): MTE 510, MTE 516, MTE 511, SEC 532, SEC 530

Reading, 3 total credits

RDG 558 ..... 3 credits
Secondary Content Area Literacy
Prerequisite(s): MTE 510, MTE 516, MTE 511, SEC 532, SEC 530

Special Populations, 6 total credits

ELL 500 ..... 3 credits
Instructional Methods for English Language Learners
Prerequisite(s): MTE 510, MTE 516, MTE 511, SEC 532, SEC 530

MTE 512 ..... 3 credits
Teaching the Exceptional Learner
Prerequisite(s): MTE 510, MTE 516, MTE 511, SEC 532, SEC 530

Technology, 3 total credits

MTE 517 ..... 3 credits
Technology Integration for Educators
Prerequisite(s): MTE 512, RDG 558, MTE 513

Content and Curricular Knowledge, 3 total credits

SEC 535 ..... 3 credits
English/Language Arts Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 558, MTE 513

SEC 536 ..... 3 credits
Social Studies Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 558, MTE 513

SEC 538 ..... 3 credits
Mathematics Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 558, MTE 513

SEC 539 ..... 3 credits
Physical Education Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 558, MTE 513

SEC 540 ..... 3 credits
Science Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 558, MTE 513

SEC 541 ..... 3 credits
Visual Arts Content and Curricular Knowledge
Prerequisite(s): MTE 512, RDG 558, MTE 513

History, 2 total credits

HIS 518 ..... 2 credits
U.S. Constitution

Clinical Practice, 6 total credits

SEC 586 ..... 3 credits
Secondary Clinical Practice A
Prerequisite(s): MTE 517, SEC 535 or SEC 536 or SEC 538 or SEC 539 or SEC 540 or SEC 541

SEC 587 ..... 3 credits
Secondary Clinical Practice B
Prerequisite(s): SEC 586

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Applicants enrolled in this program must have a bachelor's degree (in a major other than education) or higher from college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the applicant is attending, to verify degree completion and equivalency to a United States bachelor's degree. Applicants attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed California MAED/TED New Student Checklist
- Verification of Certificate of Clearance or other approved Certificate of Clearance documents.
- Verification of negative TB test results, or other approved TB clearance documentation.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.

Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2.

- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having met subject matter through one of the California Commission on Teacher Credentialing approved options.

    Secondary candidates
    https://www.ctc.ca.gov/credentials/leaflets/Single-Multiple-Subject-Credentials-(CL-560C)

    Eligible Secondary content areas include: English/Language Arts, Social Science, Mathematics, Science, Physical Education or Art.
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 39 credits that include the following distribution:
  - Required Course of Study: 39 credits
- A minimum grade point average (GPA) of 3.0.
- Completion of Teacher Performance Assessment.
- Satisfactory completion of any required internship, clinical practice, and/or practicum courses.
- Completion of My Time Log (100 hours). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- To receive an institutional recommendation and/or state certification, students may need to meet other requirements as set forth by their state of residency. Students are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for the MAED/TED-S program will read as:
  Master of Arts in Education
  Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

- Students must provide verification of the following prior to beginning their clinical practice placement. Students must provide:
  - Verification of negative TB test results, or other TB clearance documentation.
  - Verification of Subject Matter proficiency through a California Commission on Teacher Credentialing approved option.

-**Secondary Students**
https://www.ctc.ca.gov/credentials/leaflets/Single-Multiple-Subject-Credentials-(CL-560C)

Eligible Secondary content areas include: English/Language Arts, Social Science, Mathematics, Science, Physical Education or Art.

The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

- Verification of the completion of 100 hours of clinical experience.
- Students will be required to have a 3.0 GPA for the program at the time they apply for clinical practice and prior to the approval of their clinical practice.
- Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.
- Students participating in the California Intern Credential pathway will be required to have a 3.5 GPA for the program at the time they apply for clinical practice and prior to the approval of their clinical practice.
- Completion of a Dispositions Assessment
- Students must earn a C- or better in HIS 518 to receive credit for the course.
- **Secondary students:** Students must earn a C- or better in MTE 511 to receive credit for the course.

Minimum Grade Requirements for the MAED/TED-S

- Students must earn a "B" or better in all Clinical Practice Seminars to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course(s) and/or the clinical practice placement: SEC 586, SEC 587
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be permanently removed from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the MAED/TED-S

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 33 credits in the required course of study for the MAED/TED-S program must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: MTE 001, MTE 510, MTE 512, MTE/513, RDG 558, SEC 530, SEC 535, SEC 536, SEC 538, SEC 539, SEC 540, SEC 541, SEC 586, SEC 587

Students may satisfy the History course (HIS 518) using one of the following methods:

- Successful completion of HIS/518 or equivalents with a grade of C- or better.
- Completion of a college-level course (two semester units or three-quarter units at the graduate or undergraduate level) in the provisions and principles of the US Constitution with a grade of "C-" or better from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- Undergraduate degree or higher from a California State University (CSU)
- Pass a US Constitution examination given by a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED programs. Students must provide verification of completion to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E	MTE 516 MTE 511
MAED/TED-S	MTE 516 MTE 511

Clinical Experience and Clinical Practice

Clinical Practice Policies

- Clinical practice is a full-time experience. Each campus establishes operational policies related to placement and completion of clinical practice. Candidates must follow the guidelines in place at their campus.
- Candidates must take the Clinical Practice Seminars concurrently with the clinical practice placement. If a candidate chooses to postpone clinical practice, he/she must postpone their enrollment in the clinical practice course.
- MAED/TED-E candidates must complete a total of two placements, one in each of the two elementary grade levels: K-2 and 3-6. These placements must be in self-contained classroom settings in which the candidate teaches the four core subject areas - English language arts, math, social studies, and science - to the same group of students.
  - One placement is eight weeks and the other placement is nine weeks.
- Removal from a placement at the request of an appointed administrator from the clinical practice location or UOPX:
  - Candidates who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first clinical practice seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

  - Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of a clinical practice:
  - Candidates that execute an unapproved self-termination of clinical practice, prior to starting and posting attendance in their first clinical practice seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

  - Candidates that execute an unapproved self-termination of a clinical practice, after having met any amount of attendance in their clinical practice seminar, will be withdrawn from the clinical practice seminar, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Candidates may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

- Clinical practice can only be repeated one time.
- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
  - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their student teaching course (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete a successive attempt of the clinical practice will be removed from the program, placed on Scholastic Suspension, not eligible for re-entry and are not eligible for admission to the MAED/TED pre-licensure programs.
- Candidates enrolled in the MAED/TED program must complete their clinical practice in the subject area in which a passing score was achieved on the content knowledge assessment exam.
- Candidates in the MAED/TED program may not complete their clinical practice in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a public school classroom appropriate grade level/content for the certificate they are pursuing (egg. 4th grade for elementary candidate or 9th grade English for secondary candidate), may be eligible to 'student teach' or 'validate' in their current classroom, while completing the programs culminating Clinical Practice courses. Candidates will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Candidates must complete the Clinical Practice courses and complete and upload the Teacher Performance Assessment.
- Candidates must complete a minimum of 17 weeks of clinical practice, including the completion of a Teacher Performance Assessment project
- Candidates must submit their Teacher Performance Assessment.

- Clinical practice cannot be waived unless a documented exception exists in program policy. SAC appeals to waive clinical practice will not be accepted.

Clinical Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified clinical experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each clinical experience will relate to specific course content and will follow a structured format. As part of the verified clinical experiences, candidates must also complete guided clinical experience requirements. The guided clinical experience requirements will be satisfied through the completion of Guided Clinical Experience assignments in specific courses required by the candidate's program. Documentation of clinical experience will be reviewed by university staff and faculty prior to clinical practice. Candidates must work with their university and follow necessary guidelines outlined in the program handbook to arrange and satisfy clinical experience requirements. Candidates must be placed for field experience by the campus. A Certificate of Clearance and negative TB test is required prior to Field Experience placement. Students who have failed to meet program requirements for My Time Log must complete the academic progression student agreement form, to be signed by the student and returned to the appointed administrator.

- MAED/TED-S candidates who have chosen Art or Physical Education as their subject area are required to complete 50% of their clinical experience hours at the K-8 grade level.

Supplemental and Professional Standards for the MAED/TED-S

This program is subject to the University's Supplemental & Professional Standards.

Re-Entry for the MAED/TED-S

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version.Upon reentry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their clinical practice must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to reenter.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must apply for their initial IR within one year of completing all academic requirements in their program. The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.
- Candidates must provide verification of current and appropriate CPR certification, as defined by the California Commission on Teacher Credentialing, prior to being recommended for their credential.
- Candidates must provide verification of coursework in U.S. Constitution and Health Education (with a grade of "C-" or better).
- Candidates must pass their Teacher Performance Assessment

California Intern Credential

Students in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Students who qualify as a secondary intern must meet the requirements noted below and sign an intern checklist.
- Students who are seeking an Internship must also be advised of the Early Completion Option.
- Students will be required to have a 3.5 GPA to be eligible for the intern credential.
- Students must provide verification of each of the following requirements:
  - Verification of Subject Matter proficiency through a California Commission on Teacher Credentialing approved option.

    -**Secondary students**
    https://www.ctc.ca.gov/credentials/leaflets/Single-Multiple-Subject-Credentials-(CL-560C)

    Eligible Secondary content areas include: English/Language Arts, Social Science, Mathematics, Science, Physical Education or Art.
  - Completion of a Bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation
  - Letter of Intent to Hire

- Completion of 60 of the 100 hours of clinical experiences in diverse settings. Students must complete all 100 hours of clinical experiences prior to being eligible for clinical practice.
- Certificate of Clearance
- Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
- US Constitution (units or exam)
- Negative TB verification
- Completion of the following coursework:

  Single Subject: MTE 511; SEC 530; ELL 500; MTE 512; RDG 558; SEC 532

  Effective for students signing the Intern Checklist 10/1/2026 or later: Single subject students must also complete the Content and Curricular Knowledge course aligned with their credential area (SEC 535, SEC 536, SEC 538, SEC 539, SEC 540, or SEC 541).

- If an intern is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the intern re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Students who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- Interns must be continuously enrolled to maintain their Internship Credential. Interns who fail to be continuously enrolled or are dismissed or removed from their Internship will have their Internship Credential revoked and returned to the state with notification to their hiring district.

Master of Arts in Education/Special Education

The following Master of Arts in Education/Special Education (MAED/SPE) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. 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 effective special education educators. The program's curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Students' field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a mild-moderate special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher.

View state licensure requirements for this program: *https://www.phoenix.edu/state-licensure-requirements/teacher-education.html*

The Master of Arts in Education/Special Education (MAED/SPE) is an Arizona-based program for teacher licensure that provides the academic preparation to apply for initial teacher certification in select states.

Educator licensure requirements vary by state. Candidates located in a state that does not provide a direct path to licensure will be required to obtain Arizona certification first, prior to seeking licensure in their home-state as an out-of-state prepared candidate enrolled in a state-approved preparation program. The Arizona certification process requires candidates to obtain Arizona fingerprint clearance and pass all Arizona-specific licensure requirements including any Arizona specific coursework or exams (or home state equivalents if recognized by Arizona Department of Education).

After obtaining an Arizona educator license, candidates may be required to complete testing or other additional certification requirements in their home-state, at additional cost to obtain state licensure there. Program requirements may change based upon state agency licensure requirements and they can be found on the teacher licensure page, found here:

https://www.phoenix.edu/state-licensure-requirements/teacher-education.html.

The College of Education has made a determination if program educational requirements "meet,"or "does not meet," teacher licensure in your home state. Please check the teacher licensure page regularly prior and in addition to contacting your state agency for state-specific licensure requirements.

Candidates beginning or resuming an education program are strongly encouraged to discuss state licensure requirements with their assigned Education Program Specialist and regularly review state specific licensure requirements in the state where they plan to teach.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must keep their address up-to-date with the University and contact their Academic Advisor immediately when any change occurs to ascertain the effect upon their educational goals, such as moving to another state. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Purpose

The Master of Arts in Education/Special Education is a graduate degree program intended to prepare students with no prior teaching experience for initial teacher licensure. The program is designed for students who want to become special education teachers. Candidates for this program have already earned a bachelor's degree. The program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit https://www.phoenix.edu/state-licensure-requirements/teacher-education.html to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement effective instruction in the P-12 classroom to produce a positive impact on student learning.
- Evaluate effective professional practice in special education.
- Apply professional ethics to their instructional practices in special education.
- Create and modify instructional and behavioral plans for a variety of learning needs.
- Create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements for the MAED/SPE

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Orientation, 0 total credits

MTE 507 ..... 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 ..... 1 credit
Professional Communications
Prerequisite(s): MTE 507

Foundations of Special Education, 3 total credits

SPE 513 ..... 3 credits
Orientation to the Exceptional Child
Prerequisite(s): MTE 507

Educational Theories and Models, 9 total credits

SPE 578 ..... 3 credits
Models, Theories and Instructional Strategies for SPE
Prerequisite(s): MTE 507

SPE 584 ..... 3 credits
Learning Disabilities and Language and Development Disorders
Prerequisite(s): MTE 507

MTH 575 ..... 3 credits
Mathematics Instruction for Special Education
Prerequisite(s): SPE 512, SPE 576, SPE 574, SPE 544, SPE 556

Assessment, 3 total credits

SPE 512 ..... 3 credits
Special Education Assessment and Interpretation
Prerequisite(s): COM 516, SPE 513, SPE 578, SPE 584, SEI 500

Reading, 4 total credits

RDG 570 ..... 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE
Prerequisite(s): SPE 512, SPE 576, SPE 574, SPE 544, SPE 556

Instruction and Management for Special Needs Students, 18 total credits

SEI 500 ..... 3 credits
Structured English Immersion
Prerequisite(s): MTE 507

SEI 503 ..... 3 credits
Advanced Structured English Immersion Methods
Prerequisite(s): SPE 512, SPE 576, SPE 574, SPE 544, SPE 556

SPE 574 ..... 3 credits
Characteristics of Intellectual/Developmental Disabilities
Prerequisite(s): COM 516, SPE 513, SPE 578, SPE 584, SEI 500

SPE 544 ..... 3 credits
Characteristics of Emotional & Behavioral Disorders
Prerequisite(s): COM 516, SPE 513, SPE 578, SPE 584, SEI 500

SPE 556 ..... 3 credits
Characteristics of Physical & Health Disabilities
Prerequisite(s): COM 516, SPE 513, SPE 578, SPE 584, SEI 500

SPE 576 ..... 3 credits
Characteristics of Autism Spectrum Disorders
Prerequisite(s): COM 516, SPE 513, SPE 578, SPE 584, SEI 500

Student Teaching, 8 total credits

SPE 594 ..... 4 credits
Special Education Student Teaching: Part A
Prerequisite(s): SEI 503, MTH 575, RDG 570

SPE 595 ..... 4 credits
Special Education Student Teaching: Part B
Prerequisite(s): SPE 594

North Carolina, Maryland, and West Virginia residents will take SPE 596 in place of SPE 594 and SPE 595

Illinois residents with Student Teaching starting 9/1/2029 will take SPE 596 in place of SPE 594 and SPE 595.

SPE 596 ..... 8 credits
Student Teaching
Prerequisite(s): 35 credits

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

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Applicants enrolled in this program must have a bachelor's degree or higher from college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the applicant is attending, to verify degree completion and equivalency to a United States bachelor's degree. Applicants attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- A signed MAED/SPE New Student Checklist

Immunization and Health Insurance Requirements:

All residents of Hawaii are required to submit immunization information to the University.

Measles/Mumps/Rubella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of MMR. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Varicella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1979, be immunized for Varicella (Chickenpox). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of Varicella. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

As an exception, a signed, documented diagnosis or verification of a history of varicella disease or herpes zoster by a practitioner may be substituted for a record of varicella vaccination.

Tetanus, Diphtheria, Pertussis (Tdap): The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, be immunized for Tetanus Diphtheria, and Pertussis (TDAP). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of TDAP. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Exemptions from the MMR, Varicella, and Tdap immunization requirements may be granted for the following reasons:

- A medical exemption may be granted to specific vaccines.
  - A US licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
  - The physician must state the length of time during which the vaccine would endanger the student's health or life.
  - The exemption certification must be signed by the physician.
- A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization. Requests for religious exemptions based on exemptions to specific immunizing agents will not be granted.
- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student's health record at school.
- **Tuberculosis (TB) Clearance Requirements:** The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, must present a TB Clearance obtained within 12 months prior to their first attendance in a post-secondary school in Hawaii or a TB Clearance obtained after age sixteen. Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a clear TB Clearance. A TB Clearance must be submitted with the Hawaii TB Clearance form prior to the first night of class or the student will not be permitted to attend class. Students may submit a copy of their TB Clearance received prior to their attendance at another Hawaii post-secondary school.

Additional Admission Requirements for Georgia Residents

Georgia residents seeking a Georgia certificate must:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
  - Completion of GACE Educator Ethics Assessment
  - Signed Pre-service certification application
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Completed Background Check Form

Georgia Residents must not hold a Clear Renewable Certificate or a Standard Professional Certificate to be eligible to enroll in this program. If a Georgia resident obtains a Clear Renewable or a Standard Professional Certificate before completing the UOPX degree program, the degree cannot be used for purposes of a certificate upgrade.

Additional Admission Requirements for Montana Residents

Applicants residing in Montana must provide verification of the following:

- Completion of the online course, An Introduction to Indian Education for All in Montana

Additional Admission Requirements for New Mexico residents

Applicants residing in New Mexico must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for Oregon residents

Applicants residing in Oregon must provide a screen shot from the Oregon Teacher Standards and Practices Commission Public Educator search, confirming they have never held an Oregon Educator license.

Additional Admission Requirements for South Dakota residents

Applicants residing in South Dakota must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for Mississippi residents

Mississippi residents seeking a Mississippi certificate must first:

- Obtain a Mississippi Pre-service Certificate. The steps to qualify for this certificate include:
  - Signed Pre-service certification Application
  - Official passing score report, sent directly to MS DOE for either the Praxis Core Academic Skills for Educators exam (all subtests must be passed to MS DOE required scores), ACT (score of 21 or higher), or SAT (score of 1060 or higher)
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Institutional Program Verification (IPV) form

Additional Admission Requirements for Mississippi residents

Students residing in Mississippi must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for North Dakota residents

Applicants residing in North Dakota must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for Missouri residents

Applicants residing in Missouri must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for Delaware residents

Applicants residing in Delaware must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be entered on the student's file and uploaded to the student's official record.
  Credits applied through waiver are included for Candidacy Status Level 2 Review. Students who waive 9 or more credits in their required course of study will be eligible for a 3 credit extension to complete the requirements for Candidacy Status Level 2
  - Verification of fingerprint clearance. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

    Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

- Completion of a minimum of 46 credits that include the following distribution:
  - Required Course of Study: 46 credits
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS), or teacher performance assessment (depending on state of residency).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Completion of My Time Log (100 hours minimum or more as required by state of residency). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.
- Completion of signature assignments.
- To receive an institutional recommendation and/or state certification, students may need to meet other requirements as set forth by their state of residency. Students are advised to check with their State Department of Education for any additional certification requirements.
- Georgia residents attending Online and Local Campus students who complete field experience, student teaching, and apply for state certification 9/1/2015 or thereafter must complete:
  - GACE Educator Ethics Exit Exam (360)
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Special Education

Academic Progression Requirements for the MAED/SPE

Students must provide verification of the following prior to beginning their student teaching experience. Students must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam.

  The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

  - Students seeking certification in Arizona will take the Arizona Special Education Professional Knowledge exam in lieu of a content knowledge exam.
- Verification of the completion of 100 hours of field experience (or more as required by state of residency).
- Students must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Students residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- State Specific Requirements: Students residing in the states below must complete additional coursework prior to starting student teaching.
  - Direct Licensure Applicants: Students in states that accept the Arizona program to directly apply for initial licensure in their home state:

Wyoming: Students residing in Wyoming must provide verification of the following prior to the student teaching placement:
- Completion of a Wyoming Constitution course or demonstration of knowledge by examination
- Completion of a US Constitution course or demonstration of knowledge by examination

  - Reciprocity Licensure Applicants: Students who must obtain Arizona licensure first and then apply to their home state through reciprocity must complete:

New Jersey: Students residing in New Jersey must provide verification of the following:
- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Puerto Rico: Students residing in Puerto Rico must provide verification of the following:
- Completion of a Puerto Rico History course
- Completion of a US History course

Students will be required to have a 3.0 GPA for the program at the time they apply for the student teaching experience and prior to the approval of their student teaching experience.

Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.

Minimum Grade Requirements for the MAED/SPE

- Students must earn a grade of "B" or better in all student teaching courses to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or student teaching: SPE 594, SPE 595, SPE 596.
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be permanently removed from the program and placed in Scholastic Suspension.

Institutional Recommendation for the MAED/SPE

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Residency Requirements and Course Waivers for the MAED/SPE

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 40 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: COM 516, MTE 507, MTH 575, RDG 570, SPE 576, SPE 578, SPE 584, SPE 594, SPE 595, SPE 596.

Students may waive SEI 500 and/or SEI 503 if they meet one of the following requirements:

- Completion of an Arizona Department of Education (ADE) approved SEI course(s) at an institution of higher education.

  Students who provide evidence of the completion of 3 credits of SEI coursework may waive SEI 500 with credit, and SEI/503 without credit. Students must complete CUR 520 (or equivalent) to make up the credit deficiency for SEI 503.

  Students who provide evidence of 6 credits of SEI coursework may waive both SEI 500 and SEI 503 with credit.
- Completion of an Arizona Department of Education (ADE) approved district/individual trainer led workshop.

  Students who provide evidence of completion of a state approved workshop that is 45 clock hours may waive SEI/ 500 with credit, and SEI 503 without credit. Students must complete CUR 520 (or equivalent) to make up the credit deficiency for SEI/ 503.

  Students who provide evidence of completion of a state approved workshop that is 90 clock hours may waive both SEI 500 and SEI 503 with credit.
- Verification of one of the following endorsements:

  - Arizona Full SEI Endorsement (SEI 500)

    Students who hold this endorsement may waive SEI/500 with credit, and SEI 503 without credit. Students must complete CUR 520 (or equivalent) to make up the credit deficiency for SEI 503.
  - Arizona English as a Second Language Endorsement (SEI 500 and SEI 503)

    Students who hold this endorsement may waive both SEI 500 and SEI 503 with credit.

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/SPE Program. Students must provide verification of completion to be eligible for these waivers.

Program	Courses Waived
MAED/SPE	SPE 578

Students who have completed a Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Couse waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver Policy may exceed the maximum waiver limit for the program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form.

Following application of the Post-Bacc course waivers, students will fulfill Candidacy 2 and all academic progression requirements. Students will not be required to complete and/or provide the following:

- Fingerprint clearance
- Completion and uploading of the Teacher Work Sample (TWS)
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Completion of My Time Log (100 hours minimum or more as required by state of residency). To ensure students meet this requirement, documentation will be periodically uploaded, reviewed, and maintained in the student's e-portfolio.

Only students who have completed the Post-Bacc in Special Education will be eligible for waivers for the MAED/SPE 11AZ.

Students who have completed the Arizona Alternative Pathway or Graduate Initial Teacher Special Education Certificate (CERT/AP-SE or CERT/G-SPE) from University of Phoenix are eligible to apply completed coursework from the certificate program to fulfill requirements within this program.

Georgia Residents who completed a UOPX initial teacher licensure-only graduate certificate (e.g., CERT/AP-E, CERT/AP-S, CERT/AP-SE, CERT/G-ELM, CERT/G-SEC, and CERT/G-SPE) will not be eligible for admission to the master's program. Therefore, they are not eligible to apply completed coursework from the certificate program to fulfill requirements within this program.

Students who waive courses using the Arizona Alternative Pathway or Graduate Initial Teacher Special Education Certificate (CERT/AP-SE 01AZ or CERT/G-SPE 001) may exceed the maximum waiver limit for the program and will be eligible to waive select non-waivable courses as outlined on the Arizona Alternative Pathway/Graduate Initial Teacher Certificate Course Waiver Form.

Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours (or more as required by state of residency) of verified field experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each field experience will relate to specific course content and will follow a structured format. As part of the verified field experiences, candidates must also complete guided field experience requirements. The guided field experience requirements will be satisfied through the completion of Guided Field Experience assignments in specific courses required by the candidate's program. Documentation of field experience will be reviewed by university staff prior to student teaching. Candidates must follow necessary guidelines outlined in the program handbook to satisfy field experience requirements.

Student Teaching for the MAED/SPE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. Candidates who choose to postpone student teaching must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teaching can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the student teaching location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their student teaching course or while transitioning between their student teaching courses, will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching course, will be withdrawn from the student teaching course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of student teaching:
  - Student teachers that execute an unapproved self-termination of student teaching, prior to starting and posting attendance in their student teaching course or while transitioning between their student teaching courses, will result in candidates being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the successful completion of the supplemental standards remediation process. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

  - Student teachers that execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching course, will be withdrawn from the student teaching course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
  - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their student teaching course (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete a successive attempt of the student teaching experience will be removed from the program, placed on Scholastic Suspension, and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate mild-moderate special education student teaching setting.
- Students who are already teaching in an appropriate K-12 mild-moderate special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 mild-moderate special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the student teaching courses).
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project, or teacher performance assessment (depending on state of residency).
- Student teaching cannot be waived unless a documented exception exists in program policy. SAC appeals to waive student teaching will not be accepted.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching online. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online Administrative Offices for a list of participating states and procedures for student teaching placement

- Candidates must enroll in the remaining Student Teaching Seminars online while completing their student teaching experience.
- Candidates need to work directly with the Online Administrative Offices to complete the requirements for verification of placement.

Arizona Teaching Intern Certificate Route

Arizona Teaching Intern Certificate Route

The Arizona Teaching Intern Certificate Route is optional for Arizona residents and is not a requirement for participation in clinical practice (student teaching). To participate in the Arizona Teaching Intern Certificate Route, candidates must qualify for the Alternative Teaching Certificate.

The Alternative Teaching Certificate entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor and is only valid in the school district or charter school requesting the certificate. The Alternative Teaching certificate is valid for two years and may be extended yearly for no more than two consecutive years.

Requirements for initial issuance of the Alternative Teaching Certificate:

- A Bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- Letter of intent to hire or other evidence indicating that the student will be hired as a contracted teacher for the school year. The classroom and grade level must align with the candidate's program of enrollment and content knowledge exam.
- Verification letter indicating that the candidate is enrolled in an Arizona State Board approved educator preparation program signed by the College of Education appropriate designee.
- Passing scores on the designated state content knowledge exam.
- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

Requirements for extension of the Alternative Teaching Certificate:

- Students must be continuously enrolled.
  - Intern route students need to earn credit within an academic term (August to December or January to May). If this is not accomplished, the student will not meet the requirements for the Arizona Department of Education Verification Letter.
- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

Supplemental and Professional Standards for the MAED/SPE

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the MAED/SPE

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except clinical practice may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions: Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Delaware, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Dakota, Puerto Rico, South Dakota, Texas, and Wyoming residents: seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Re-entry students may re-enroll into their program version without appeal if the program version is still the most current in their state or jurisdiction.
- Re-entry students whose program version is not the most current in their state or jurisdiction will be required to enroll into the most current version.
- Re-entry students not re-entering into the most current program version offered in their state or jurisdiction may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired.
- No appeals will be accepted for re-entry to an expired program.
- Select programs may have additional re-entry requirements/ restrictions. Re-entry students should consult the appropriate University representative for guidance.

Master of Arts in Education/Educational Studies

The following Master of Arts in Education/Educational Studies (MAED/ES) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: This program is not eligible for Federal Student Financial Aid funds.

Program Purpose

The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of the student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits

AET 500 .....3 credits
Foundations of Adult Learning Theory
AET 552.....3 credits
Marketing Adult Education
AET 560 .....3 credits
Facilitating Change
AET 562.....3 credits
Social Media for Professional Learning

Elective Two, 3 total credits

CUR 520.....3 credits
Advocating for Learning
CUR 525 .....3 credits
Ethical Issues in Education
CUR 550 .....3 credits
Engaging in Communities of Practice
CUR 555 .....3 credits
Professional Learning for Continuous Improvement

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must have been admitted and officially evaluated into their UOPX previous pre-licensure program
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH
  Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.
- Applicants to this program must have completed all coursework from their UOPX previous pre-licensure program with the exception of both Student Teaching (Clinical Practice) courses.
- Applicants will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement or Re-Entry Acknowledgement sign date for the previous pre-licensure program is no more than ten (10) years in the past.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of 34 credits that include the following distribution:
  - Previous UOPX Pre-licensure MAED Credits: 28 credits
  - Educational Studies Electives: 6 credits

**34 is the minimum number of credits for degree completion, based on the number of credits that could be completed in a previous UOPX pre-licensure program by a student eligible for admission to the Master of Arts in Education/Educational Studies program.*

Students in this program may be required to complete up to 45 credits depending on the number of credits required for the previous UOPX pre-licensure program.

- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure UOPX pre-licensure program, except for student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching (clinical practice) and receive a degree in any previous pre-licensure program at the University. In addition, students will not be permitted to enter a new bachelor's or master's level UOPX pre-licensure program.
- The diploma awarded for this program will read as: Master of Arts in Education Educational Studies

Residency Requirement for the MAED/ES

- Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) elective credits must be completed at UOPX.
- Students may not waive any courses in this program.

Re-entry for the MAED/ES

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students are required to submit an appeal to the Student Appeals Center to re-enter the program. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry into an expired program.

Master of Arts in Education/Curriculum and Instruction

The following Master of Arts in Education/Curriculum and Instruction (MAED/CI) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education program with a specialization in Curriculum and Instruction is intended to afford P-12 educators the opportunity to enhance their curriculum, instruction, and leadership repertoire by expanding their knowledge of assessment, instructional strategies, integration of technology, professional development, data-driven decision making, and mentoring and coaching. Educators will develop teacher leadership skills by exploring the latest research, trends, and strategies. Graduates will be able to effectively collaborate with all stakeholders and serve their students, colleagues, and communities as ethical leaders committed to excellence.

Program Purpose

The Master of Arts in Education/Curriculum and Instruction is a graduate degree program intended to provide educators with advanced knowledge and skills in curriculum and instruction. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as an advanced degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize multiple theories of curriculum and instruction to design effective professional development opportunities.
- Analyze assessment data to make informed decisions for continuous improvement of instructional programs.
- Create innovative strategies and incorporate technology to enhance student learning in the classroom setting.

Preferred Sequence and Prerequisites for the MAED/CI

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

COM 516 ..... 1 credit
Professional Communications

CUR 525 ..... 3 credits
Ethical Issues in Education

CUR 505 ..... 3 credits
Social and Global Perspectives of Teacher Leadership

CUR 506 ..... 3 credits
Theories and Best Practices of Curriculum and Instruction

CUR 515 ..... 3 credits
Critical Thinking and Innovative Skills
Prerequisite(s): CUR 506

CUR 520 ..... 3 credits
Advocating for Learning

CUR 530 ..... 3 credits
Assessment and Evaluation Models
Prerequisite(s): CUR 506

CUR 535 ..... 4 credits
Research for Improved Practice
Prerequisite(s): CUR 530

CUR 540 ..... 3 credits
Methods of Coaching in the Instructional Setting

CUR 545 ..... 3 credits
Using Technology for Teaching and Learning

CUR 550 ..... 3 credits
Engaging in Communities of Practice

CUR 555 ..... 3 credits
Professional Learning for Continuous Improvement

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

Additional Admission Requirements for the MAED/CI

All applicants are expected to meet the following admission requirements:

Immunization and Health Insurance Requirements:

All residents of Hawaii are required to submit immunization information to the University.

Measles/Mumps/Rubella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of MMR. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Varicella: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, who were born after December 31, 1979, be immunized for Varicella (Chickenpox). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of Varicella. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

As an exception, a signed, documented diagnosis or verification of a history of varicella disease or herpes zoster by a practitioner may be substituted for a record of varicella vaccination.

Tetanus, Diphtheria, Pertussis (Tdap): The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, be immunized for Tetanus Diphtheria, and Pertussis (TDAP). Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a verification of immunization of TDAP. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a University course and documentation concerning this requirement must be on file at the time of admission to the University, signed by a US licensed practitioner (physician, advanced practice registered nurse, or physician assistant).

Exemptions from the MMR, Varicella, and Tdap immunization requirements may be granted for the following reasons:

- A medical exemption may be granted to specific vaccines.
  - A US licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
  - The physician must state the length of time during which the vaccine would endanger the student's health or life.
  - The exemption certification must be signed by the physician.
- A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization. Requests for religious exemptions based on exemptions to specific immunizing agents will not be granted.
- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student's health record at school.

Tuberculosis (TB) Clearance Requirements: The Hawaii State Department of Health requires that all students attending school at a campus in this state, including University students engaging in educational activities at a P-12 school site, must present a TB Clearance obtained within 12 months prior to their first attendance in a post-secondary school in Hawaii or a TB Clearance obtained after age sixteen. Additionally, in order for Hawaii residents to be admitted, the University requires that all applicants to this program provide a clear TB Clearance. A TB Clearance must be submitted with the Hawaii TB Clearance form prior to the first night of class or the student will not be permitted to attend class. Students may submit a copy of their TB Clearance received prior to their attendance at another Hawaii post-secondary school.

Degree Completion Requirements for the MAED/CI

- Completion of a minimum of 35 credits that include the following distribution:
  - Required Course of Study: 35 credits
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Curriculum and Instruction

Residency Requirements and Course Waivers for the MAED/CI

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 23 credits must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 12 credits from the required course of study.

The following course(s) may not be waived: COM 516

Students who successfully complete either the MAED/TED-Elementary, MAED/TED-Secondary, or MAED/SPE-Special Education program may waive the following courses in the MAED/CI program upon enrolling in the Master of Arts in Education/Curriculum and Instruction program.

.

Program	Courses Waived
MAED/TED-E	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)
MAED/TED-S	COM 516 (1 credit) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)
MAED/SPE	COM 516 (1 credits) CUR 530 (3 credits) CUR 535 (4 credits) CUR 550 (3 credits)

Students with an additional, current academic teaching endorsement may waive the following 9 credits upon admission to the MAED/CI v011 program: CUR 505, CUR 506, CUR 550

Any resident in the state of California who can show verification of the completion of a California Commission on Teacher Credentialing (CTC) state-approved induction program may exceed the 12-credit waiver maximum and waive up to 13 credits upon admission to the MAED/CI v011 program: CUR 506, CUR 520, CUR 530, CUR 535

Students who can provide evidence of completion of a Teachers of Tomorrow teacher preparation program and a valid Standard Professional teaching credential may exceed the 12-credit waiver maximum and waive up to 13 credits: CUR 506, CUR 520, CUR 530, CUR 535

Students who have completed Post-Baccalaureate Teacher Certification program (Post-Bacc) from Rio Salado Community College are eligible to apply completed coursework from the Post-Bacc program to fulfill requirements within this program. Couse waivers will only be granted to students who have completed the Post-Bacc program in its entirety. Single courses from the Post-Bacc program will not be approved.

Students who waive courses using the Post-Bacc Course Waiver policy may exceed the maximum waiver limit for their program and will be eligible to waive select non-waivable courses as outlined on the Post-Bacc Teacher Certification Course Waiver Form.

Students who have completed the courses listed below with a grade of C- or higher are eligible to waive up to 6 credits toward the MAED/CI program. These courses will only be eligible to apply if the courses were completed prior to the Enrollment Agreement sign date for the MAED/CI program.

- For students to be eligible to waive CUR 520 the following courses must be completed: NTI 501, NTI 502
- For students to be eligible to waive CUR 530 the following courses must be completed: NTI 503, NTI 504

Students who have completed approved Continuing Education courses or their equivalents with a grade of "B" or higher, and within the last 5 years from the original Enrollment Agreement sign date are eligible to waive up to 12 credits in the MAED/CI program. An ARSC SRM case must be submitted to have approved CET courses applied to the MAED/CI program. For the Continuing Education courses to apply to the MAED/CI degree program, the courses must have been taken prior to the student enrolling in the program. Students may not have any Continuing Education courses apply to MAED/CI program requirements if the Continuing Education courses were completed after the Enrollment Agreement sign date.

The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Supplemental and Professional Standards for the MAED/CI

This program is subject to the University's Supplemental & Professional Standards.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

COLLEGE OF DOCTORAL STUDIES

The College of Doctoral Studies is home to the University's doctoral programs and represents a community of professionals who want to make a meaningful social contribution to their communities and influence change in their fields. At the heart of our mission is our Scholar-Practitioner-Leader™ model, coupled with our Doctoral Education Ecosystem®, and comprised of diverse in program offerings, the College supports advanced learning in business, management, education, and health care administration.

Admission Requirements

Most doctoral programs have additional admission requirements listed within the program specific information.

All applicants to doctoral programs must meet the following admission requirements:

- Applicants must be a minimum of 18 years old to be admitted.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Current or a record of past employment or access to a work environment is required for admission.
- Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet one of the following exceptions to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 4.5 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum passing score within the High B2 scoring band on the Berlitz Online Test of Reading and Listening Skills - English within two years of application to the University.
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
  - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
  - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- Applicants who reside in the United States must meet one of the following requirements for admission:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum or refugee status
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (applicant's visa type must be TPS).
  - Have been granted Deferred Action for Childhood Arrivals (DACA) status
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.
- Completion of any state-specific required documents or forms
- Applicants who have been expelled from other post-secondary institutions (e.g., colleges and universities) are not eligible for admission to University of Phoenix (UOPX).
- Anyone who has been expelled from UOPX is not eligible for readmission to UOPX. No appeals will be accepted.

Program Length

The anticipated "normal time" to complete a doctoral level program with a dissertation is 206 weeks, the anticipated normal time to complete the Doctor of Nursing Practice program (which includes an Applied Project rather than a dissertation) is 85 weeks, and the anticipated "normal time" to complete a doctoral level certificate program is 32 to 40 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Doctor of Education

The following Doctor of Education (EDD) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Doctor of Education program prepares early- to mid-careerists in diverse educational settings to strategically manage complex educational organizations. Through utilization of best practice, knowledge of regulation and policy, and a deep understanding of drivers for innovation in educational environments, learners will apply these insights and contribute in a solution-oriented way to the growing body of research on transforming educational systems.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate the Scholar Practitioner Leader (SPL) Model throughout the doctoral journey and beyond.
- Cultivate a leadership identity that reflects a mature and strategic understanding of the tenets of leadership at all levels of educational organizations.
- Develop doctoral research that identifies and addresses opportunities for improvement in complex educational contexts.

Program Purpose

The Doctor of Education (EDD) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. The EDD does not lead to teacher licensure or any other professional licensure or certification.

Program Category Requirements for the EDD

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations, 9 total credits

EDD 700 ..... 3 credits
Introduction to Education Administration in Doctoral Study
LDR 711A ..... 3 credits
Leadership Theory and Practice
Prerequisite(s): EDD 700
EDD 724 ..... 3 credits
Instructional Leadership
Prerequisite(s): LDR 711A

Educational Leadership Electives, 18 total credits

Students may satisfy the Educational Leadership Electives with any combination of the courses below; however, the College recommends that students select and complete all courses within one elective track.

Educational Leadership

EDD 712 ..... 3 credits
Leadership in Contemporary Organizations
Prerequisite(s): LDR 711A
EDD 714 ..... 3 credits
Comparative Models of Educational Environments
Prerequisite(s): EDD 712
EDD 722 ..... 3 credits
The Legal Context of Education
Prerequisite(s): EDD 724
EDD 723 ..... 3 credits
Ethics and Values in Learning Organizations
Prerequisite(s): EDD 712
EDD 731 ..... 3 credits
The Economics of Education
Prerequisite(s): EDD 724
EDD 733 ..... 3 credits
Evaluation and Assessment Methods
Prerequisite(s): EDD 712

Curriculum and instruction

EDD 722 ..... 3 credits
The Legal Context of Education
Prerequisite(s): EDD 724
EDD 731 ..... 3 credits
The Economics of Education
Prerequisite(s): EDD 724
CUR 713 ..... 3 credits
Curriculum, Developmental, and Learning Theories
Prerequisite(s): LDR 711A
CUR 721 ..... 3 credits
Curriculum Design
Prerequisite(s): CUR 713
CUR 722 ..... 3 credits
Instructional Models
Prerequisite(s): CUR 713
CUR 732 ..... 3 credits
Program Evaluation
Prerequisite(s): CUR 713

Educational Technology

EDD 722 ..... 3 credits
The Legal Context of Education
Prerequisite(s): EDD 724
EDD 731 ..... 3 credits
The Economics of Education
Prerequisite(s): EDD 724
EDT 711 ..... 3 credits
Educational Technology Research
Prerequisite(s): LDR 711A

EDT 723 ..... 3 credits
Instructional Media and Design Techniques
Prerequisite(s): EDT 711
EDT 732 ..... 3 credits
Integrating Technology and Curriculum
Prerequisite(s): EDT 711
EDT 733 ..... 3 credits
Technology Leadership
Prerequisite(s): EDT 711

Higher Education Administration

HEA 711 ..... 3 credits
History and Philosophy of Higher Education
Prerequisite(s): LDR 711A
HEA 712 ..... 3 credits
Higher Education Law, Policy and the Regulatory Environment
Prerequisite(s): HEA 711
HEA 713 ..... 3 credits
Higher Education Economics, Finance and Strategic Planning
Prerequisite(s): HEA 711
HEA 732 ..... 3 credits
Curriculum Development, Assessment, and Program Evaluation
Prerequisite(s): HEA 711
HEA 722 ..... 3 credits
Academic and Student Affairs Administration
Prerequisite(s): HEA 711
HEA 730 ..... 3 credits
Student Development, Education, and Adult Learning Theories
Prerequisite(s): HEA 711

Research, 9 total credits

RES 709 ..... 3 credits
Research Conceptualization and Design
Prerequisite(s): LDR 711A
RES 710 ..... 3 credits
Statistical Research Methods and Design I
Prerequisite(s): RES 709
RES 724 ..... 3 credits
Qualitative Methods and Design
Prerequisite(s): RES 709

Symposium, 6 total credits

DOC 714S ..... 3 credits
Symposium I
Prerequisite(s): RES 709
DOC 719S ..... 3 credits
Symposium II
Prerequisite(s): DOC 723, DOC 741

Traditional Dissertation or IMRAD Applied Dissertation Project, 12 total credits

DOC 715 ..... 3 credits
Doctoral Seminar I
Prerequisite(s): RES 710, RES 724
DOC 723 ..... 3 credits
Doctoral Seminar II
Prerequisite(s): DOC 715
DOC 741 ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 723
DOC 742 ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 741, 18 credits of Educational Leadership Electives, IRB Approval

The following continuing enrollment courses may be required to satisfy the seminar, dissertation, and project requirements for the doctoral program.

Students may be required to complete the A or the A and B courses for DOC 741 until Phase 4 approval has been received.

If Phase 4 approval is not earned by the completion of DOC 741B, a failing grade will be issued.

Students may be required to complete the A or the A and B courses for DOC 742 until Phase 5 and Oral Defense approvals have been received.

If Phase 5 is not approved by the completion of DOC 742B, a failing grade will be issued.

Dissertation or Applied Research Pathway Continuing Enrollment

DOC 741A ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 741
DOC 741B ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 741A
DOC 888 ..... 1 credit
Dissertation Continuing Enrollment II
Prerequisite(s): DOC 741

Project Continuing Enrollment

DOC 742A ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 742
DOC 742B ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 742A
DOC 988 ..... 1 credit
Project Continuing Enrollment II
Prerequisite(s): DOC 742

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

Additional Admission Requirements for the EDD

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree earned at a recognized foreign institution or a master's degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Degree Requirements for the EDD

- Completion of a minimum of 54 credits, and any additional program requirements (if applicable), that include the following distribution:
  - Required Course of Study: 36 credits
  - Educational Leadership Electives: 18 credits
  - Additional Program Requirements (if applicable): 14 credits
  - Maximum Total (with Additional Program Requirements included): 68 credits
- A minimum grade point average (GPA) of 3.0.
- Written approval of the traditional dissertation proposal or IMRAD (Introduction, Methods, Research, and Discussion) applied dissertation plan.
- Successful completion of all credit and non-credit bearing degree requirements, including a completed traditional dissertation or IMRAD applied dissertation project, signed by the Dean.
- The diploma awarded for this program will read as: Doctor of Education

Academic Progression Requirements for the EDD

Students are subject to the following academic progression requirements:

- Students may concurrently enroll in courses provided they meet the following criteria:
  - Must have a minimum program GPA of 3.5
  - Must have earned at least 15 credits in the University of Phoenix doctoral program
  - Must have no history of academic probation, scholastic disqualification, or scholastic suspension in a University of Phoenix doctoral program
- Students may have only one incomplete grade on their records at a time.
- Students must complete each phase of the scholarly research process for the traditional dissertation or the IMRAD applied dissertation project in chronological order - Phase 1 through Phase 5.

  The Traditional Dissertation Pathway (TDP) is completed through the following phases:

  Phase 1 - Research Plan
  Phase 2 - Dissertation Chapter 1
  Phase 3 - Dissertation Chapter 2
  Phase 4 - Dissertation Chapter 3
  Phase 5 - Full Dissertation and Oral Defense

  The Applied Dissertation Pathway (ADP) is completed through the following phases:

  Phase 1 - Research Plan
  Phase 2 - Applied Research Plan
  Phase 3 - Concept Manuscript
  Phase 4 - Applied Research Methods Package
  Phase 5 - Applied Dissertation Deliverables and Oral Defense
- Students must be enrolled in or have successfully completed the appropriate course(s) to complete the corresponding scholarly research phase.
- Students must have Phase 4 approval, and IRB approval, prior to enrollment in DOC 742.
- Final approval of completed dissertations or accepted IMRAD Journal Article submissions with Executive Summary for Practices, and successful oral defense during Phase 5.
- Students will have no more than three attempts to successfully complete the oral defense of their research. Students who fail a third attempt will fail to meet the degree completion requirements.
- Students who have attempted their oral defense prior to 7/1/2021 but have not successfully completed this requirement will be allowed no more than three attempts on or after 7/1/2021 to successfully complete the oral defense. Students who fail a third attempt will fail to meet the degree completion requirements.

Academic Standing and Minimum Grade Requirements for the EDD

- Students who fail to meet the minimum grade of a "B-" in EDD 700 will be placed in Scholastic Disqualification and may only repeat the course one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students who fail to meet the minimum grade of a "B-" in LDR/711A will be placed in Scholastic Disqualification and may only repeat the course one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- All credit-bearing courses, except for courses noted in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.

Residency Requirements and Course Waivers for the EDD

Students must meet the established University residency requirement for degree conferral. The University requires that 27 credits from a combination of required course of study and elective, courses must be completed at UOPX.

In order to be granted a waiver with credit for a course in the required course of study or electives, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is provincially accredited, or in candidacy for approved institutional or provincial accreditation.
- The course must have been completed within the past ten (10) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level course. Courses must be assessed and approved by the College of Doctoral Studies (CDS) Dean or an approved delegate.

Students who used the prior completion of a graduate degree to waive doctoral coursework requirements in a previous program, and who complete a program change to a new program or version, will not be eligible to carry those waivers forward to satisfy doctoral programmatic requirements.

Students in this program may waive a maximum of 27 credits from the required course of study and electives.

The following course(s) may not be waived: DOC 714S, DOC 715, DOC 719S, DOC 723, DOC 741, DOC 742, EDD 724, LDR 711A, RES 709

Students who have previously attended an education-aligned doctoral program at a college or university with approved institutional accreditation, or that is provincially accredited, and completed all required courses to reach All-But-Dissertation (ABD) or candidacy status at that institution, will be considered as satisfying EDD 700, six credits in Research, and all their elective requirements. The transfer coursework must align to the doctoral program, but no further content restrictions will apply. Transfer coursework from the previous institution will be applied to these 27 credits as course waivers if the students meet all the following conditions, as verified by an ABD waiver enrollment recommendation from the Dean of the College of Doctoral Studies, or an approved delegate:

- Proof of ABD or candidacy status at the prior institution.
- An official transcript showing a minimum of 27 semester credit hours completed in an education-aligned doctoral program.
- ABD or candidacy status at the prior institution must have been achieved within (10) years from the original program Enrollment Agreement sign date.
- A written statement from the student outlining a plan for the completion of the dissertation, including, at a minimum, why the student's dissertation was not completed at the previous institution and why the student believes a dissertation can now be completed at UOPX in the allowable time frame. Students will submit any completed portion(s) of their dissertation and/or proposal from their previous institution for review in connection with this written statement.
- A cumulative GPA of 3.0 for all doctoral coursework listed on the official transcript from the institution where the student achieved ABD or candidacy status. Transfer coursework that was earned outside of the institution where the student achieved ABD or candidacy will not be calculated into the cumulative GPA for admissibility.
- Any other information requested and deemed necessary by the College to validate the qualification requirements listed above and the student's overall readiness to enter the program.

The traditional dissertation or IMRAD applied dissertation project may not be waived.

Doctor of Management

The following Doctor of Management (DM) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Doctor of Management program prepares mid-careerists in diverse managerial contexts with strategies for exploring their personal readiness to lead in their current setting and/or identify steps toward their future aspirations. Through engagement with the leadership literature, personal reflection, and a critical look at strategies for further development, learners demonstrate their competence by applying what they learn to current organizational environments.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate the Scholar Practitioner Leader (SPL) Model throughout the doctoral journey and beyond.
- Cultivate a leadership identity that reflects a mature and strategic understanding of the tenets of effective management praxis.
- Develop doctoral research that identifies and addresses opportunities for innovation in complex managerial contexts.

DM Program Category Requirements

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations, 9 total credits

BUS 700 ..... 3 credits
Introduction to Business Administration in Doctoral Study
LDR 711A ..... 3 credits
Leadership Theory and Practice
Prerequisite(s): BUS 700
ORG 716 ..... 3 credits
Organizational Theory and Design
Prerequisite(s): LDR 711A

Management and Organizational Leadership Electives, 18 total credits

Students may satisfy the Management and Organizational Leadership Electives with any combination of the courses below; however, the College recommends that students select and complete all courses within one elective track.

Organizational Leadership

ORG 726 ..... 3 credits
The Impact of Technology on Organizations
Prerequisite(s): ORG 716
MGT 726 ..... 3 credits
Emerging Managerial Practices
Prerequisite(s): ORG 716
LDR 726 ..... 3 credits
The Dynamics of Group and Team Leadership
Prerequisite(s): ORG 716
ORG 727 ..... 3 credits
Organizational Diagnosis and Intervention
Prerequisite(s): ORG 716
PHL 736 ..... 3 credits
Political Acumen and Ethics
Prerequisite(s): ORG 716
LDR 736 ..... 3 credits
Architecture of Leadership
Prerequisite(s): LDR 726

Information Systems and Technology

ORG 726 ..... 3 credits
The Impact of Technology on Organizations
Prerequisite(s): ORG 716

IST 710 ..... 3 credits
Foundations of Information Systems Management
Prerequisite(s): ORG 716

IST 722 ..... 3 credits
Information Technology for Teams
Prerequisite(s): IST 710

IST 724 ..... 3 credits
Organizational Information Systems Management
Prerequisite(s): IST 710

IST 732 ..... 3 credits
Global Information Systems Management
Prerequisite(s): IST 710

IST 733 ..... 3 credits
Information Systems Management Architecture
Prerequisite(s): IST 710

Research, 9 total credits

RES 709 ..... 3 credits
Research Conceptualization and Design
Prerequisite(s): LDR 711A

RES 710 ..... 3 credits
Statistical Research Methods and Design I
Prerequisite(s): RES 709

RES 724 ..... 3 credits
Qualitative Methods and Design
Prerequisite(s): RES 709

Symposium, 6 total credits

DOC 714S ..... 3 credits
Symposium I
Prerequisite(s): RES 709

DOC 719S ..... 3 credits
Symposium II
Prerequisite(s): DOC 723, DOC 741

Traditional Dissertation or IMRAD Applied Dissertation Project, 12 total credits

DOC 715 ..... 3 credits
Doctoral Seminar I
Prerequisite(s): RES 710, RES 724

DOC 723 ..... 3 credits
Doctoral Seminar II
Prerequisite(s): DOC 715

DOC 741 ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 723

DOC 742 ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 741, 18 credits of Management and Organizational Leadership Electives, IRB Approval

The following continuing enrollment courses may be required to satisfy the seminar, dissertation, and project requirements for the doctoral program.

Students may be required to complete the A or the A and B courses for DOC 741 until Phase 4 approval has been received.

If Phase 4 approval is not earned by the completion of DOC 741B, a failing grade will be issued.

Students may be required to complete the A or the A and B courses for DOC 742 until Phase 5 and Oral Defense approvals have been received.

If Phase 5 is not approved by the completion of DOC 742B, a failing grade will be issued.

Dissertation or Applied Research Pathway Continuing Enrollment

DOC 741A ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 741

DOC 741B ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 741A

DOC 888 ..... 1 credit
Dissertation Continuing Enrollment II
Prerequisite(s): DOC 741

Project Continuing Enrollment

DOC 742A ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 742

DOC 742B ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 742A

DOC 988 ..... 1 credit
Project Continuing Enrollment II
Prerequisite(s): DOC 742

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

Additional Admission Requirements for the DM

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree earned at a recognized foreign institution or a master's degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Degree Requirements for the DM

- Completion of a minimum of 54 credits, and any additional program requirements (if applicable), that include the following distribution:
  - Required Course of Study: 36 credits
  - Management and Organizational Leadership Electives: 18 credits
  - Additional Program Requirements (if applicable): 14 credits
  - Maximum Total (with Additional Program Requirements included): 68 credits
- A minimum grade point average (GPA) of 3.0.
- Written approval of the traditional dissertation proposal or IMRAD (Introduction, Methods, Research, and Discussion) applied dissertation plan.

- Successful completion of all credit and non-credit bearing degree requirements, including a completed traditional dissertation or IMRAD applied dissertation project, signed by the Dean.
- The diploma awarded for this program will read as:
  Doctor of Management

Academic Progression Requirements for the DM

Students are subject to the following academic progression requirements:

- Students may concurrently enroll in courses provided they meet the following criteria:
  - Must have a minimum program GPA of 3.5
  - Must have earned at least 15 credits in the University of Phoenix doctoral program
  - Must have no history of academic probation, scholastic disqualification, or scholastic suspension in a University of Phoenix doctoral program
- Students may have only one incomplete grade on their records at a time.
- Students must complete each phase of the scholarly research process for the traditional dissertation or the IMRAD applied dissertation project in chronological order - Phase 1 through Phase 5.

  The Traditional Dissertation Pathway (TDP) is completed through the following phases:
  Phase 1 - Research Plan
  Phase 2 - Dissertation Chapter 1
  Phase 3 - Dissertation Chapter 2
  Phase 4 - Dissertation Chapter 3
  Phase 5 - Full Dissertation and Oral Defense

  The Applied Dissertation Pathway (ADP) is completed through the following phases:
  Phase 1 - Research Plan
  Phase 2 - Applied Research Plan
  Phase 3 - Concept Manuscript
  Phase 4 - Applied Research Methods Package
  Phase 5 - Applied Dissertation Deliverables and Oral Defense
- Students must be enrolled in or have successfully completed the appropriate course(s) to complete the corresponding scholarly research phase.
- Students must have Phase 4 approval, and IRB approval, prior to enrollment in DOC 742.
- Final approval of completed dissertations or accepted IMRAD Journal Article submissions with Executive Summary for Practices, and successful oral defense during Phase 5.
- Students will have no more than three attempts to successfully complete the oral defense of their research. Students who fail a third attempt will fail to meet the degree completion requirements.
- Students who have attempted their oral defense prior to 7/1/2021 but have not successfully completed this requirement will be allowed no more than three attempts on or after 7/1/2021 to successfully complete the oral defense. Students who fail a third attempt will fail to meet the degree completion requirements.

Academic Standing and Minimum Grade Requirements for the DM

- Students who fail to meet the minimum grade of a "B-" in BUS 700 will be placed in Scholastic Disqualification and may only repeat the course one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students who fail to meet the minimum grade of a "B-" in LDR 711A will be placed in Scholastic Disqualification and may only repeat the course one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- All credit-bearing courses, except for courses noted in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.

Residency Requirements and Course Waivers for the DM

Students must meet the established University residency requirement for degree conferral. The University requires that 27 credits from a combination of required course of study and elective courses must be completed at UOPX.

In order to be granted a waiver with credit for a course in the required course of study or electives, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is provincially accredited, or in candidacy for approved institutional or provincial accreditation.
- The course must have been completed within the past ten (10) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level course. Courses must be assessed and approved by the College of Doctoral Studies (CDS) Dean or an approved delegate.

Students who used the prior completion of a graduate degree to waive doctoral coursework requirements in a previous program, and who complete a program change to a new program or version, will not be eligible to carry those waivers forward to satisfy doctoral programmatic requirements.

Students in this program may waive a maximum of 27 credits from the required course of study and electives.

The following course(s) may not be waived: DOC 714S, DOC 715, DOC 719S, DOC 723, DOC 741, DOC 742, LDR 711A, ORG 716, RES 709

Students who have previously attended a business-aligned doctoral program at a college or university with approved institutional accreditation, or that is provincially accredited, and completed all required courses to reach All-But-Dissertation (ABD) or candidacy status at that institution, will be considered as satisfying BUS 700, six credits in Research, and all their elective requirements. The transfer coursework must align to the doctoral program, but no further content restrictions will apply. Transfer coursework from the previous institution will be applied to these 27 credits as course waivers if the students meet all the following conditions, as verified by an ABD waiver enrollment recommendation from the Dean of the College of Doctoral Studies, or an approved delegate:

- Proof of ABD or candidacy status at the prior institution.
- An official transcript showing a minimum of 27 semester credit hours completed in a business-aligned doctoral program.
- ABD or candidacy status at the prior institution must have been achieved within (10) years from the original program Enrollment Agreement sign date.
- A written statement from the student outlining a plan for the completion of the dissertation, including, at a minimum, why the student's dissertation was not completed at the previous institution and why the student believes a dissertation can now be completed at UOPX in the allowable time frame. Students will submit any completed portion(s) of their dissertation and/or proposal from their previous institution for review in connection with this written statement.
- A cumulative GPA of 3.0 for all doctoral coursework listed on the official transcript from the institution where the student achieved ABD or candidacy status. Transfer coursework that was earned outside of the institution where the student achieved ABD or candidacy will not be calculated into the cumulative GPA for admissibility.
- Any other information requested and deemed necessary by the College to validate the qualification requirements listed above and the student's overall readiness to enter the program.

The traditional dissertation or IMRAD applied dissertation project may not be waived.

Doctor of Business Administration

The following Doctor of Business Administration (DBA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Doctor of Business Administration program prepares mid-careerists across the sector to bring new insights to bear on the practice of business administration, providing aspiring leaders with the competencies necessary to grow their leadership capacity in business settings through a mastery of business administration scholarship and praxis, effectively apply of this insight to current business environments, and produce solution-oriented organizational research.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate the Scholar Practitioner Leader (SPL) Model throughout the doctoral journey and beyond.
- Cultivate a leadership identity that reflects a mature and strategic understanding of the tenets of effective management praxis.
- Develop doctoral research that identifies and addresses opportunities for innovation in complex managerial contexts.

DBA Program Category Requirements

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations, 9 total credits

BUS 700 .....3 credits
Introduction to Business Administration in Doctoral Study
LDR 711A.....3 credits
Leadership Theory and Practice
Prerequisite(s): BUS 700
ORG 716 .....3 credits
Organizational Theory and Design
Prerequisite(s): LDR 711A

Business Administration and Leadership Electives, 18 total credits

Students may satisfy the Business Administration and Leadership Electives with any combination of the courses below; however, the College recommends that students select and complete all courses within one elective track.

FIN 711 .....3 credits
Financial Measures of Value Added
Prerequisite(s): LDR 711A
MGT 711 .....3 credits
Strategic Opportunities in an Internet-based Global Economy
Prerequisite(s): LDR 711A
MKT 711.....3 credits
Marketing and Managing the Customer Relationship
Prerequisite(s): LDR 711A
BUS 721 .....3 credits
Issues in Optimizing Operations
Prerequisite(s): ORG 716
LDR 731.....3 credits
Contemporary Issues in Leadership
Prerequisite(s): ORG 716
BUS 733.....3 credits
Transforming the Business
Prerequisite(s): ORG 716

Research, 9 total credits

RES 709 ..... 3 credits
Research Conceptualization and Design
Prerequisite(s): LDR 711A

RES 710 ..... 3 credits
Statistical Research Methods and Design I
Prerequisite(s): RES 709

RES 724 ..... 3 credits
Qualitative Methods and Design
Prerequisite(s): RES 709

Symposium, 6 total credits

DOC 714S ..... 3 credits
Symposium I
Prerequisite(s): RES 709

DOC 719S ..... 3 credits
Symposium II
Prerequisite(s): DOC 723, DOC 741

Traditional Dissertation or IMRAD Applied Dissertation Project, 12 total credits

DOC 715 ..... 3 credits
Doctoral Seminar I
Prerequisite(s): RES 710, RES 724

DOC 723 ..... 3 credits
Doctoral Seminar II
Prerequisite(s): DOC 715

DOC 741 ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 723

DOC 742 ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 741, 18 credits of Business Administration and Leadership Electives, IRB Approval

The following continuing enrollment courses may be required to satisfy the seminar, dissertation, and project requirements for the doctoral program.

Students may be required to complete the A or the A and B courses for DOC 741 until Phase 4 approval has been received.

If Phase 4 approval is not earned by the completion of DOC 741B, a failing grade will be issued.

Students may be required to complete the A or the A and B courses for DOC 742 until Phase 5 and Oral Defense approvals have been received.

If Phase 5 is not approved by the completion of DOC 742B, a failing grade will be issued.

Dissertation or Applied Research Pathway Continuing Enrollment

DOC 741A ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 741

DOC 741B ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 741A

DOC 888 ..... 1 credit
Dissertation Continuing Enrollment II
Prerequisite(s): DOC 741

Project Continuing Enrollment

DOC 742A ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 742

DOC 742B ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 742A

DOC 988 ..... 1 credit
Project Continuing Enrollment II
Prerequisite(s): DOC 742

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

Additional Admission Requirements for the DBA

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher in a discipline related to business, leadership, management, administration, finance, economics, or accountancy from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Degree Requirements for the DBA

- Completion of a minimum of 54 credits, and any additional program requirements (if applicable), that include the following distribution:
  - Required Course of Study: 36 credits
  - Business Administration and Leadership Electives: 18 credits
  - Additional Program Requirements (if applicable): 14 credits
  - Maximum Total (with Additional Program Requirements included): 68 credits
- A minimum grade point average (GPA) of 3.0.
- Written approval of the traditional dissertation proposal or IMRAD (Introduction, Methods, Research, and Discussion) applied dissertation plan.
- Successful completion of all credit and non-credit bearing degree requirements, including a completed traditional dissertation or IMRAD applied dissertation project, signed by the Dean.
- The diploma awarded for this program will read as:
  Doctor of Business Administration

Academic Progression Requirements for the DBA

Students are subject to the following academic progression requirements:

- Students may concurrently enroll in courses provided they meet the following criteria:
  - Must have a minimum program GPA of 3.5
  - Must have earned at least 15 credits in the University of Phoenix doctoral program
  - Must have no history of academic probation, scholastic disqualification, or scholastic suspension in a University of Phoenix doctoral program
- Students may have only one incomplete grade on their records at a time.
- Students must complete each phase of the scholarly research process for the traditional dissertation or the IMRAD applied dissertation project in chronological order - Phase 1 through Phase 5.

  The Traditional Dissertation Pathway (TDP) is completed through the following phases:
  - Phase 1 - Research Plan
  - Phase 2 - Dissertation Chapter 1
  - Phase 3 - Dissertation Chapter 2
  - Phase 4 - Dissertation Chapter 3
  - Phase 5 - Full Dissertation and Oral Defense

  The Applied Dissertation Pathway (ADP) is completed through the following phases:
  - Phase 1 - Research Plan
  - Phase 2 - Applied Research Plan
  - Phase 3 - Concept Manuscript
  - Phase 4 - Applied Research Methods Package
  - Phase 5 - Applied Dissertation Deliverables and Oral Defense
- Students must be enrolled in or have successfully completed the appropriate course(s) to complete the corresponding scholarly research phase.
- Students must have Phase 4 approval, and IRB approval, prior to enrollment in DOC 742.
- Final approval of completed dissertations or accepted IMRAD Journal Article submissions with Executive Summary for Practices, and successful oral defense during Phase 5.
- Students will have no more than three attempts to successfully complete the oral defense of their research. Students who fail a third attempt will fail to meet the degree completion requirements.
- Students who have attempted their oral defense prior to 7/1/2021 but have not successfully completed this requirement will be allowed no more than three attempts on or after 7/1/2021 to successfully complete the oral defense. Students who fail a third attempt will fail to meet the degree completion requirements.

Academic Standing and Minimum Grade Requirements for the DBA

- Students who fail to meet the minimum grade of a "B-" in BUS 700 will be placed in Scholastic Disqualification and may only repeat the course one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students who fail to meet the minimum grade of a "B-" in LDR 711A will be placed in Scholastic Disqualification and may only repeat the course one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- All credit-bearing courses, except for courses noted in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.

Residency Requirements and Course Waivers for the DBA

Students must meet the established University residency requirement for degree conferral. The University requires that 27 credits from a combination of required course of study and elective courses must be completed at UOPX.

In order to be granted a waiver with credit for a course in the required course of study or electives, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is provincially accredited, or in candidacy for approved institutional or provincial accreditation
- The course must have been completed within the past ten (10) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level course. Courses must be assessed and approved by the College of Doctoral Studies (CDS) Dean or an approved delegate.

Students who used the prior completion of a graduate degree to waive doctoral coursework requirements in a previous program, and who complete a program change to a new program or version, will not be eligible to carry those waivers forward to satisfy doctoral programmatic requirements.

Students in this program may waive a maximum of 27 credits from the required course of study and electives.

The following course(s) may not be waived: DOC 714S, DOC 715, DOC 719S, DOC 723, DOC 741, DOC 742, LDR 711A, ORG 716, RES 709

Students who have previously attended a business-aligned doctoral program at a college or university with approved institutional accreditation, or that is provincially accredited, and completed all required courses to reach All-But-Dissertation (ABD) or candidacy status at that institution, will be considered as satisfying BUS 700, six credits in Research, and all their elective requirements. The transfer coursework must align to the doctoral program, but no further content restrictions will apply. Transfer coursework from the previous institution will be applied to these 27 credits as course waivers if the students meet all the following conditions, as verified by an ABD waiver enrollment recommendation from the Dean of the College of Doctoral Studies, or an approved delegate:

- Proof of ABD or candidacy status at the prior institution.
- An official transcript showing a minimum of 27 semester credit hours completed in a business-aligned doctoral program.
- ABD or candidacy status at the prior institution must have been achieved within (10) years from the original program Enrollment Agreement sign date.
- A written statement from the student outlining a plan for the completion of the dissertation, including, at a minimum, why the student's dissertation was not completed at the previous institution and why the student believes a dissertation can now be completed at UOPX in the allowable time frame. Students will submit any completed portion(s) of their dissertation and/or proposal from their previous institution for review in connection with this written statement.
- A cumulative GPA of 3.0 for all doctoral coursework listed on the official transcript from the institution where the student achieved ABD or candidacy status. Transfer coursework that was earned outside of the institution where the student achieved ABD or candidacy will not be calculated into the cumulative GPA for admissibility.
- Any other information requested and deemed necessary by the College to validate the qualification requirements listed above and the student's overall readiness to enter the program.

The traditional dissertation or IMRAD applied dissertation project may not be waived.

Doctor of Health Administration

The following Doctor of Health Administration (DHA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Doctor of Health Administration program prepares mid-careerists across the health sector for the future of healthcare, providing aspiring leaders with the competencies necessary to lead and meet the demands of rapidly changing healthcare organizations, shape the structure of complex health systems and their evolution, and contribute to the existing body of knowledge through evidence-based practice and innovative organizational research.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate the Scholar Practitioner Leader (SPL) Model throughout the doctoral journey and beyond.
- Cultivate a leadership identity that reflects a mature and strategic understanding of the dynamics of diverse health sector environments.
- Develop doctoral research that identifies and addresses opportunities for improvements in health sector contexts.

DHA Program Category Requirements

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations, 9 total credits

DHA 700 ..... 3 credits
Introduction to Heath Administration in Doctoral Study
LDR 711A ..... 3 credits
Leadership Theory and Practice
Prerequisite(s): DHA 700
DHA 711 ..... 3 credits
Administration of Complex Health Care Systems
Prerequisite(s): LDR 711A

Healthcare Administration and Leadership Electives, 18 total credits

Students may satisfy the Healthcare Administration and Leadership Electives with any combination of the courses below; however, the College recommends that students select and complete all courses within one elective track.

DHA 715 ..... 3 credits
Risk Management in Complex Health Organizations
Prerequisite(s): DHA 711
DHA 721 ..... 3 credits
Health Care Economics
Prerequisite(s): DHA 711
DHA 722 ..... 3 credits
Policy and Regulation in Health Care
Prerequisite(s): DHA 711
DHA 731 ..... 3 credits
Population Health and Epidemiology
Prerequisite(s): DHA 711
DHA 732 ..... 3 credits
Evaluation of Health Care Programs
Prerequisite(s): DHA 711
DHA 733 ..... 3 credits
Contemporary Leadership Issues
Prerequisite(s): DHA 711

Research, 9 total credits

RES 709 ..... 3 credits
Research Conceptualization and Design
Prerequisite(s): LDR 711A

RES 710 ..... 3 credits
Statistical Research Methods and Design I
Prerequisite(s): RES 709

RES 724 ..... 3 credits
Qualitative Methods and Design
Prerequisite(s): RES 709

Symposium, 6 total credits

DOC 714S ..... 3 credits
Symposium I
Prerequisite(s): RES 709

DOC719S ..... 3 credits
Symposium II
Prerequisite(s): DOC 723, DOC 741

Traditional Dissertation or IMRAD Applied Dissertation Project, 12 total credits

DOC 715 ..... 3 credits
Doctoral Seminar I
Prerequisite(s): RES 710, RES 724

DOC 723 ..... 3 credits
Doctoral Seminar II
Prerequisite(s): DOC 715

DOC 741 ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 723

DOC 742 ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 741, 18 credits of Healthcare Administration and Leadership Electives, IRB Approval

The following continuing enrollment courses may be required to satisfy requirements for the doctoral program.

Students may be required to complete the A or the A and B courses for DOC 741 until Phase 4 approval has been received.

If Phase 4 approval is not earned by the completion of DOC 741B, a failing grade will be issued.

Students may be required to complete the A or the A and B courses for DOC 742 until Phase 5 and Oral Defense approvals have been received.

If Phase 5 is not approved by the completion of DOC 742B, a failing grade will be issued.

Dissertation or Applied Research Pathway Continuing Enrollment

DOC 741A ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 741

DOC 741B ..... 3 credits
Doctoral Dissertation
Prerequisite(s): DOC 741A

DOC 888 ..... 1 credit
Dissertation Continuing Enrollment II
Prerequisite(s): DOC 741

Project Continuing Enrollment

DOC 742A ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 742

DOC 742B ..... 3 credits
Doctoral Project IV
Prerequisite(s): DOC 742A

DOC 988 ..... 1 credit
Project Continuing Enrollment II
Prerequisite(s): DOC 742

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

Additional Admission Requirements for the DHA

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree earned at a recognized foreign institution or a master's degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Degree Requirements for the DHA

- Completion of a minimum of 54 credits, and any additional program requirements (if applicable), that include the following distribution:
  - Required Course of Study: 36 credits
  - Healthcare Administration and Leadership Electives: 18 credits
  - Additional Program Requirements (if applicable): 14 credits
  - Maximum Total (with Additional Program Requirements included): 68 credits
- A minimum grade point average (GPA) of 3.0.
- Written approval of the traditional dissertation proposal or IMRAD (Introduction, Methods, Research, and Discussion) applied dissertation plan.
- Successful completion of all credit and non-credit bearing degree requirements, including a completed traditional dissertation or IMRAD applied dissertation project, signed by the Dean.
- The diploma awarded for this program will read as: Doctor of Health Administration

Academic Progression Requirements for the DHA

Students are subject to the following academic progression requirements:

- Students may concurrently enroll in courses provided they meet the following criteria:
  - Must have a minimum program GPA of 3.5
  - Must have earned at least 15 credits in the University of Phoenix doctoral program
  - Must have no history of academic probation, scholastic disqualification, or scholastic suspension in a University of Phoenix doctoral program
- Students may have only one incomplete grade on their records at a time.

- Students must complete each phase of the scholarly research process for the traditional dissertation or the IMRAD applied dissertation project in chronological order - Phase 1 through Phase 5.

  The Traditional Dissertation Pathway (TDP) is completed through the following phases:
  - Phase 1 - Research Plan
  - Phase 2 - Dissertation Chapter 1
  - Phase 3 - Dissertation Chapter 2
  - Phase 4 - Dissertation Chapter 3
  - Phase 5 - Full Dissertation and Oral Defense

  The Applied Dissertation Pathway (ADP) is completed through the following phases:
  - Phase 1 - Research Plan
  - Phase 2 - Applied Research Plan
  - Phase 3 - Concept Manuscript
  - Phase 4 - Applied Research Methods Package
  - Phase 5 - Applied Dissertation Deliverables and Oral Defense
- Students must be enrolled in or have successfully completed the appropriate course(s) to complete the corresponding scholarly research phase.
- Students must have Phase 4 approval, and IRB approval, prior to enrollment in DOC 742.
- Final approval of completed dissertations or accepted IMRAD Journal Article submissions with Executive Summary for Practices, and successful oral defense during Phase 5.
- Students will have no more than three attempts to successfully complete the oral defense of their research. Students who fail a third attempt will fail to meet the degree completion requirements.
- Students who have attempted their oral defense prior to 7/1/2021 but have not successfully completed this requirement will be allowed no more than three attempts on or after 7/1/2021 to successfully complete the oral defense. Students who fail a third attempt will fail to meet the degree completion requirements.

Academic Standing and Minimum Grade Requirements for the DHA

- Students who fail to meet the minimum grade of a "B-" in DHA 700 will be placed in Scholastic Disqualification and may only repeat the course one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- Students who fail to meet the minimum grade of a "B-" in LDR/711A will be placed in Scholastic Disqualification and may only repeat the course one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.
- All credit-bearing courses, except for courses noted in the syllabus as Pass/Fail, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.

Residency Requirements and Course Waivers for the DHA

Students must meet the established University residency requirement for degree conferral. The University requires that 27 credits from a combination of required course of study and elective courses must be completed at UOPX.

In order to be granted a waiver with credit for a course in the required course of study or electives, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is provincially accredited, or in candidacy for approved institutional or provincial accreditation.
- The course must have been completed within the past ten (10) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level course. Courses must be assessed and approved by the College of Doctoral Studies (CDS) Dean or an approved delegate.

Students who used the prior completion of a graduate degree to waive doctoral coursework requirements in a previous program, and who complete a program change to a new program or version, will not be eligible to carry those waivers forward to satisfy doctoral programmatic requirements.

Students in this program may waive a maximum of 27 credits from the required course of study and electives.

The following course(s) may not be waived: DHA 711, DOC 714S, DOC 715, DOC 719S, DOC 723, DOC 741, DOC 742, LDR 711A, RES 709

Students who have previously attended a healthcare-aligned doctoral program at a college or university with approved institutional accreditation, or that is provincially accredited, and completed all required courses to reach All-But-Dissertation (ABD) or candidacy status at that institution, will be considered as satisfying DHA 700, six credits in Research, and all their elective requirements. The transfer coursework must align to the doctoral program, but no further content restrictions will apply. Transfer coursework from the previous institution will be applied to these 27 credits as course waivers if the students meet all the following conditions, as verified by an ABD waiver enrollment recommendation from the Dean of the College of Doctoral Studies, or an approved delegate:

- Proof of ABD or candidacy status at the prior institution.
- An official transcript showing a minimum of 27 semester credit hours completed in a healthcare-aligned doctoral program.
- ABD or candidacy status at the prior institution must have been achieved within (10) years from the original program Enrollment Agreement sign date.
- A written statement from the student outlining a plan for the completion of the dissertation, including, at a minimum, why the student's dissertation was not completed at the previous institution and why the student believes a dissertation can now be completed at UOPX in the allowable time frame. Students will submit any completed portion(s) of their dissertation and/or proposal from their previous institution for review in connection with this written statement.

- A cumulative GPA of 3.0 for all doctoral coursework listed on the official transcript from the institution where the student achieved ABD or candidacy status. Transfer coursework that was earned outside of the institution where the student achieved ABD or candidacy will not be calculated into the cumulative GPA for admissibility.
- Any other information requested and deemed necessary by the College to validate the qualification requirements listed above and the student's overall readiness to enter the program.

The traditional dissertation or IMRAD applied dissertation project may not be waived.

CREDIT-BEARING CERTIFICATE PROGRAMS

University of Phoenix offers 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: technology, education, business, health care, and project management.

A credit-bearing certificate program is one that bears University of Phoenix credits. Credit-bearing certificate programs are developed and maintained by the dean of each college.

Admission Requirements

Most certificate programs have additional admission requirements listed within the program specific information.

All applicants are expected to meet the following admission requirements:

- Applicants must be a minimum of 18 years old to be admitted.
- Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet one of the following exceptions to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 4.5 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum passing score within the High B2 scoring band on the Berlitz Online Test of Reading and Listening Skills - English within two years of application to the University.
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
  - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
  - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- Applicants who reside in the United States must meet one of the following requirements for admission:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum or refugee status
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (applicant's visa type must be TPS).
  - Have been granted Deferred Action for Childhood Arrivals (DACA) status
- Signed Hardware/Software Agreement
- Completion of any state-specific required documents or forms
- Applicants who have been expelled from other post-secondary institutions (e.g., colleges and universities) are not eligible for admission to University of Phoenix (UOPX).
- Anyone who has been expelled from UOPX is not eligible for readmission to UOPX. No appeals will be accepted.

Program Length

The established "normal time" to complete a certificate program is as follows: Education - 53 to 61 weeks, Health Professions - 21 to 40 weeks, Business and Information Technology- 30 to 45 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Leadership and Management Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Certificate in Leadership and Management program is designed to prepare graduates with the knowledge, skills, and values necessary to effectively lead others within a variety of organizational settings and situations. The program includes content related to organizational leadership, business strategy development, decision making, change management, effective communication, performance improvement, and entrepreneurship.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize leadership concepts and practices in support of organizational mission and values.
- Integrate decision-making skills to advance organizational goals.

Program Category Requirements and Prerequisites for the CERT/LDR

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Leadership and Management Core, 15 total credits

LDR 305 ..... 3 credits
Foundations of Leadership

LDR 306..... 3 credits
Organizational Leadership: Building a Performance Culture
Prerequisite(s): LDR 305

LDR 307..... 3 credits
Leadership Strategy and Decision Making
Prerequisite(s): LDR 305

LDR 308 ..... 3 credits
Communication Strategies for Leaders
Prerequisite(s): LDR 305

LDR 309..... 3 credits
Leading Through Change
Prerequisite(s): LDR 305

Leadership and Management Capstone, 3 total credits

LDR 310 ..... 3 credits
Applied Leadership Capstone
Prerequisite(s): 15 credits in LDR Certificate

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

Additional Admission Requirements for the CERT/LDR

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/LDR

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to a bachelor's degree will only be placed on Academic Probation if their bachelor's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a bachelor's degree or as an additional program to a bachelor's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Leadership and Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/LDR

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: LDR 310

Business Analytics Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Business Analytics certificate will prepare students with the skills necessary to analyze data to make impactful business decisions that will improve the competitive advantages of an organization. Students will learn the skills of extracting meaningful information from digital data sources and make decisions regarding operations, sales and marketing, research and development, and other core business functions. Topics covered within the program include information technologies and applications; data mining, data analytics, and data visualization; practices for the collection, integration, analysis, and presentation of business data and information; and data ethics and security. Students will also be provided with the opportunity to apply these core business analytics skills to industry-specific cases through the selection and completion of elective courses within the program.

Program Category Requirements and Prerequisites for the CERT/BSAN

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Analytics Foundation, 9 total credits

BIS 221 ..... 3 credits
Introduction to Computer Applications and Systems

PHL 320 ..... 3 credits
Critical Thinking and Decision Making in Business

Students may apply QNT 375 or QNT 275 to this category:

QNT 375 ..... 3 credits
Business Data Analytics

QNT 275 ..... 3 credits
Statistics for Decision Making

Business Analytics Core, 15 total credits

RES 351 ..... 3 credits
Business Research
Prerequisite(s): QNT 375 or QNT 275

ETH 328 ..... 3 credits
Data Ethics and Security
Prerequisite(s): PHL 320

IM 310 ..... 3 credits
Data Analytics and Modeling
Prerequisite(s): BIS 221, RES 351, QNT 375 or QNT 275

DSC 330 ..... 3 credits
Data Communication and Visualization for Business
Prerequisite(s): IM 310

MGT 362 ..... 3 credits
Change Management and Implementation
Prerequisite(s): DSC 330

Business Analytics Electives, 3 total credits

Students choose one course from the following:

MKT 441 ..... 3 credits
Marketing Research
Prerequisite(s): DSC 330

MKT 448 ..... 3 credits
Web Analytics for Digital Marketing
Prerequisite(s): DSC 330

CPMGT 303 ..... 3 credits
Project Estimating and Control Techniques
Prerequisite(s): DSC 330

BRM 360 ..... 3 credits
Retail Data Analytics for Decision Making
Prerequisite(s): DSC 330

HM 482 ..... 3 credits
Hospitality Analytics for Decision Making
Prerequisite(s): DSC 330

MGT 420 ..... 3 credits
Managing Quality in the Supply Chain
Prerequisite(s): DSC 330

HCM 440 ..... 3 credits
Health Care Data Analytics
Prerequisite(s): DSC 330

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

Additional Admission Requirements for the CERT/BSAN

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/BSAN

- Completion of a minimum of 27 credits that include the following distribution:
  - Required Course of Study: 24 credits
  - Business Analytics Electives: 3 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to a bachelor's degree will only be placed on Academic Probation if their bachelor's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a bachelor's degree or as an additional program to a bachelor's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Business Analytics (Undergraduate)

Residency Requirements and Course Waivers for the CERT/BSAN

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 18 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 9 credits from the required course of study.

The following course(s) may not be waived: DSC 330, IM 310, MGT 362

Small Business Management and Entrepreneurship Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Small Business and Entrepreneurship certificate provides students with the skills necessary to establish and operate a small business or entrepreneurial enterprise through the successful management of planning, marketing, financial management, and integrated business operations. Upon completion of this program students will be able to examine small business marketing opportunities, identify innovative small business strategies, evaluate financial management decisions, and address the challenges and opportunities specific to small business management and entrepreneurship.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate business opportunities and risks to make sound financial decisions.
- Apply innovation and creativity to solving entrepreneurial business opportunities
- Apply management concepts and principles to launch an entrepreneurial business

Program Category Requirements and Prerequisites for the CERT/SBE

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Small Business and Entrepreneurship Core, 9 total credits

MGT 401 .....3 credits
The Small Business: Structure, Planning, Funding
MKT 431.....3 credits
Small Business Marketing
Prerequisite(s): MGT 401
FIN 375 .....3 credits
Financial Management in the Small Business
Prerequisite(s): MKT 431

Small Business and Entrepreneurship Electives, 6 total credits

MGT 418 .....3 credits
Evaluating New Business Opportunities
Prerequisite(s): MGT 401
LAW 441.....3 credits
Business Law for Small Business and Entrepreneurs
Prerequisite(s): MGT 401

Small Business and Entrepreneurship Capstone, 3 total credits

MGT 465 .....3 credits
Small Business and Entrepreneurial Planning
Prerequisite(s): MGT 401, 15 credits in SBE Certificate

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

Additional Admission Requirements for the CERT/SBE

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/SBE

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 12 credits
  - SBE Certificate Electives: 6 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to a bachelor's degree will only be placed on Academic Probation if their bachelor's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a bachelor's degree or as an additional program to a bachelor's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Small Business Management and Entrepreneurship (Undergraduate)

Residency Requirements and Course Waivers for the CERT/SBE

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: MGT 465

Operations Management Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Operations Management certificate provides students with a strategic approach to managing performance improvement of all business planning, global sourcing and procurement, production, and logistical activities within an organization. Upon completion of this program students will be able to evaluate quality management approaches within operations, examine logistics management strategies, summarize purchasing and procurement decisions, implement project management best practices, and identify sourcing opportunities to enhance the efficiency of an organization. Additional topics include process analysis and improvement, quality control, production planning, inventory systems, and managing the delivery of services.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Develop strategies to improve operational and logistical performance.
- Implement process improvements for business practices and operational and supply chain workflows.

Program Category Requirements and Prerequisites for the CERT/OPS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Operations Management Core, 15 total credits

OPS 385 .....3 credits
Lean Six Sigma and Process Management

OPS 395.....3 credits
Purchasing and Procurement
Prerequisite(s): OPS 385

OPS 410.....3 credits
Logistics Management
Prerequisite(s): OPS 385

OPS 425.....3 credits
Project Management in Supply Chain Management
Prerequisite(s): OPS 395, OPS 410

OPS 405.....3 credits
Enterprise Resource Management
Prerequisite(s): OPS 395, OPS 410

Operations Management Capstone, 3 total credits

OPS 445.....3 credits
Strategic Supply Chain Design and Collaboration
Prerequisite(s): OPS 405, OPS 425

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

Additional Admission Requirements for the CERT/OPS

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/OPS

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to a bachelor's degree will only be placed on Academic Probation if their bachelor's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a bachelor's degree or as an additional program to a bachelor's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Operations Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/OPS

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: OPS 445

Human Resource Management Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply human resource policies and procedures to solve business problems
- Evaluate ethical and legal considerations to make business decisions in human resource management
- Implement human resource practices within the total organization to address staffing needs

Required Course of Study for the CERT/HRM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300 ..... 3 credits
Fundamentals of Human Resource Management
MGT 434 ..... 3 credits
Employment Law
Prerequisite(s): HRM 300
HRM 324..... 3 credits
Total Compensation
Prerequisite(s): HRM 300
HRM 420..... 3 credits
Human Resource Risk Management
Prerequisite(s): HRM 300
HRM 326..... 3 credits
Employee Development
Prerequisite(s): HRM 300
HRM 498..... 3 credits
Strategic Human Resource Management and Emerging Issues
Prerequisite(s): MGT 434, HRM 324, HRM 420, HRM 326

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

Additional Admission Requirements for the CERT/HRM

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to a bachelor's degree will only be placed on Academic Probation if their bachelor's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a bachelor's degree or as an additional program to a bachelor's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: HRM 498

General Management Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply the principles and practices of management in a competitive business environment to advance organizational goals
- Apply a creative problem-solving approach to address organizational challenges
- Apply business knowledge and skills to manage human and fiscal resources within an organization

Preferred Sequence and Prerequisites for the CERT/MGT

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 .....3 credits
Organizational Behavior for Managers
MGT 498 .....3 credits
Strategic Management
Prerequisite(s): MGT 312, 12 General Management elective credits
MGT Certificate Electives (Choose 4):
BRM 353 .....3 credits
Product and Brand Management
Prerequisite(s): MGT 312
CPMGT 300 .....3 credits
Project Management
Prerequisite(s): MGT 312
FIN 419 .....3 credits
Finance for Decision Making
Prerequisite(s): MGT 312
ISCOM 370 .....3 credits
Strategic Supply Chain Management
Prerequisite(s): MGT 312
MGT 445 .....3 credits
Organizational Negotiations
Prerequisite(s): MGT 312

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

Additional Admission Requirements for the CERT/MGT

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 6 credits
  - MGT Certificate Electives: 12 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to a bachelor's degree will only be placed on Academic Probation if their bachelor's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a bachelor's degree or as an additional program to a bachelor's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: MGT 498

Project Management Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Project Management certificate 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 presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply the principles and practices of project management in a dynamic business environment to advance organizational goals.
- Apply appropriate business tools, resources, and processes to mitigate risk.

Program Category Requirements and Prerequisites for the CERT/PM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Project Management Core, 15 total credits

PM 300 ..... 3 credits
Project Management Principles and Standards

PM 310 ..... 3 credits
Project Planning and Performance
Prerequisite(s): PM 300

PM 340 ..... 3 credits
Project Delivery and Measurement
Prerequisite(s): PM 300

PM 360 ..... 3 credits
Models, Methods, and Artifacts
Prerequisite(s): PM 300

PM 400 ..... 3 credits
Agile Management and Tailoring
Prerequisite(s): PM 300

Project Management Capstone, 3 total credits

PM 490 ..... 3 credits
Project Management Capstone
Prerequisite(s): PM 310, PM 340, PM 360, PM 400

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

Additional Admission Requirements for the CERT/PM

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Certificate Completion Requirements for the CERT/PM

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to a bachelor's degree will only be placed on Academic Probation if their bachelor's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a bachelor's degree or as an additional program to a bachelor's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Project Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/PM

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: PM 490

Marketing Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, search engine optimization, and business marketing strategies. Marketing managers need creative and analytical abilities to manage the marketing function of the business enterprise.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Analyze market research used to make business decisions.
- Develop marketing strategies that are based on reliable marketing data and concepts.

Program Category Requirements and Prerequisites for the CERT/MKT

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Marketing Core, 15 total credits

MKT 353 .....3 credits
Product and Brand Management
MKT 435 .....3 credits
Consumer Behavior
MKT 443 .....3 credits
Social Media Marketing
Prerequisite(s): MKT 353
MKT 446 .....3 credits
Search Engine Optimization
Prerequisite(s): MKT 353
MKT 449 .....3 credits
Marketing Analytics
Prerequisite(s): MKT 353

Marketing Capstone, 3 total credits

MKT 498 .....3 credits
Integrated Marketing Strategy
Prerequisite(s): MKT 435, MKT 443, MKT 446, MKT 449

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

Additional Admission Requirements for the CERT/MKT

All applicants are expected to meet the following admission requirements:

- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to a bachelor's degree will only be placed on Academic Probation if their bachelor's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a bachelor's degree or as an additional program to a bachelor's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: MKT 498

Cyber and Network Defense Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

Teaches the methods for looking for weaknesses and vulnerabilities in systems. IT firms are the main recruiters of ethical hackers, however these experts are also needed by other industries like financial service providers, airlines, retail chains and hotels. An added benefit is the content is aligned to the EC Council Certified Ethical Hacker (CEH) certification exam and builds hacking skills that in a legal and legitimate way.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate the use a variety of hacking tools and techniques to protect and secure network systems in a variety of organizations.
- Combine the five phases of ethical hacking to protect and secure network systems in a variety of organizations.
- Integrate object-oriented scripting to solve potential cyber security attacks.

Program Category Requirements and Prerequisuites for the CERT/CND

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Penetration Testing Tools, 6 total credits

CYB 225 ..... 3 credits
Linux Fundamentals

CYB 227 ..... 3 credits
Sniffing and Network Analysis
Prerequisite(s): CYB 225

Ethical Hacking, 9 total credits

CYB 229 ..... 3 credits
Ethical Hacking Part 1
Prerequisite(s): CYB 227

CYB 231 ..... 3 credits
Ethical Hacking Part 2
Prerequisite(s): CYB 229

CYB 233 ..... 3 credits
Ethical Hacking Part 3
Prerequisite(s): CYB 231

Capstone, 3 total credits

CYB 235 ..... 3 credits
Project Ethical Hacking
Prerequisite(s): CYB 233

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

Additional Admission Requirements for the CERT/CND

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/CND

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.00.
- The certificate awarded for this program will read as: Cyber and Network Defense (Undergraduate)

Residency Requirements and Course Waivers for the CERT/CND

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credit, up to six (6) credits in the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement for the program (each program has specific substitution requirements). In order to be granted a waiver, without credit, for a course in the required course of study, students must have completed a previous transfer course that meets the following criteria:

- The course must have been completed and transcripted from a college or university with approved institutional accreditation with which UOPX has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: CYB 235

Advanced Cybersecurity Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Advanced Cyber Security Certificate concentrates on the concepts and principles of securing and protecting the information assets of the organization. The areas of information assurance, systems security, risk management, cryptography, cyber security and enterprise security are covered in this certificate.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate elements of security in a Networked environment
- Coordinate the use of information security tools within an organization.

Program Category Requirements and Prerequisites for the CERT/ACS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Cybersecurity, 18 total credits

Select 18 credits from the following:

CMGT 400 ..... 3 credits
Intro to Information Assurance & Security
CYB 360 ..... 3 credits
Wireless Security
CMGT 430 ..... 3 credits
Enterprise Security
CMGT 431 ..... 3 credits
Information Systems Security
CMGT 433 ..... 3 credits
Cyber Security
CMGT 442 ..... 3 credits
Information Systems Risk Management

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

Additional Admission Requirements for the CERT/ACS

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/ACS

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as: Advanced Cybersecurity (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ACS

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credit, up to six (6) credits in the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement for the program (each program has specific substitution requirements). In order to be granted a waiver, without credit, for a course in the required course of study, students must have completed a previous transfer course that meets the following criteria:

- The course must have been completed and transcripted from a college or university with approved institutional accreditation with which UOPX has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Students in this program may waive a maximum of 6 credits from the required course of study.

Information Assurance and Security Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Information Assurance and Security Certificate offers coursework to successfully apply information technology theory and principles to address real world business opportunities and challenges. The coursework provides students with technical skills and interactive, hands-on experience in information systems, wireless networking, cyber security, cryptography, and systems security. This certificate concentrates on the concepts and principles of securing and protecting the information assets of the organization.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply information security concepts.
- Explain fundamentals of networking

Preferred Sequence and Prerequisites for the CERT/IAS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation, 3 total credits

CIS 207 .....3 credits
Information Systems Fundamentals

Information Security, 9 total credits

CMGT 245 .....3 credits
IS Security Concepts

CMGT 230 .....3 credits
Fundamentals of SSCP
Prerequisite(s): CMGT 245

CMGT 232 .....3 credits
Fundamentals of Cyber Security and Cryptography
Prerequisite(s): CMGT 245

Networking, 6 total credits

NTC 247 .....3 credits
Wireless Networking Concepts
Prerequisite(s): CIS 207

NTC 260 .....3 credits
Foundations of Cloud Services
Prerequisite(s): CIS 207

POS 221 .....3 credits
Windows Server Configurations
Prerequisite(s): CIS 207

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

General Information for the CERT/IAS

This certificate program may be taken on its own or may be earned en-route to earning a degree.

Additional Admission Requirements for the CERT/IAS

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/IAS

- Completion of a minimum of 18 credits that include the following distribution:
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to an associate degree will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to an associate degree or as an additional program to an associate degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Information Assurance and Security (Undergraduate)

Residency Requirements and Course Waivers for the CERT/IAS

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

Graduate Human Resource Management Certificate

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Graduate Human Resource Management Certificate Program addresses issues which the human resource professional faces daily, from legal matters to staff recruitment and development. This program 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; and specialists wanting to broaden their knowledge. Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Develop HR policies and procedures to address business needs
- Analyze the role of human resources within the total business organizations

Preferred Sequence and Prerequisites for the CERT/G-HRM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundation

HRM 531 ..... 3 credits
Human Capital Management

HRM 595 ..... 3 credits
Human Resource Capstone Course
Prerequisite(s): HRM 546, HRM 548, HRM 552

G-HRM Electives

Students must choose three of the following:

HRM 546 ..... 3 credits
Human Resource Law
Prerequisite(s): HRM 531

HRM 548 ..... 3 credits
Recruitment and Retention Practices
Prerequisite(s): HRM 531

HRM 552 ..... 3 credits
Organizational Training and Development
Prerequisite(s): HRM 531

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

General Information for the CERT/G-HRM

- This certificate program may be taken on its own or may be earned en-route to earning a graduate degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" graduate program.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/G-HRM

All applicants are expected to meet the following admissions requirements:

- Signed Certificate Application.
- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Certificate Completion Requirements for the CERT/G-HRM

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum grade point average (GPA) of 3.0.
  - Students earning the certificate en-route to a master's degree will only be placed on Academic Probation if their master's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a master's degree or as an additional program to a master's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Graduate Human Resource Management

Residency Requirements and Course Waivers for the CERT/G-HRM

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.

- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students completing this certificate en-route to the MHA/MBA Certificate Track program must appeal to the Student Appeals Center (SAC) to waive a certificate course that is required for the selected MHA/MBA concentration.

Students in this program may waive a maximum of 3 credits from the required course of study.

The following course(s) may not be waived: HRM 595

The College of Doctoral Studies offers a pathway opportunity for students in a graduate certificate who are interested in taking doctoral courses as part of the graduate certificate program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the doctoral degree program, students can use those courses to satisfy relevant requirements within the doctoral program.
- The doctoral level courses require a grade of B- or higher. Students must inform the University if they no longer intend to pursue a doctoral program and want to apply a doctoral course with a grade lower than a B- to their master's program.
- Doctoral courses are eight weeks long, so students will need to request to adjust their schedules.

Graduate Accounting Certificate

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

Students in the Graduate Accounting Certificate will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts. The Graduate Accounting Certificate is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam. While completing this program, It is recommended to students who may be planning to take the CPA exam to utilize CPA Test Preparation software of their choice in conjunction with their course work.

Note: Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine if this program, combined with their undergraduate degree and any other specific criteria, meets the requirements to qualify for examination in that specific jurisdiction. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

Program Purpose

The Graduate Accounting Certificate program prepares students with skills that can be used on the job in areas like managerial accounting, auditing, financial reporting, and accounting information systems. This program does not lead to any certification or licensure including Certified Financial Planner (CFP) or Certified Public Accountant (CPA).

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Assess key accounting principles in the organization, process, and interpretation of data to make informed decisions.
- Evaluate pertinent information free from distortions, personal bias and conflicts of interest to support ethical, legal and professional standards.

Preferred Sequence and Prerequisites for the CERT/G-ACC

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundational Coursework

ACC 561 ..... 3 credits
Accounting

ACC 541 ..... 3 credits
Accounting Theory & Research
Prerequisite(s): ACC 561

Graduate Accounting Certificate Electives (Choose 3):

ACC 542 ..... 3 credits
Accounting Information Systems
Prerequisite(s): ACC 541

ACC 545 ..... 3 credits
Financial Reporting
Prerequisite(s): ACC 541

ACC 546 ..... 3 credits
Auditing
Prerequisite(s): ACC 541

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

General Information for the CERT/G-ACC

- This certificate program may be taken on its own or may be earned en-route to earning a graduate degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" graduate program.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track.

Additional Admission Requirements for the CERT/G-ACC

All applicants are expected to meet the following admissions requirements:

- Signed Certificate Application.
- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Certificate Completion Requirements for the CERT/G-ACC

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 6 credits
  - Graduate Accounting Certificate Electives: 9 credits
- A minimum grade point average (GPA) of 3.0.
  - Students earning the certificate en-route to a master’s degree will only be placed on Academic Probation if their master’s program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a master’s degree or as an additional program to a master’s degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- Students who complete the Graduate Accounting Certificate and wish to enroll in the MSA program can apply courses toward the MSA program requirement.
- The certificate awarded for this program will read as: Graduate Accounting

Residency Requirements and Course Waivers/Competency for the CERT/G-ACC

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 3 credits from the required course of study.

The following course(s) may not be waived: ACC 541

CERTIFICATE PROGRAMS FOR THE COLLEGE OF HEALTH PROFESSIONS

Graduate Health Care Informatics Certificate

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate program is designed for health care and nurse professionals interested in pursuing or advancing in careers associated with health care informatics and technology. Individuals with little or no background in Informatics receive an overview of informatics as it relates to delivery within a health care facility. The program is designed to provide the learner with current knowledge in concepts of health care informatics, systems life cycle, and data management. The 10 credit-bearing specialization is available as a certificate program for post-baccalaureate students.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Analyze informatics in health administration contexts to inform strategic data sourcing and decision-making.
- Analyze the ways in which data are utilized across diverse health information systems.
- Analyze health information system implementation and interaction across the health sector.

Required Course of Study for the HCI

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 504 .....1 credit
Introduction to Graduate Study in Health Sciences/Nursing
HCI 500 .....3 credits
Concepts of Health Care Informatics
Prerequisite(s): HCS 504
HCI 520.....3 credits
Data Management and Design
Prerequisite(s): HCI 500
HCI 510 .....3 credits
Systems Life Cycle
Prerequisite(s): HCI 500

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

Residency Requirements and Course Waivers for the HCI

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 7 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.

General Information for the HCI

- This certificate program may be taken on its own or may be earned en-route to earning a graduate degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding Certificate Track graduate program.
- Students who completed a certificate in its entirety and who later choose to enroll in a graduate program with a concentration in the same area of focus as the completed certificate will not be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the graduate program.

Additional Admission Requirements for the HCI

- Signed Certificate Application.
- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Certificate Completion Requirements for the HCI

- Completion of a minimum of 10 credits that include the following distribution:
  - Required Course of Study: 10 credits
- A minimum program grade point average (GPA) of 3.0.
  - Students earning the certificate en-route to a master's degree will only be placed on Academic Probation if their master's program GPA falls below the minimum requirement.
  - Students earning the certificate en-route to a master's degree or as an additional program to a master's degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as:
  Heath Care Informatics

- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students completing this certificate en-route to the MHA/MBA Certificate Track program must appeal to the Student Appeals Center (SAC) to waive a certificate course that is required for the selected MHA/MBA concentration.

Students in this program may waive a maximum of 3 credits from their required course of study.

The following course(s) may not be waived: HCS 504

Graduate Health Care Compliance and Privacy Certificate

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Graduate Health Care Compliance and Privacy Certificate is designed to prepare leaders and aspiring leaders for the Certificate in Healthcare Compliance (CHC) examination and leadership positions in compliance and privacy within the health care industry that require competency in compliance practices, ethical considerations, and policy implementation regarding privacy, regulatory affairs and legal obligations within the health care industry.

Program Purpose

The Graduate Health Care Compliance and Privacy Certificate is designed to prepare leaders and aspiring leaders for leadership positions in compliance and privacy within the health care industry that require competency in compliance practices, ethical considerations, and policy implementation regarding privacy, regulatory affairs and legal obligations within the health care industry. The certificate educationally prepares students to sit for the Certificate in Healthcare Compliance (CHC) examination.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Create compliance and privacy practices for diverse health care organizations.
- Create an identity as a leader in compliance and privacy within the health care industry.
- Evaluate ethical considerations regarding leadership of compliance and privacy practices across the health care industry.

Preferred Sequence and Prerequisites for the CERT/G-HCP

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MHA 505.....3 credits
Systems Thinking in Health Care Environments
HCP 513.....3 credits
Health Care Compliance Foundations
Prerequisite(s): MHA 505
HCP 514.....3 credits
Leading Compliance in Health Care Organizations
Prerequisite(s): HCP 513
HCP 516.....3 credits
Auditing, Monitoring and Corrective Action in Compliance
Prerequisite(s): HCP 514
HCP 517.....3 credits
Communication and Reporting Mechanisms in Compliance
Prerequisite(s): HCP 516

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

Additional Admission Requirements for the CERT/G-HCP

- Signed Certificate Application.
- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Certificate Completion Requirements for the CERT/G-HCP

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum program grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Graduate Health Care Compliance and Privacy

Residency Requirements and Course Waivers for the CERT/G-HCP

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 12 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students in this program may waive a maximum of 3 credits from the required course of study.

The following course(s) may not be waived: MHA 505

Minimum Grade Requirements for the CERT/G-HCP

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be placed in Scholastic Disqualification and will be allowed to repeat the course one time: HCP 513, HCP 514, HCP 516, HCP 517
- Students who fail to meet the minimum grade requirement and have been placed in Scholastic Disqualification will not be allowed to continue in the program until the course has been successfully completed. Students will be allowed to repeat each course in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be administratively withdrawn from the program and placed in Scholastic Suspension.

Medical Records Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The certificate in Medical Records lays a foundation for further study in health care medical records at the undergraduate level. Topics focus on anatomy and physiology related to terminology and disease diagnosis, medical billing and coding, medical insurance processes, and medical claims processing and compliance. Software instruction synthesizes a variety of records processes common in medical facilities. Completion of the program allows a student to sit for the Certified Billing and Coding Specialist (CBCS) exam, a national certification offered through the National Healthcareers Association.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Translate medical billing codes and terminology to support claim reimbursement.
- Summarize insurance verification processes for medical reimbursement.
- Create a basic medical claim for reimbursement.
- Explain compliance requirements as it relates to health care information.

Preferred Sequence and Prerequisites for the CERT/MR

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 131 ..... 3 credits
Business Communication Skills for Health Care Professionals

HCS 235 ..... 3 credits
Health Care Delivery in the U. S.
Prerequisite(s): HCS 131

HCIS 140 ..... 3 credits
Fundamentals of Electronic Health Records
Prerequisite(s): HCS 131, HCS 235

HCS 214 ..... 3 credits
Anatomy and Physiology I
Prerequisite(s): HCS 235, HCS 131, HCIS 140

HCS 216 ..... 3 credits
Anatomy and Physiology II
Prerequisite(s): HCS 214

HCR 202 ..... 3 credits
Medical Insurance
Prerequisite(s): HCS 216

HCR 201 ..... 3 credits
Medical Billing and Coding
Prerequisite(s): HCR 202

HCR 203 ..... 3 credits
Medical Claims Processing and Compliance
Prerequisite(s): HCR 201

The University reserves the right to modify the required course of

study.

General Information for the CERT/MR

- This certificate program may be taken on its own or may be earned en-route to earning an associates degree. Students wishing to earn the certificate en-route must be enrolled in the corresponding "Certificate Track" associates program.
- Students who completed a certificate in its entirety and who later choose to enroll in an associates program with a concentration in the same area of focus as the completed certificate will be required to enroll in the Certificate Track and will not earn a second certificate en-route to completing the associates program.

Additional Admission Requirements for the CERT/MR

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/MR

- Completion of a minimum of 24 credits that include the following distribution:
  - Required Course of Study: 24 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route to an associate degree will only be placed on Academic Probation if their associate program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to an associate degree or as an additional program to an associate degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as follows: Medical Records (Undergraduate)

Academic Progression Requirements for the CERT/MR

- Students in this program must earn a minimum grade of "C" (2.0) or better in the following courses: HCR 201, HCR 202, HCR 203, HCS 214, HCS 216
- Students who do not meet the minimum grade requirement for these courses will not receive credit for them. The courses must be repeated to earn the minimum grade and receive credit.

Residency Requirements and Course Waivers for the CERT/MR

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 15 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous credit bearing transfer activity that meets the following criteria:

- The activity must have been completed and documented with an official transcript from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or from an approved source of nontraditional transfer credit as listed in the University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from the original program Enrollment Agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Students in this program may waive a maximum of 6 credits from the required course of study.

The following course(s) may not be waived: HCR 203

Health Information Systems Certificate (Undergraduate)

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

This certificate is designed for individuals that want to work with information technology within the health care industry. Focus is on database concepts, information networking and telecommunications, system design, and the project management of health information systems. Students will blend health care concepts with technology terminology and skills for preparation within the growing technology sector of the health industry.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply project management concepts to health care organizations.
- Explain IT system integration in the health care industry.
- Explain technology information system concepts to support the health care industry.

Program Purpose

The Health Information Systems Certificate (CERT/HIS) is an academic certificate that provides a foundation of knowledge to pursue a career in health information systems and technology. Upon successful completion of the program, students will be educationally prepared to pursue a certification as a Certified Associate in Healthcare Information and Management Systems (CAHIMS) through the Healthcare Information and Management Systems Society (HIMSS).

Preferred Sequence and Prerequisites for the CERT/HIS

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HCS 131 ..... 3 credits
Business Communication Skills for Health Care Professionals

HCIS 318 ..... 3 credits
Health Care Industry Terms For IT Professionals
Prerequisite(s): HCS 131

HCIS 352 ..... 3 credits
Foundations of IT in the Health Care Environment
Prerequisite(s): HCIS 318

HCIS 410 ..... 3 credits
Project Planning and Implementation in Health Care
Prerequisite(s): HCIS 352

BSA 376 ..... 3 credits
Systems Analysis and Design
Prerequisite(s): HCIS 410

NTC 361 ..... 3 credits
Network and Telecommunications Concepts
Prerequisite(s): BSA 376

DBM 381 ..... 3 credits
Database Concepts
Prerequisite(s): NTC 361

HCIS 420 ..... 3 credits
Information Systems Risk Management in Health Care
Prerequisite(s): DBM 381

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

Additional Admission Requirements for the CERT/HIS

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

Certificate Completion Requirements for the CERT/HIS

- Completion of a minimum of 24 credits that include the following distribution:
  - Required Course of Study: 24 credits
- A minimum grade point average (GPA) of 2.00.
- The certificate awarded for this program will read as: Health Information Systems (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HIS

- Students must meet the established University residency requirement for certificate conferral. The University requires that 24 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

Graduate Initial Teacher Certificate/Elementary Education

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Graduate Initial Teacher Certificate-Elementary Education is a graduate level certificate program intended for students with no prior teaching experience for the elementary education teacher license in Arizona. The certificate program blends academic theory with relevant coursework, field experiences and student teaching, the curriculum is designed to align with national standards.

The Graduate Initial Teacher Certificate/Elementary Education (CERT/G-ELM) is an Arizona-based program for teacher licensure that provides the academic preparation to apply for initial teacher certification in select states.

Educator licensure requirements vary by state. Candidates located in a state that does not provide a direct path to licensure will be required to obtain Arizona certification first, prior to seeking licensure in their home-state as an out-of-state prepared candidate enrolled in a state-approved preparation program. The Arizona certification process requires candidates to obtain Arizona fingerprint clearance and pass all Arizona-specific licensure requirements including any Arizona specific coursework or exams (or home state equivalents if recognized by Arizona Department of Education).

After obtaining an Arizona educator license, candidates may be required to complete testing or other additional certification requirements in their home-state, at additional cost to obtain state licensure there. Program requirements may change based upon state agency licensure requirements and they can be found on the teacher licensure page, found here: https://www.phoenix.edu/state-licensure-requirements/teacher-education.html.

The College of Education has made a determination if program educational requirements "meet,"or "does not meet," teacher licensure in your home state. Please check the teacher licensure page regularly prior and in addition to contacting your state agency for state-specific licensure requirements.

Candidates beginning or resuming an education program are strongly encouraged to discuss state licensure requirements with their assigned Education Program Specialist and regularly review state specific licensure requirements in the state where they plan to teach.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must keep their address up-to-date with the University and contact their Academic Advisor immediately when any change occurs to ascertain the effect upon their educational goals, such as moving to another state. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Purpose

The Graduate Initial Teacher Certificate-Elementary is a graduate level certificate program intended to prepare students with no prior teaching experience for initial teacher licensure. The certificate program is designed for students who want to become elementary school teachers. Candidates for this certificate program have already earned a bachelor's degree. The certificate program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit https://www.phoenix.edu/state-licensure-requirements/teacher-education.html to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement effective instruction and behavioral plans in the elementary classroom to positively impact student learning.
- Demonstrate professional dispositions and ethical conduct in elementary education.
- Create innovative strategies and incorporate technology in an elementary classroom setting.

Program Category Requirements for the CERT/G-ELM

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Candidates in the CERT/G programs are required to complete a minimum number of credits in each of the Program Requirement Categories. The number of required credits and courses available to fulfill these requirements are noted below.

Orientation, 0 credits

APES 503 ..... 0 credits
Orientation to the Graduate Initial Teacher Certificate

Educational Theories and Models, 6 total credits

APE 518.....3 credits
Elementary Models, Theories, and Instructional Strategies
Prerequisite(s): APES 503

APE 522.....3 credits
Elementary - Effective Learning Climates
Prerequisite(s): APES 503

Assessment, 3 total credits

APES 562 .....3 credits
Assessment and Evaluation
Prerequisite(s): APES 503

Reading, 6 total credits

APE 536.....3 credits
Introduction to the Science of Reading
Prerequisite(s): APES 503

APE 537.....3 credits
Elementary Curriculum and Assessment- Reading/ELA
Prerequisite(s): APES 503, APE 536

Content and Curricular Knowledge, 3 total credits

APE 515 .....3 credits
Elementary Content Methods
Prerequisite(s): All previous coursework

Special Populations, 6 total credits

APES 515 .....3 credits
Survey of Special Populations
Prerequisite(s): APES 503

SEI 504 .....3 credits
Structured English Immersion-Elementary
Prerequisite(s): APES 503

Clinical Practice, 3 total credits

APES 545.....3 credits
Clinical Practice
Prerequisite(s): APE 522, APE 518, APES 515, APES 562, APE 536, APE 537, APE 515, SEI 504
North Carolina, Maryland, and West Virginia residents will take ELM 545 in place of APES 545
Illinois residents with Clinical Practice starting 9/1/2029 will take ELM 545 in place of APES 545

ELM 545.....3 credits
Elementary Clinical Practice
Prerequisite(s): APE 522, APE 518, APES 515, APES 562, APE 536, APE 537, APE 515, SEI 504

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

Additional Admission Requirements for the CERT/G-ELM

All applicants are expected to meet the following admissions requirements:

- Applicants enrolled in this program must have a bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent bachelor's degree or higher earned at a recognized foreign institution. Degrees from institutions without ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation will not be accepted. All coursework for the bachelor's degree or higher must have been taken from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation. Coursework taken during an institution's candidacy period is not acceptable for admission.
- Applicants using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the applicable state regulatory agency's list of approved evaluation agencies (for the state in which the applicant is attending) to verify degree completion and equivalency to a United States bachelor's degree. Applicants attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
  North Carolina Residents: A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form
  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- Verification of fingerprint clearance. Candidates must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.
  Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number.
- A signed CERT/G-ELM New Student Checklist.

Additional Elementary Admission Requirements for Montana Residents

Applicants residing in Montana must provide verification of the following:

- Completion of the online course, An Introduction to Indian Education for All in Montana

Additional Elementary Admission Requirements for North Carolina Residents

Applicants residing in North Carolina must provide passing scores on the content knowledge exam(s) required for the Elementary K-6 license. Additional exams are required for residency license and/or academic progression.

Additional Elementary Admission Requirements for Georgia Residents

Georgia residents seeking a Georgia certificate must:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
  - Completion of GACE Educator Ethics Assessment
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Completion of online application for pre-service certificate

Additional Elementary Admission Requirements for Oregon Residents

Applicants residing in Oregon must provide a screen shot from the Oregon Teacher Standards and Practices Commission Public Educator search, confirming they have never held an Oregon Educator license.

Additional Elementary Admission Requirements for South Dakota Residents

Applicants residing in South Dakota must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Elementary Admission Requirements for South Carolina Residents

Applicants residing in South Carolina must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Elementary Admission Requirements for Texas Residents

Applicants residing in Texas must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Elementary Admission Requirements for New Mexico Residents

Applicants residing in New Mexico must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for Mississippi residents

Mississippi residents seeking a Mississippi certificate must first:

- Obtain a Mississippi Pre-service Certificate. The steps to qualify for this certificate include:
  - Signed Pre-service Certification Application
  - Official passing score report, sent directly to MS DOE for either the Praxis Core Academic Skills for Educators exam (all subtests must be passed to MS DOE required scores), ACT (score of 21 or higher), or SAT (score of 1060 or higher)
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Institutional Program Verification (IPV) form

Additional Admission Requirements for Mississippi residents

Students residing in Mississippi must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Elementary Admission Requirements for New Jersey residents

Applicants residing in New Jersey must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Elementary Admission Requirements for North Dakota residents

Applicants residing in North Dakota must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Elementary Admission Requirements for Missouri residents

Applicants residing in Missouri must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Elementary and Secondary Admission Requirements for Delaware residents

Applicants residing in Delaware must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Certificate Completion Requirements for the CERT/G-ELM

- Completion of a minimum of 27 credits that include the following distribution:
  - Required Course of Study: 27 credits
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of program assessment.
- Satisfactory completion of any required clinical practice/student teaching courses.
- Completion of My Time Log (60 hours minimum or more as required by state of residency). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

  North Carolina students on a Residency License will follow their state hour requirements for clinical experience, which is below the 60-hour threshold.
- To receive an institutional recommendation and/or state certification, students may need to meet other requirements as set forth by their state of residency. Students are advised to check with their State Department of Education for any additional certification requirements.

  Georgia residents who complete field experience, student teaching, and apply for state certification must complete:
  - GACE Educator Ethics Exit Exam (360)
- The certificate awarded for the CERT/G-ELM program will read as:
  Graduate Initial Teacher - Elementary

Academic Progression Requirements for the CERT/G-ELM

Students must provide verification of the following prior to beginning their clinical practice placement. Students must provide:

- Verification of negative TB test results, or other TB clearance documentation (District specific).
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).

  The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

  Tennessee Residents: Students residing in the state of Tennessee, and that choose to complete a job-embedded pathway, must provide passing scores on the Tennessee state content knowledge exam before beginning the job-embedded pathway.
- Verification of the completion of 60 hours of clinical experience (or more as required by state of residency).
  North Carolina Students on a Residency License will follow their state hour requirements for clinical experience, which is below the 60-hour threshold.
- Students residing in Utah must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to clinical practice.
- Students must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Students residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- Students will be required to have a 3.0 GPA for the program at the time they apply for clinical practice and prior to the approval of their clinical practice.
- Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.
- Georgia residents: Students who complete APES 515 (or equivalent) must earn a B- or better to receive credit for the course.

Minimum Grade Requirements for the CERT/G-ELM

- Students must earn a "B" or better in all clinical practice courses to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or clinical practice: APES 545, ELM 545
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the CERT/G-ELM

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 24 credits in the required course of study for the CERT/G-ELM program must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students may waive SEI 504 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Full SEI Endorsement.
- Augmented Provisional SEI Endorsement (45 hours)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Students in these programs may waive a maximum of 3 credits from the required course of study.

The following course(s) may not be waived: APE 518, APE 522, APE 536, APE 537, APES 503, APES 545, APES 562, ELM 545

Clinical Experience and Clinical Practice for the CERT/G-ELM

Clinical Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 60 hours (or more as required by state of residency) of verified clinical experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each clinical experience will relate to specific course content and will follow a structured format. As part of the verified clinical experiences, candidates must also complete guided clinical experience requirements. The guided clinical experience requirements will be satisfied through the completion of Guided Clinical Experience assignments in specific courses required by the candidate's program. Documentation of clinical experience will be reviewed by university staff prior to clinical practice. Candidates must follow necessary guidelines outlined in the program handbook to satisfy clinical experience requirements.

North Carolina candidates on a Residency License will follow their state hour requirements for clinical experience which is below the 60-hour threshold.

Clinical Practice

- Clinical Practice is a full-time experience. Each campus establishes operational policies related to placement and completion of clinical practice. Candidates must follow the guidelines in place at their campus.
- Students must complete clinical practice hours as noted below:

  Elementary candidates must complete three (3) semester hours of supervised clinical practice.
- Clinical practice can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the clinical practice location or UOPX:
- Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first clinical practice course or while transitioning between their clinical practice courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the students' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their clinical practice courses, will be withdrawn from the clinical practice course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of clinical practice:
  - Student teachers that execute an unapproved self-termination of clinical practice, prior to starting and posting attendance in their first clinical practice course or while transitioning between their clinical practice courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the students' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Student teachers that execute an unapproved self-termination of clinical practice, after having met any amount of attendance in their clinical practice courses, will be withdrawn from the clinical practice course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
  - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their student teaching course (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete a successive attempt of the clinical practice experience will be removed from the program, placed on Scholastic Suspension, are not eligible for re-entry and are not eligible for admission to the MAED/TED pre-licensure programs.
- Candidates may be eligible to complete their clinical practice in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for clinical practice. Students must be teaching in a grade level and content area that corresponds with the certification they are pursuing. Students must complete the clinical practice course and complete and upload the Teacher Performance Assessment.
- Students should complete clinical practice within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the clinical practice courses).
- Clinical practice cannot be waived unless a documented exception exists in program policy. SAC appeals to waive clinical practice will not be accepted.

Institutional Recommendation for the CERT/G-ELM

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- **Georgia residents:** Students must complete APES 515 (or equivalent) with a grade of B- or better to be eligible for the IR.
- **North Carolina residents** in CERT/G-ELM are completing a North Carolina state-approved program leading to direct licensure in North Carolina which requires 16 weeks of clinical practice (student teaching).

Supplemental and Professional Standards for the CERT/G-ELM

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the CERT/G-ELM

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- **Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions:** Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- **Delaware, Georgia, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Dakota, Puerto Rico, South Dakota, Texas, and Wyoming residents:** seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Arizona Teaching Intern Certificate Route

Arizona Teaching Intern Certificate Route

The Arizona Teaching Intern Certificate Route is optional for Arizona residents and is not a requirement for participation in clinical practice (student teaching). To participate in the Arizona Teaching Intern Certificate Route, candidates must qualify for the Alternative Teaching Certificate.

The Alternative Teaching Certificate entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor and is only valid in the school district or charter school requesting the certificate. The Alternative Teaching certificate is valid for two years and may be extended yearly for no more than two consecutive years.

Requirements for initial issuance of the Alternative Teaching Certificate:

- A Bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number

- Letter of intent to hire or other evidence indicating that the student will be hired as a contracted teacher for the school year. The classroom and grade level must align with the candidate's program of enrollment and content knowledge exam.
- Verification letter indicating that the candidate is enrolled in an Arizona State Board approved educator preparation program signed by the College of Education appropriate designee.
- Passing scores on the designated state content knowledge exam.

Secondary Candidates must take an Arizona secondary content knowledge exam (or home state equivalent as recognized by the Arizona Department of Education). Middle grades exams do not meet program or certification requirements.

- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

Requirements for extension of the Alternative Teaching Certificate:

- Students must be continuously enrolled
  - Intern route students need to earn credit within an academic term (August to December or January to May). If this is not accomplished, the student will not meet the requirements for the Arizona Department of Education Verification Letter.
- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

North Carolina Residency Pathway

The North Carolina Residency Pathway is an option for North Carolina residents enrolled in the North Carolina state-approved program. The residency pathway is not a requirement for participation in clinical practice (student teaching). To participate in the North Carolina Residency Pathway, candidates must qualify for the Residency License.

The Residency License entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor. The Residency License is valid for one (1) year and may be renewed twice for up to a 3-year licensure cycle.

Requirements for initial issuance of the Residency License:

- A letter of intent to hire from the local board of education or school system with which a formal agreement exists.
- A valid fingerprint clearance card. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.
- Passing scores on the designated content knowledge examination.
- Continuous enrollment in the Graduate Certificate program.
- Completion of 12 hours of field experience, including at least one field experience in a low-performing school.
- A minimum 3.0 GPA and be in good academic standing.

Requirements for renewal of the Residency License:

- Continuous enrollment in the CERT/G-ELM program.
- Evidence of having taught at least six calendar months during the prior school year.
- Continued employment as a teacher in a Local Education Agency (LEA).
- Completion of 10 days of professional development through the LEA.

The residency license will expire at the end of the school year if the candidate does not maintain employment with a Local Education Agency (LEA) and/or enrollment in their program.

Graduate Initial Teacher Certificate/Secondary Education

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Graduate Initial Teacher Certificate-Secondary is a graduate level certificate program intended for students with no prior teaching experience for the secondary teacher license in Arizona. The certificate program blends academic theory with relevant coursework, field experiences and student teaching, the curriculum is designed to align with national standards.

The Graduate Initial Teacher Certificate/Secondary Education (CERT/G-SEC) is an Arizona-based program for teacher licensure that provides the academic preparation to apply for initial teacher certification in select states.

Educator licensure requirements vary by state. Candidates located in a state that does not provide a direct path to licensure will be required to obtain Arizona certification first, prior to seeking licensure in their home-state as an out-of-state prepared candidate enrolled in a state-approved preparation program. The Arizona certification process requires candidates to obtain Arizona fingerprint clearance and pass all Arizona-specific licensure requirements including any Arizona specific coursework or exams (or home state equivalents if recognized by Arizona Department of Education).

After obtaining an Arizona educator license, candidates may be required to complete testing or other additional certification requirements in their home-state, at additional cost to obtain state licensure there. Program requirements may change based upon state agency licensure requirements and they can be found on the teacher licensure page, found here:
https://www.phoenix.edu/state-licensure-requirements/teacher-education.html.
The College of Education has made a determination if program educational requirements "meet,"or "does not meet," teacher licensure in your home state. Please check the teacher licensure page regularly prior and in addition to contacting your state agency for state-specific licensure requirements.

Candidates beginning or resuming an education program are strongly encouraged to discuss state licensure requirements with their assigned Education Program Specialist and regularly review state specific licensure requirements in the state where they plan to teach.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must keep their address up-to-date with the University and contact their Academic Advisor immediately when any change occurs to ascertain the effect upon their educational goals, such as moving to another state. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Purpose

The Graduate Initial Teacher Certificate-Secondary is a graduate level certificate program intended to prepare students with no prior teaching experience for initial teacher licensure. The certificate program is designed for students who want to become secondary school teachers. Candidates for this certificate program have already earned a bachelor's degree. The certificate program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit https://www.phoenix.edu/state-licensure-requirements/teacher-education.html to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement effective instruction and behavioral plans in the secondary classroom to positively impact student learning.
- Demonstrate professional dispositions and ethical conduct in secondary education.
- Create innovative strategies and incorporate technology in a secondary classroom setting.

Program Category Requirements for the CERT/G-SEC

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Candidates in the CERT/G programs are required to complete a minimum number of credits in each of the Program Requirement Categories. The number of required credits and courses available to fulfill these requirements are noted below.

Orientation, 0 credits

APES 503 ..... 0 credits
Orientation to the Graduate Initial Teacher Certificate

Educational Theories and Models, 6 total credits

APES 508 ..... 3 credits
Secondary - Models, Theories and Instructional Strategies
Prerequisite(s): APES 503

APS 523 ..... 3 credits
Secondary - Effective Learning Climates
Prerequisite(s): APES 503

Assessment, 3 total credits

APES 562 ..... 3 credits
Assessment and Evaluation
Prerequisite(s): APES 503

Reading, 3 total credits

APS 542 ..... 3 credits
Secondary Curriculum and Assessment-Reading Methods
Prerequisite(s): APES 503

Content and Curricular Knowledge, 3 total credits

In addition to the courses listed above, students are required to complete a Secondary Elective course prior to the Clinical Practice Requirements are outlined below:
Select one of the following Content and Curricular Knowledge courses:

APS 559 ..... 3 credits
Secondary Content Methods
Prerequisite(s): All previous coursework

SEC 535 ..... 3 credits
English/Language Arts Content and Curricular Knowledge
Prerequisite(s): All previous coursework

SEC 536 ..... 3 credits
Social Studies Content and Curricular Knowledge
Prerequisite(s): All previous coursework

SEC 538 ..... 3 credits
Mathematics Content and Curricular Knowledge
Prerequisite(s): All previous coursework

SEC 540 ..... 3 credits
Science Content and Curricular Knowledge
Prerequisite(s): All previous coursework

North Carolina residents will choose from SEC 535, SEC 536, SEC 538, and SEC 540 only

Special Populations, 6 total credits

APES 515 ..... 3 credits
Survey of Special Populations
Prerequisite(s): APES 503

SEI 506 ..... 3 credits
Structured English Immersion - Secondary
Prerequisite(s): APES 503

Clinical Practice, 3 total credits

APES 545 ..... 3 credits
Clinical Practice
Prerequisite(s): APS 523, APS 508, APES 515, APES 562, APS 542, SEI 506, one of the Elective Content Area Specific Courses
North Carolina, Maryland, and West Virginia residents will take SEC 545 in place of APES 545
Illinois residents with Clinical Practice starting 9/1/2029 will take SEC 545 in place of APES 545

SEC 545 ..... 3 credits
Secondary Clinical Practice
Prerequisite(s): APS 523, APS 508, APES 515, APES 562, APS 542, SEI 506, one of the Elective Content Area Specific Courses

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

Additional Admission Requirements for the CERT/G-SEC

All applicants are expected to meet the following admissions requirements:

- Applicants enrolled in this program must have a bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent bachelor's degree or higher earned at a recognized foreign institution. Degrees from institutions without ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation will not be accepted. All coursework for the bachelor's degree or higher must have been taken from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation. Coursework taken during an institution's candidacy period is not acceptable for admission.
- Applicants using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the applicable state regulatory agency's list of approved evaluation agencies (for the state in which the applicant is attending) to verify degree completion and equivalency to a United States bachelor's degree. Applicants attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
  North Carolina Residents: A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form
  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- Verification of fingerprint clearance. Candidates must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.
  Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number.
- A signed CERT/G-SEC New Student Checklist.
- A completed Content Area Declaration Form

Additional Secondary Admission Requirements for Kansas

Applicants enrolled in the CERT/G-SEC program and residing in the state of Kansas must provide a transcripted verification of a minimum of 24 semester credit hours in their secondary content area prior to admission to the University.

Additional Secondary Admission Requirements for North Carolina Residents

Applicants residing in North Carolina must provide passing scores on the content knowledge exam required for their specific area of licensure.

Only the following areas of licensure are considered approved areas for Secondary candidates, and one must be reflected on the Content Declaration form:

Mathematics
English
Science (Comprehensive)
Earth Science
Biology
Chemistry
Physics
Social Studies (Comprehensive)
Political Science
Geography
History
Economics
Sociology
Anthropology

Additional Secondary Admission Requirements for Ohio

Applicants enrolled in the CERT/G-SEC program who reside in the state of Ohio must provide transcripted verification of a single subject major prior to admission to the University.

Only the following endorsement areas are considered approved areas, and one must be reflected on the Content Declaration form:

- Earth Sciences
- Integrated Language Arts
- Integrated Mathematics
- Integrated Science
- Integrated Social Studies
- Life Sciences
- Physical Science: Chemistry
- Physical Science: Physics

Additional Secondary Admission Requirements for Pennsylvania

Applicants enrolled in the CERT/G-SEC program and residing in the state of Pennsylvania must have a major in an approved endorsement area with transcripted verification of a minimum of 30 credit hours covering all competencies of the approved endorsement area.

Applicants enrolled in the CERT/G-SEC program and residing in the state of Pennsylvania must student teach in an approved endorsement area. Endorsement areas designated as Pre-K-12 or K-12 are not considered approved endorsement areas.

Only the following endorsement areas are considered approved areas and one must be reflected on the Content Declaration form:

Citizenship Education 7-12
Communication 7-12

Computer Science 7-12
English 7-12
Mathematics 7-12
Biology 7-12
Chemistry 7-12
Earth and Space Science 7-12
General Science 7-12
Physics 7-12
Social Studies 7-12

Additional Admission Requirements for Virginia Residents

Applicants residing in the Commonwealth of Virginia who declare a social studies, history, social science, or similar related field content area must complete an African American History course and provide record of successful completion. The Virginia Department of Education provides cultural competency training.

Additional Secondary Admission Requirements for Tennessee

Applicants enrolled in the CERT/G-SEC program and residing in the state of Tennessee must student teach in an approved endorsement area. Endorsement areas designated as Pre-K-12 or K-12 are not considered approved endorsement areas.

Only the following endorsement areas are considered approved areas and one must be reflected on the Content Declaration form:

Biology 6-12
Business Education 6-12
Chemistry 6-12
Chinese 6-12
Earth Science 6-12
Economics 6-12
English 6-12
French 6-12
Geography 6-12
German 6-12
Government 6-12
History 6-12
Mathematics 6-12
Physics 6-12
Spanish 6-12

Additional Secondary Admission Requirements for Georgia Residents

Georgia residents seeking a Georgia certificate must:

- Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:
  - Completion of GACE Educator Ethics Assessment
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Completion of online application for pre-service certificate

Additional Secondary Admission Requirements for Oregon Residents

Applicants residing in Oregon must provide a screen shot from the Oregon Teacher Standards and Practices Commission Public Educator search, confirming they have never held an Oregon Educator license.

Additional Secondary Admission Requirements for South Dakota Residents

Applicants residing in South Dakota must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Secondary Admission Requirements for South Carolina Residents

Applicants residing in South Carolina must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Secondary Admission Requirements for Texas Residents

Applicants residing in Texas must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Secondary Admission Requirements for New Mexico Residents

Applicants residing in New Mexico must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for Mississippi residents

Mississippi residents seeking a Mississippi certificate must first:

- Obtain a Mississippi Pre-service Certificate. The steps to qualify for this certificate include:
  - Signed Pre-service Certification Application
  - Official passing score report, sent directly to MS DOE for either the Praxis Core Academic Skills for Educators exam (all subtests must be passed to MS DOE required scores), ACT (score of 21 or higher), or SAT (score of 1060 or higher)
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Institutional Program Verification (IPV) form

Additional Admission Requirements for Mississippi residents

Students residing in Mississippi must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Secondary Admission Requirements for Maine residents

- Applicants enrolled in the CERT/G-SEC program and residing in the state of Maine must provide a transcripted verification of a minimum of 24 semester credit hours in their secondary content area prior to admission to the University.

Additional Secondary Admission Requirements for New Jersey residents

Applicants residing in New Jersey must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Secondary Admission Requirements for North Dakota residents

Applicants residing in North Dakota must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Secondary Admission Requirements for Missouri residents

Applicants residing in Missouri must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Elementary and Secondary Admission Requirements for Delaware residents

Applicants residing in Delaware must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Secondary Admission Requirements for Louisiana residents

Applicants enrolled in the CERT/G-SEC program residing in the state of Louisiana who declare a Computer Science, Earth Science, Environmental Science, Journalism, Latin, or Marketing content area must provide a transcripted verification of a minimum of 30 semester credit hours in their secondary content area prior to admission to the University.

Additional Secondary Admission Requirements for Colorado residents

To be admitted, applicants in the CERT/G-SEC program, residing in Colorado, must provide transcripted verification of a minimum of 24 semester credit hours in their secondary endorsement area IF there is no content exam available in the endorsement area.

Additional Secondary Admission Requirements for Rhode Island residents

Applicants enrolled in the CERT/G-SEC program and residing in the state of Rhode Island must provide a transcripted verification of a minimum of 30 semester credit hours in their secondary content area or transcripted major in their secondary content area prior to admission to the University.

Only the following endorsement areas are considered approved areas and one must be reflected on the Content Declaration form:

Secondary Level Coverages (7-12)
Secondary Grades Biology
Secondary Grades Business
Secondary Grades Chemistry
Secondary Grades English
Secondary Grades General Science
Secondary Grades Mathematics
Secondary Grades Physics
Secondary Grades Social Studies

Certificate Completion Requirements for the CERT/G-SEC

- Completion of a minimum of 27 credits that include the following distribution:
  - Required Course of Study: 27 credits
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of program assessment.
- Satisfactory completion of any required clinical practice/student teaching courses.
- Completion of My Time Log (60 hours minimum or more as required by state of residency). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

  North Carolina students on a Residency License will follow their state hour requirements for clinical experience, which is below the 60-hour threshold.
- To receive an institutional recommendation and/or state certification, students may need to meet other requirements as set forth by their state of residency. Students are advised to check with their State Department of Education for any additional certification requirements.

  Georgia residents who complete field experience, student teaching, and apply for state certification must complete:
  - GACE Educator Ethics Exit Exam (360)
- The certificate awarded for the CERT/G-SEC program will read as:
  Graduate Initial Teacher - Secondary

Academic Progression Requirements for the CERT/G-SEC

Students must provide verification of the following prior to beginning their clinical practice placement. Students must provide:

- Verification of negative TB test results, or other TB clearance documentation (District specific).

- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).

  The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

  Secondary Students must take an Arizona secondary content knowledge exam (or home state equivalent as recognized by the Arizona Department of Education). Middle grades exams do not meet program or certification requirements

  Tennessee Residents: Students residing in the state of Tennessee, and that choose to complete a job-embedded pathway, must provide passing scores on the Tennessee state content knowledge exam before beginning the job-embedded pathway.
- Verification of the completion of 60 hours of clinical experience (or more as required by state of residency).

  North Carolina Students on a Residency License will follow their state hour requirements for clinical experience, which is below the 60-hour threshold.
- Students must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Students residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- Students will be required to have a 3.0 GPA for the program at the time they apply for clinical practice and prior to the approval of their clinical practice.
- Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.
- **Georgia residents:** Students who complete APES 515 (or equivalent) must earn a B- or better to receive credit for the course.

Minimum Grade Requirements for the CERT/G-SEC

- Students must earn a "B" or better in all clinical practice courses to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or clinical practice: APES 545, SEC 545
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the CERT/G-SEC

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 21 credits in the required course of study for the CERT/G-SEC program must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students may waive SEI 506 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Full SEI Endorsement.
- Augmented Provisional SEI Endorsement (45 hours)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Students in these programs may waive a maximum of 3 credits from the required course of study.

The following course(s) may not be waived: APES 503, APES 545, APES 562, APS 508, APS 523, SEC 545

Clinical Experience and Clinical Practice for the CERT/G-SEC

Clinical Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 60 hours (or more as required by state of residency) of verified clinical experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each clinical experience will relate to specific course content and will follow a structured format. As part of the verified clinical experiences, candidates must also complete guided clinical experience requirements. The guided clinical experience requirements will be satisfied through the completion of Guided Clinical Experience assignments in specific courses required by the candidate's program. Documentation of clinical experience will be reviewed by university staff prior to clinical practice. Candidates must follow necessary guidelines outlined in the program handbook to satisfy clinical experience requirements.

North Carolina candidates on a Residency License will follow their state hour requirements for clinical experience which is below the 60-hour threshold.

Clinical Practice

- Clinical Practice is a full-time experience. Each campus establishes operational policies related to placement and completion of clinical practice. Candidates must follow the guidelines in place at their campus.
- Students must complete clinical practice hours as noted below:

  Secondary candidates must complete three (3) semester hours of supervised clinical practice.
- Clinical practice can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the clinical practice location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first clinical practice course or while transitioning between their clinical practice courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the students' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their clinical practice courses, will be withdrawn from the clinical practice course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of clinical practice:
  - Student teachers that execute an unapproved self-termination of clinical practice, prior to starting and posting attendance in their first clinical practice course or while transitioning between their clinical practice courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the students' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

  - Student teachers that execute an unapproved self-termination of clinical practice, after having met any amount of attendance in their clinical practice courses, will be withdrawn from the clinical practice course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
  - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their student teaching course (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete a successive attempt of the clinical practice experience will be removed from the program, placed on Scholastic Suspension, are not eligible for re-entry and are not eligible for admission to the MAED/TED pre-licensure programs.
- Candidates may be eligible to complete their clinical practice in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for clinical practice. Students must be teaching in a grade level and content area that corresponds with the certification they are pursuing. Students must complete the clinical practice course and complete and upload the Teacher Performance Assessment.
- Students should complete clinical practice within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the clinical practice courses).
- Clinical practice cannot be waived unless a documented exception exists in program policy. SAC appeals to waive clinical practice will not be accepted.

Institutional Recommendation for the CERT/G-SEC

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- **Georgia residents:** Students must complete APES 515 (or equivalent) with a grade of B- or better to be eligible for the IR.
- **North Carolina residents** in CERT/G-SEC are completing a North Carolina state-approved program leading to direct licensure in North Carolina which requires 16 weeks of clinical practice (student teaching).

Supplemental and Professional Standards for the CERT/G-SEC

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the CERT/G-SEC

- Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- **Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions:** Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- **Delaware, Georgia, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Dakota, Pennsylvania (students in secondary education programs only), Puerto Rico, South Dakota, Texas, Utah, and Wyoming residents:** seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their student teaching, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Arizona Teaching Intern Certificate Route

Arizona Teaching Intern Certificate Route

The Arizona Teaching Intern Certificate Route is optional for Arizona residents and is not a requirement for participation in clinical practice (student teaching). To participate in the Arizona Teaching Intern Certificate Route, candidates must qualify for the Alternative Teaching Certificate.

The Alternative Teaching Certificate entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor and is only valid in the school district or charter school requesting the certificate. The Alternative Teaching certificate is valid for two years and may be extended yearly for no more than two consecutive years.

Requirements for initial issuance of the Alternative Teaching Certificate:

- A Bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number

- Letter of intent to hire or other evidence indicating that the student will be hired as a contracted teacher for the school year. The classroom and grade level must align with the candidate's program of enrollment and content knowledge exam.
- Verification letter indicating that the candidate is enrolled in an Arizona State Board approved educator preparation program signed by the College of Education appropriate designee.
- Passing scores on the designated state content knowledge exam.

Secondary Candidates must take an Arizona secondary content knowledge exam (or home state equivalent as recognized by the Arizona Department of Education). Middle grades exams do not meet program or certification requirements.

- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

Requirements for extension of the Alternative Teaching Certificate:

- Students must be continuously enrolled
  - Intern route students need to earn credit within an academic term (August to December or January to May). If this is not accomplished, the student will not meet the requirements for the Arizona Department of Education Verification Letter.
- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

North Carolina Residency Pathway

The North Carolina Residency Pathway is an option for North Carolina residents enrolled in the North Carolina state-approved program. The residency pathway is not a requirement for participation in clinical practice (student teaching). To participate in the North Carolina Residency Pathway, candidates must qualify for the Residency License.

The Residency License entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor. The Residency License is valid for one (1) year and may be renewed twice for up to a 3-year licensure cycle.

Requirements for initial issuance of the Residency License:

- A letter of intent to hire from the local board of education or school system with which a formal agreement exists.
- A valid fingerprint clearance card. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.
- Passing scores on the designated content knowledge examination.
- Continuous enrollment in the Graduate Certificate program.
- Completion of 12 hours of field experience, including at least one field experience in a low-performing school.
- A minimum 3.0 GPA and be in good academic standing.

Requirements for renewal of the Residency License:

- Continuous enrollment in the CERT/G-SEC program.
- Evidence of having taught at least six calendar months during the prior school year.
- Continued employment as a teacher in a Local Education Agency (LEA).
- Completion of 10 days of professional development through the LEA.

The residency license will expire at the end of the school year if the candidate does not maintain employment with a Local Education Agency (LEA) and/or enrollment in their program.

Graduate Initial Teacher Certificate/Special Education

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Graduate Initial Teacher Certificate-Special Education is a graduate level certificate program intended for students with no prior teaching experience for the special education teacher license in Arizona. The certificate program blends academic theory with relevant coursework, field experiences and student teaching, the curriculum is designed to align with national standards.

The Graduate Initial Teacher Certificate/Special Education (CERT/G-SPE) is an Arizona-based program for teacher licensure that provides the academic preparation to apply for initial teacher certification in select states.

Educator licensure requirements vary by state. Candidates located in a state that does not provide a direct path to licensure will be required to obtain Arizona certification first, prior to seeking licensure in their home-state as an out-of-state prepared candidate enrolled in a state-approved preparation program. The Arizona certification process requires candidates to obtain Arizona fingerprint clearance and pass all Arizona-specific licensure requirements including any Arizona specific coursework or exams (or home state equivalents if recognized by Arizona Department of Education).

After obtaining an Arizona educator license, candidates may be required to complete testing or other additional certification requirements in their home-state, at additional cost to obtain state licensure there. Program requirements may change based upon state agency licensure requirements and they can be found on the teacher licensure page, found here: https://www.phoenix.edu/state-licensure-requirements/teacher-education.html.

The College of Education has made a determination if program educational requirements "meet,"or "does not meet," teacher licensure in your home state. Please check the teacher licensure page regularly prior and in addition to contacting your state agency for state-specific licensure requirements.

Candidates beginning or resuming an education program are strongly encouraged to discuss state licensure requirements with their assigned Education Program Specialist and regularly review state specific licensure requirements in the state where they plan to teach.

This program, which leads to certification or licensure, is only approved in select states. If at any point in the program candidates move to another state, their ability to progress could be impacted or even prohibited. Candidates must keep their address up-to-date with the University and contact their Academic Advisor immediately when any change occurs to ascertain the effect upon their educational goals, such as moving to another state. Candidates may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change upon their ability to progress in the program.

Program Purpose

The Graduate Initial Teacher Certificate-Special Education is a graduate level certificate program intended to prepare students with no prior teaching experience for initial teacher licensure. The certificate program is designed for students who want to become special education school teachers. Candidates for this certificate program have already earned a bachelor's degree. The certificate program includes a clinical component requiring field experiences and student teaching above and beyond program coursework. Requirements for licensure vary by state, please visit https://www.phoenix.edu/state-licensure-requirements/teacher-education.html to see your state's requirements. There may be additional qualifications and/or disqualifications applicable in order to work as a teacher with any local, state or federal entity.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Education graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Design and implement effective instruction and behavioral plans in the P-12 classroom to positively impact student learning.
- Demonstrate professional dispositions and ethical conduct in special education.
- Create innovative strategies and incorporate technology in a P-12 classroom setting.

Program Category Requirements for the CERT/G-SPE

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Candidates in the CERT/G-SPE program are required to complete a minimum number of credits in each of the Program Requirement Categories. The number of required credits and courses available to fulfill these requirements are noted below.

Orientation, 0 credits

APES 503 ..... 0 credits
Orientation to the Graduate Initial Teacher Certificate

Foundations of Special Education, 3 total credits

APES 559.....3 credits
Foundations of Special Education
Prerequisite(s): APES 503

Educational Theories and Models, 9 total credits

APSE 578.....3 credits
SPED -Model Theories and Instructional Strategies
Prerequisite(s): APES 503

APSE 584 .....3 credits
Learning Disabilities and Language Development Disorders
Prerequisite(s): APES 503

APSE 575.....3 credits
Mathematics Instruction for SPED
Prerequisite(s): APES 503

Instruction and Management for Special Needs Students, 6 total credits

APSE 576.....3 credits
Characteristics of Autism Spectrum Disorders
Prerequisite(s): APES 503

SEI 504 .....3 credits
Structured English Immersion-Elementary
Prerequisite(s): APES 503

Reading, 6 total credits

APE 536.....3 credits
Introduction to the Science of Reading
Prerequisite(s): APES 503

APSE 570 .....3 credits
SPED Curriculum and Assessment-Reading/ELA
Prerequisite(s): APES 503, APE 536

Clinical Practice, 3 total credits

APES 545.....3 credits
Clinical Practice
Prerequisite(s): APSE 559, APSE 578, APSE 576, APSE 584, APSE 575, APE 536, APSE 570, SEI 504
North Carolina, Maryland, and West Virginia residents will take SPE 577 in place of APES 545
Illinois residents with Clinical Practice starting 9/1/2029 will take SPE 577 in place of APES 545

SPE 577 .....3 credits
Special Education Clinical Practice
Prerequisite(s): APSE 559, APSE 578, APSE 576, APSE 584, APSE 575, APE 536, APSE 570, SEI 504

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

Additional Admission Requirements for the CERT/G-SPE

All applicants are expected to meet the following admissions requirements:

- Applicants enrolled in this program must have a bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation or equivalent bachelor's degree or higher earned at a recognized foreign institution. Degrees from institutions without ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation will not be accepted. All coursework for the bachelor's degree or higher must have been taken from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation. Coursework taken during an institution's candidacy period is not acceptable for admission.
- Applicants using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the applicable state regulatory agency's list of approved evaluation agencies (for the state in which the applicant is attending) to verify degree completion and equivalency to a United States bachelor's degree. Applicants attending online should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
  North Carolina Residents: A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- A signed Criminal Conviction Acknowledgement form
  Depending on the state in which the student's current address is located, the form will include either a verification that a list of any mandatory disqualifying criminal offenses for licensure in that state was presented to the student, or (if the state has no mandatory disqualifying offenses) a notification of possible impacts of convictions for other non-mandatory criminal offenses which could be disqualifying for licensure. In the case of mandatory disqualifying offenses, students will affirm that they have not been convicted of a mandatory disqualifying offense.
- Verification of fingerprint clearance. Candidates must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.
  Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number.
- A signed CERT/G-SPE New Student Checklist.

Additional Admission Requirements for Georgia Residents

Georgia residents seeking a Georgia certificate must:
Obtain a Georgia Pre-service Certificate. The steps to qualify for this certificate include:

- Completion of GACE Educator Ethics Assessment
- Signed and notarized Verification of Lawful Presence (VLP) Affidavit
- Completion of online application for pre-service certificate

Additional Admission Requirements for Montana Residents

Applicants residing in Montana must provide verification of the following:

- Completion of the online course, An Introduction to Indian Education for All in Montana

Additional Special Education Admission Requirements for North Carolina Residents

Applicants residing in North Carolina must provide passing scores on the content knowledge exam(s) required for the Special Education: General Curriculum K-12 license. Additional exams are required for residency license and/or academic progression.

Additional Admission Requirements for Oregon Residents

Applicants residing in Oregon must provide a screen shot from the Oregon Teacher Standards and Practices Commission Public Educator search, confirming they have never held an Oregon Educator license.

Additional Admission Requirements for South Dakota Residents

Applicants residing in South Dakota must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for South Carolina Residents

Applicants residing in South Carolina must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for New Mexico residents

Applicants residing in New Mexico must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for Mississippi residents

Mississippi residents seeking a Mississippi certificate must first:

- Obtain a Mississippi Pre-service Certificate. The steps to qualify for this certificate include:
  - Signed Pre-service Certification Application
  - Official passing score report, sent directly to MS DOE for either the Praxis Core Academic Skills for Educators exam (all subtests must be passed to MS DOE required scores), ACT (score of 21 or higher), or SAT (score of 1060 or higher)
  - Signed and notarized Verification of Lawful Presence (VLP) Affidavit
  - Institutional Program Verification (IPV) form

Additional Admission Requirements for Mississippi residents

Students residing in Mississippi must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for North Dakota residents

Applicants residing in North Dakota must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for Missouri residents

Applicants residing in Missouri must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Additional Admission Requirements for Delaware residents

Applicants residing in Delaware must provide verification of the following prior to admission:

- Completion of an Arizona Constitution course or the Arizona Constitution AEPA Exam
- Completion of a US Constitution course or the US Constitution AEPA Exam

Certificate Completion Requirements for the CERT/G-SPE

- Completion of a minimum of 27 credits that include the following distribution:
  - Required Course of Study: 27 credits
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of program assessment.
- Satisfactory completion of any required clinical practice/student teaching courses.
- Completion of My Time Log (60 hours minimum or more as required by state of residency). To ensure students meet this requirement documentation will be periodically uploaded, reviewed, and maintained as specified in the handbook/courses.

  North Carolina students on a Residency License will follow their state hour requirements for clinical experience, which is below the 60-hour threshold.
- To receive an institutional recommendation and/or state certification, students may need to meet other requirements as set forth by their state of residency. Students are advised to check with their State Department of Education for any additional certification requirements.

  Georgia residents who complete field experience, student teaching, and apply for state certification 1/1/2020 or thereafter must complete:
  - GACE Educator Ethics Exit Exam (360)
- The certificate awarded for the CERT/G-SPE program will read as:
  Graduate Initial Teacher - Special Education

Academic Progression Requirements for the CERT/G-SPE

Students must provide verification of the following prior to beginning their clinical practice placement. Students must provide:

- Verification of negative TB test results, or other TB clearance documentation (District specific).

- Passing scores on the designated state content knowledge exam.

  The validity period of passing exam scores is determined by each state at their discretion. The College of Education accepts exam scores that are no more than 10 years old. Students may be required to retake their exams if the exam scores are no longer valid in their state.

  Tennessee Residents: Students residing in the state of Tennessee, and that choose to complete a job-embedded pathway, must provide passing scores on the Tennessee state content knowledge exam before beginning the job-embedded pathway.
  - Students seeking certification in Arizona will take the Arizona Special Education Professional Knowledge exam in lieu of a content knowledge exam.
- Verification of the completion of 60 hours of clinical experience (or more as required by state of residency).

  North Carolina students on a Residency License will follow their state hour requirements for clinical experience, which is below the 60-hour threshold.
- Students must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Students residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number.
- Students will be required to have a 3.0 GPA for the program at the time they apply for clinical practice and prior to the approval of their clinical practice.
- Students who have been out of attendance for more than one year and have completed all degree requirements except student teaching, clinical practice, internship, or practicum, must complete activities as directed by the College to ensure currency of student teaching knowledge and skills before applying for a student teaching placement.

Minimum Grade Requirements for the CERT/G-SPE

- Students must earn a "B" or better in all clinical practice courses to complete this program. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" in any of the following courses will be placed in Scholastic Disqualification and required to complete a remediation process prior to repeating the course and/or clinical practice: APES 545, SPE 577
- Students who have been placed in Scholastic Disqualification will not be allowed to continue in their degree program until they have taken the following steps:
  - Complete the Academic Progression Student Agreement form, which must be signed by the student and returned to the appointed administrator.
  - Retake the course that placed them in Scholastic Disqualification and satisfy the grade requirement.
- If students do not receive a grade of "B" or better on the second attempt, they will be administratively withdrawn from the program and placed in Scholastic Suspension.

Residency Requirements and Course Waivers for the CERT/G-SPE

Students must meet the established University residency requirement for certificate conferral. The University requires that a minimum of 24 credits in the required course of study must be completed at UOPX.

In order to be granted a waiver for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and documented with an official transcript from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, or that is a candidate for ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation.
- The course must have been completed within the past five (5) years from the original program Enrollment Agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher-level course (e.g., graduate level coursework may be used to waive graduate or undergraduate coursework). Students may be required to provide an official catalog course description in order for the Office of Admissions and Evaluation to review the course waiver request.

Students may waive SEI 504 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Full SEI Endorsement.
- Augmented Provisional SEI Endorsement (45 hours)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Students in this program may waive a maximum of 3 credits from the required course of study.

The following course(s) may not be waived: APE 536, APES 503, APES 545, APSE 570, APSE 575, APSE 576, APSE 578, APSE 584, SPE 577

Clinical Experience and Clinical Practice for the CERT/G-SPE

Clinical Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 60 hours (or more as required by state of residency) of verified clinical experiences, covering a variety of developmental levels within the age/grade span for the program and within diverse settings. The focus of each clinical experience will relate to specific course content and will follow a structured format. As part of the verified clinical experiences, candidates must also complete guided clinical experience requirements. The guided clinical experience requirements will be satisfied through the completion of Guided Clinical Experience assignments in specific courses required by the candidate's program. Documentation of clinical experience will be reviewed by university staff prior to clinical practice. Candidates must follow necessary guidelines outlined in the program handbook to satisfy clinical experience requirements.

North Carolina candidates on a Residency License will follow their state hour requirements for clinical experience which is below the 60-hour threshold.

Clinical Practice

- Clinical Practice is a full-time experience. Each campus establishes operational policies related to placement and completion of Clinical Practice Candidates must follow the guidelines in place at their campus.
- Students must complete Clinical Practice hours as noted below:

  Special Education candidates must complete three (3) semester hours of supervised clinical practice.
- Clinical Practice can only be repeated one time.
- Removal from a placement at the request of an appointed administrator from the clinical practice location or UOPX:
  - Student teachers who are removed from a placement at the request of an appointed administrator, prior to starting and posting attendance in their first clinical practice course or while transitioning between their clinical practice courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the students' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

- Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

  - Student teachers who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their clinical practice courses, will be withdrawn from the clinical practice course, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Unapproved self-terminations of clinical practice:
  - Student teachers that execute an unapproved self-termination of clinical practice, prior to starting and posting attendance in their first clinical practice course or while transitioning between their clinical practice courses, will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the students' successful completion of their supplemental standards remediation process. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

  - Student teachers that execute an unapproved self-termination of clinical practice, after having met any amount of attendance in their clinical practice courses, will be withdrawn from the clinical practice course, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two clinical practice attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete their mid-term evaluation or final evaluation:
  - Candidates who do not successfully complete their mid-term evaluation or final evaluation will be withdrawn from their student teaching course (if not already completed), issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts.

-Students may request an exemption from this policy when dealing with issues related to family crisis, medical necessity, or natural disaster. Students will need to work with their appointed administrator to have these exceptions approved.

- Candidates who do not successfully complete a successive attempt of the clinical practice experience will be removed from the program, placed on Scholastic Suspension, are not eligible for re-entry and are not eligible for admission to the MAED/TED pre-licensure programs.
- Candidates may be eligible to complete their clinical practice in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for clinical practice. Students must be teaching in a grade level and content area that corresponds with the certification they are pursuing. Students must complete the clinical practice course and complete and upload the Teacher Performance Assessment.
- Students should complete clinical practice within twelve (12) months from their official last date of attendance and the completion of their last required course in the program (excluding the clinical practice courses).
- Clinical practice cannot be waived unless a documented exception exists in program policy. SAC appeals to waive clinical practice will not be accepted.

Institutional Recommendation for the CERT/G-SPE

- Candidates must meet all current program requirements prior to being issued a University of Phoenix Institutional Recommendation (IR, recommendation for state teaching credential, may vary by state). If candidates do not meet all criteria on the IR, the College may be required to list deficiencies or deny the request for an IR.
- Upon completion candidates' records will be analyzed to ensure that they have met all academic requirements for their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- **North Carolina residents** in CERT/G-SPE are completing a North Carolina state-approved program leading to direct licensure in North Carolina which requires 16 weeks of clinical practice (student teaching).

Supplemental and Professional Standards for the CERT/G-SPE

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the CERT/G-SPE

- Candidates who have been out of attendance for more than one year and have completed all certificate requirements except clinical practice, internship or practicum may reenter their original program version. Upon re-entry candidates must meet all requirements for their state of residence before being approved for clinical practice.
- **Colorado, Indiana, Missouri, Nevada, Oregon, New Mexico, Tennessee, Utah, Hawaii, Texas, and California Versions:** Candidates who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- **Delaware, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Dakota, Puerto Rico, South Dakota, Texas, and Wyoming residents:** seeking to re-enter an Arizona-approved program who have been out of attendance for more than one year and have completed all degree requirements except student teaching, internship or practicum must appeal to the Student Appeals Committee (SAC) to return to their original program version.
- Candidates who have been out of attendance for more than one year and are lacking courses in addition to their clinical practice, internship or practicum must reenter the current program version and successfully complete all courses required by their reentry credit summary.
- Only students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program. International students who have been out of attendance for more than 365 days will not be eligible to re-enter.

Arizona Teaching Intern Certificate Route

Arizona Teaching Intern Certificate Route

The Arizona Teaching Intern Certificate Route is optional for Arizona residents and is not a requirement for participation in clinical practice (student teaching). To participate in the Arizona Teaching Intern Certificate Route, candidates must qualify for the Alternative Teaching Certificate.

The Alternative Teaching Certificate entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor and is only valid in the school district or charter school requesting the certificate. The Alternative Teaching certificate is valid for two years and may be extended yearly for no more than two consecutive years.

Requirements for initial issuance of the Alternative Teaching Certificate:

- A Bachelor's degree or higher from a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.

  Candidates residing in Arizona and Reciprocity States: must obtain an Arizona IVP Fingerprint Clearance Card and obtain their Educator Identification Number
- Letter of intent to hire or other evidence indicating that the student will be hired as a contracted teacher for the school year. The classroom and grade level must align with the candidate's program of enrollment and content knowledge exam.
- Verification letter indicating that the candidate is enrolled in an Arizona State Board approved educator preparation program signed by the College of Education appropriate designee.
- Passing scores on the designated state content knowledge exam.
- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

Requirements for extension of the Alternative Teaching Certificate:

- Students must be continuously enrolled
  - Intern route students need to earn credit within an academic term (August to December or January to May). If this is not accomplished, the student will not meet the requirements for the Arizona Department of Education Verification Letter.
- Students must have a minimum 3.0 GPA and be in good academic and financial standing.

North Carolina Residency Pathway

The North Carolina Residency Pathway is an option for North Carolina residents enrolled in the North Carolina state-approved program. The residency pathway is not a requirement for participation in clinical practice (student teaching). To participate in the North Carolina Residency Pathway, candidates must qualify for the Residency License.

The Residency License entitles the teacher candidate to perform teaching duties under the supervision of a University faculty supervisor. The Residency License is valid for one (1) year and may be renewed twice for up to a 3-year licensure cycle.

Requirements for initial issuance of the Residency License:

- A letter of intent to hire from the local board of education or school system with which a formal agreement exists.
- A valid fingerprint clearance card. Candidate must maintain a valid fingerprint clearance to remain eligible for continued enrollment throughout the duration of their program.
- Passing scores on the designated content knowledge examination.
- Continuous enrollment in the Graduate Certificate program.
- Completion of 12 hours of field experience, including at least one field experience in a low-performing school.
- A minimum 3.0 GPA and be in good academic standing.

Requirements for renewal of the Residency License:

- Continuous enrollment in the CERT/G-SPE program.
- Evidence of having taught at least six calendar months during the prior school year.
- Continued employment as a teacher in a Local Education Agency (LEA).
- Completion of 10 days of professional development through the LEA.

The residency license will expire at the end of the school year if the candidate does not maintain employment with a Local Education Agency (LEA) and/or enrollment in their program.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF DOCTORAL STUDIES

Post Master's Certificate in Organizational Leadership and Decision-making

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Organizational Leadership and Decision-making Certificate is designed for working professionals who hold a master's or doctoral degree and have a critical interest in advancing their organizational leadership skills in order to face the challenges of a rapidly changing business environment brought about by the digital age. This certificate program will prepare students who already have a foundation in management by developing advanced leadership skills that can effective positive change and increase an organization's competitive edge through targeted-decision making.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Create strategies for adapting to change that promote future organizational growth and performance in a digital age.
- Synthesize leadership theories and techniques to support optimal organizational performance.
- Create strategies to foster an ethical organizational culture and decision-making.

Program Category Requirements for the CERT/D-OL

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Theory and Practice of Management and Organizational Leadership, 15 total credits

ORG 716 ..... 3 credits
Organizational Theory and Design
ORG 726 ..... 3 credits
The Impact of Technology on Organizations
Prerequisite(s): ORG 716
MGT 726 ..... 3 credits
Emerging Managerial Practices
Prerequisite(s): ORG 716
ORG 727 ..... 3 credits
Organizational Diagnosis and Intervention
Prerequisite(s): ORG 716
LDR 736 ..... 3 credits
Architecture of Leadership
Prerequisite(s): ORG 716

Additional Admission Requirements for the CERT/D-OL

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Current or a record of past employment or access to a work environment is required for admission.
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.

Certificate Completion Requirements for the CERT/D-OL

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Organizational Leadership and Decision-making

Academic Progression Requirements for the CERT/D-OL

Students are subject to the following academic progression requirements:

- Students who have a program GPA of 3.5 (or better) may concurrently enroll in courses.
- All credit-bearing courses must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students may have only one incomplete grade on their records at a time.

Residency Requirements and Course Waivers for the CERT/D-OL

- Students must meet the established University residency requirement for certificate conferral. The University requires that all 15 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Post Master's Certificate in Research Essentials

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Certificate in Research Essentials is designed for working professionals who currently hold a master's degree with a strong interest in developing essential research skills in both qualitative and quantitative research methods in the social sciences. This certificate will prepare students to have foundational research knowledge and practice into areas of applied research in their organization.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize research skills to respond to problems or issues within an organizational environment.
- Apply the appropriate data analysis process in alignment with ethical standards of research.

Program Category Requirements for the CERT/D-RES

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Essential Research Design, 9 total credits

RES 709 .....3 credits
Research Conceptualization and Design
RES 710 .....3 credits
Statistical Research Methods and Design I
Prerequisite(s): RES 724
RES 724.....3 credits
Qualitative Methods and Design
Prerequisite(s): RES 709

Research Elective, 3 total credits

Students may select any course from the list below to fulfill the requirement.
RES 720 .....3 credits
Statistical Research Methods and Design II
Prerequisite(s): RES 710
RES 728.....3 credits
Qualitative Case Study
Prerequisite(s): RES 710

Additional Admission Requirements for the CERT/D-RES

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.

Certificate Completion Requirements for the CERT/D-RES

- Completion of a minimum of 12 credits that include the following distribution:
  - Required Course of Study: 9 credits
  - Research Elective: 3 credits
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Research Essentials

Academic Progression Requirements for the CERT/D-RES

Students are subject to the following academic progression requirements:

- Students who have a program GPA of 3.5 (or better) may concurrently enroll in courses.
- All credit-bearing courses must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students may have only one incomplete grade on their records at a time.

Residency Requirements and Course Waivers for the CERT/D-RES

- Students must meet the established University residency requirement for certificate conferral. The University requires that all 12 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Post Master's Certificate in Curriculum and Instruction

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Post Master's Certificate in Curriculum and Instruction (CERT/D-CI) will provide students with foundational and practical knowledge to develop as instructional leaders who can strategically manage and lead processes related to educational curricula, instruction, and assessment. The CERT/D-CI is consistent with the University's mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The program prepares students apply practical and scholarly knowledge in their use of analytical, critical, and innovative thinking to improve the performance of educational institutions design and facilitate learning in culturally diverse classrooms; manage the needs of multiple stakeholders; develop their classrooms, schools, and systems effectively and efficiently in the face of severe funding pressures; address the demands of regulatory bodies; and meet the outcomes established by the greater educational community. The credits earned from CERT/D-CI are transferable and applicable toward the University of Phoenix Doctor of Education degree with a focus in Curriculum and Instruction. The CERT/D-CI does not lead to licensure.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Create models for instruction and delivery using foundational theories of curriculum design in the organization.
- Evaluate the tools necessary to inform decisions and lead curriculum changes in their organizations.

Program Category Requirements for the CERT/D-CI

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Curriculum and Instruction, 15 total credits

EDD 724 ..... 3 credits
Instructional Leadership
CUR 713 ..... 3 credits
Curriculum, Developmental, and Learning Theories
Prerequisite(s): EDD 724
CUR 721 ..... 3 credits
Curriculum Design
Prerequisite(s): EDD 724
CUR 722 ..... 3 credits
Instructional Models
Prerequisite(s): EDD 724
CUR 732 ..... 3 credits
Program Evaluation
Prerequisite(s): EDD 724

Additional Admission Requirements for the CERT/D-CI

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Current or a record of past employment or access to a work environment is required for admission.
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.

Certificate Completion Requirements for the CERT/D-CI

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Curriculum and Instruction

Academic Progression Requirements for the CERT/D-CI

Students are subject to the following academic progression requirements:

- Students who have a program GPA of 3.5 (or better) may concurrently enroll in courses.
- All credit-bearing courses must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students may have only one incomplete grade on their records at a time.

Residency Requirements and Course Waivers for the CERT/D-CI

- Students must meet the established University residency requirement for certificate conferral. The University requires that all 15 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Post Master's Certificate in Educational Leadership

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Post Master's Certificate in Educational Leadership (CERT/D-EL) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. The CERT/D-EL is consistent with the University's mission to educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. The Certificate is designed to emphasize leadership and to focus on applied research that improves educational environments. Graduates of the CERT/D-EL will be able to: Utilize and conduct research to evaluate and improve instructional and organizational processes; Provide instructional leadership to support and enhance the educational process; Incorporate knowledge of social, historical, and political theories and processes in educational decision making; and Lead and manage the educational organization through transformation inherent in contemporary society. The credits earned from CERT/D-EL are transferable and applicable toward the University of Phoenix Doctor of Education degree with a focus in Educational Leadership. The CERT/D-EL does not lead to licensure.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate the tools necessary to effectively recruit, train, and appraise instructional staff in their organization.
- Apply educational leadership theories to promote organizational success.

Program Category Requirements for the CERT/D-EL

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Educational Leadership, 15 total credits

EDD 724 ..... 3 credits
Instructional Leadership
EDD 722 ..... 3 credits
The Legal Context of Education
Prerequisite(s): EDD 724
EDD 731 ..... 3 credits
The Economics of Education
Prerequisite(s): EDD 724
EDD 712 ..... 3 credits
Leadership in Contemporary Organizations
Prerequisite(s): EDD 724
EDD 733 ..... 3 credits
Evaluation and Assessment Methods
Prerequisite(s): EDD 724

Additional Admission Requirements for the CERT/D-EL

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Current or a record of past employment or access to a work environment is required for admission.
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.

Certificate Completion Requirements for the CERT/D-EL

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Educational Leadership

Academic Progression Requirements for the CERT/D-EL

Students are subject to the following academic progression requirements:

- Students who have a program GPA of 3.5 (or better) may concurrently enroll in courses.
- All credit-bearing courses must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students may have only one incomplete grade on their records at a time.

Residency Requirements and Course Waivers for the CERT/D-EL

- Students must meet the established University residency requirement for certificate conferral. The University requires that all 15 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Post Master's Certificate in Educational Technology

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Post Master's Certificate in Educational Technology (CERT/D-ET) will prepare students to become education leaders who strategically manage and lead processes related to the integration of technology in various learning environments. The CERT/D-ET is consistent with the University's mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. Upon completion of all requirements of the CERT/D-ET, students will be able to: Support and enhance the educational process through technological innovation; Manage and lead organizational reform and transformation through strategic decision-making; Design, develop, and implement technology solutions to enhance learning; Balance the competing priorities of technology and curriculum based on research, theory, and experience; Demonstrate strategies for life-long learning and continuous improvement of technological competence Program Structure. The credits earned from CERT/D-ET are transferable and applicable toward the University of Phoenix Doctor of Education degree with a focus in Educational Technology. The CERT/D-ET does not lead to licensure.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate various media and technology to determine implementation and integration into learning organizations.
- Explore areas around technology, curriculum design, and instructional leadership to inform change with their organizations.

Program Category Requirements for the CERT/D-ET

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Educational Technology, 15 total credits

EDD 724 ..... 3 credits
Instructional Leadership
EDT 711 ..... 3 credits
Educational Technology Research
Prerequisite(s): EDD 724
EDT 723 ..... 3 credits
Instructional Media and Design Techniques
Prerequisite(s): EDD 724
EDT 732 ..... 3 credits
Integrating Technology and Curriculum
Prerequisite(s): EDD 724
EDT 733 ..... 3 credits
Technology Leadership
Prerequisite(s): EDD 724

Additional Admission Requirements for the CERT/D-ET

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Current or a record of past employment or access to a work environment is required for admission.
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.

Certificate Completion Requirements for the CERT/D-ET

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Educational Technology

Academic Progression Requirements for the CERT/D-ET

Students are subject to the following academic progression requirements:

- Students who have a program GPA of 3.5 (or better) may concurrently enroll in courses.
- All credit-bearing courses must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students may have only one incomplete grade on their records at a time.

Residency Requirements and Course Waivers for the CERT/D-ET

- Students must meet the established University residency requirement for certificate conferral. The University requires that all 15 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Post Master's Certificate in Higher Education Administration

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The mission of the Post Master's Certificate in Higher Education Administration (CERT/D-HEA) is to prepare education professionals who can address the multiple challenges facing higher education in today's dynamic global education community. The CERT/D-HEA is consistent with the University's mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The program prepares students to lead innovative, institutional policy changes and improvements within complex educational environments involving multiple stakeholders. The program addresses the diversity of higher education entities including public and private colleges and universities, governmental entities, accrediting and regulatory bodies, and higher education professional associations. The CERT/D-HEA emphasizes the discovery, integration and application of knowledge about higher education and leadership, promotes a commitment to professional integrity and development, the value of human diversity, innovative practice, and collaboration. The credits earned from CERT/D-HEA are transferable and applicable toward the University of Phoenix Doctor of Education degree with a focus in Higher Education Administration. The CERT/D-HEA does not lead to licensure.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Analyze how higher education institutions operate within a regulatory framework created by local, state, and federal policies to inform decision making within various types of higher education institutions.
- Examine the psychosocial, cultural, cognitive, structural and identity theories related to traditional, non-traditional, and diverse students in higher education.

Program Category Requirements for the CERT/D-HEA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Higher Education Administration, 15 total credits

HEA 712 ..... 3 credits
Higher Education Law, Policy and the Regulatory Environment
HEA 713 ..... 3 credits
Higher Education Economics, Finance and Strategic Planning
Prerequisite(s): HEA 712
HEA 732 ..... 3 credits
Curriculum Development, Assessment, and Program Evaluation
Prerequisite(s): HEA 712
HEA 722 ..... 3 credits
Academic and Student Affairs Administration
Prerequisite(s): HEA 712
HEA 730 ..... 3 credits
Student Development, Education, and Adult Learning Theories
Prerequisite(s): HEA 712

Additional Admission Requirements for the CERT/D-HEA

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Current or a record of past employment or access to a work environment is required for admission.
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.

Certificate Completion Requirements for the CERT/D-HEA

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Higher Education Administration

Academic Progression Requirements for the CERT/D-HEA

Students are subject to the following academic progression requirements:

- Students who have a program GPA of 3.5 (or better) may concurrently enroll in courses.
- All credit-bearing courses must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students may have only one incomplete grade on their records at a time.

Residency Requirements and Course Waivers for the CERT/D-HEA

- Students must meet the established University residency requirement for certificate conferral. The University requires that all 15 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Post Master's Certificate in Information Systems and Technology

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Post Master's Certificate in Information Systems and Technology (CERT/D-IST) will enable professionals from any industry to understand and evaluate the scope and impact of information systems and technology (IST) from organizational, industry-wide, and global perspectives. The CERT/D-IST curriculum lays a foundation of knowledge in critical thinking, leadership, and the application of IST content areas. Students will integrate this knowledge with their professional experiences and doctoral-level research to create innovative, positive, and practical contributions to the body of IST knowledge. As such, students with a professional leadership background in any discipline will be able to add their unique perspective to the study of the context, breadth, and processes of IST management. Upon completion of all program requirements of the CERT/D-IST, students will be able to: Understand applied research and practical applications as a foundation for executive action; Demonstrate innovation and creativity in developing new IT models to explain, forecast, support; Help improve the strategic, tactical, and operational performance of organizations; Integrate and align IT initiatives with organizational strategy; Lead the IT decision-making process toward positive outcomes; Provide leadership to improve the overall performance of the organization in its industry, community, and global environment. The CERT/D-IST incorporates coursework in fundamental management, organizational, and leadership concepts to engender the development of IST leadership perspectives. The credits earned from CERT/D-IST are transferable and applicable toward the University of Phoenix Doctor of Management degree with a focus in Information Systems and Technology Leadership.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Applying information systems technology functions to enhance organizational decision making.
- Evaluate information technology initiatives to provide integration and alignment with organizational strategy to increase organizational performance.

Program Category Requirements for the CERT/D-IST

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Systems and Technology, 15 total credits

ORG 726 .....3 credits
The Impact of Technology on Organizations
IST 710 .....3 credits
Foundations of Information Systems Management
Prerequisite(s): ORG 726
IST 724 .....3 credits
Organizational Information Systems Management
Prerequisite(s): ORG 726
IST 732 .....3 credits
Global Information Systems Management
Prerequisite(s): ORG 726
IST 733 .....3 credits
Information Systems Management Architecture
Prerequisite(s): ORG 726

Additional Admission Requirements for the CERT/D-IST

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Current or a record of past employment or access to a work environment is required for admission.
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.

Certificate Completion Requirements for the CERT/D-IST

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Information Systems and Technology

Academic Progression Requirements for the CERT/D-IST

Students are subject to the following academic progression requirements:

- Students who have a program GPA of 3.5 (or better) may concurrently enroll in courses.
- All credit-bearing courses must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students may have only one incomplete grade on their records at a time.

Residency Requirements and Course Waivers for the CERT/D-IST

- Students must meet the established University residency requirement for certificate conferral. The University requires that all 15 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Post Master's Certificate in Business Administration

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Post Master's Certificate in Business Administration (CERT/D-BA) provides mid-careerists across the business sector with foundational and practical knowledge to bring new insights to bear on the practice of business administration. These deepening insights will provide aspiring leaders with the competencies necessary to grow their leadership capacity in business settings through a mastery of business administration scholarship and praxis, effectively apply of this insight to current business environments, and produce solution-oriented organizational research. The credits earned from CERT/D-BA are transferable and applicable toward the University of Phoenix Doctor of Business Administration degree. As the global information economy evolves, organizations are becoming increasingly complex and innovative, with organizational models and practices becoming crucial for successfully addressing this complexity. Consequently, leadership in this dynamic environment requires higher, more sophisticated levels of knowledge and skills. The Post-Master's Certificate in Business Administration program is designed to serve this need by providing doctoral-level education to professional practitioners in business and management. The CERT/D-BA is offered by the University of Phoenix to enable leaders to affect these high levels of performance through applied scholarship, practical applications, rigorous analysis, and comprehensive evaluation methods. The CERT/D-BA is consistent with the University's mission to educate working adults to achieve their professional goals and to improve the standard of living in their communities. The CERT/D-BA has a 15-credit requirement that involves an online modality of instruction delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work. The credits earned from CERT/D-BA are transferable and applicable toward the University of Phoenix Doctor of Business Administration degree.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate leadership principles, theories, and practice to promote organizational entrepreneurship, strategic planning, and governance in a global business environment.
- Create strategic organizational and marketing models that optimize organization leadership, policies, and resources in a diverse environment.

Program Category Requirements for the CERT/D-BA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Administration, 15 total credits

ORG 716..... 3 credits
Organizational Theory and Design
FIN 711..... 3 credits
Financial Measures of Value Added
Prerequisite(s): ORG 716
MGT 711..... 3 credits
Strategic Opportunities in an Internet-based Global Economy
Prerequisite(s): ORG 716
MKT 711..... 3 credits
Marketing and Managing the Customer Relationship
Prerequisite(s): ORG 716
BUS 721 ..... 3 credits
Issues in Optimizing Operations
Prerequisite(s): ORG 716

Additional Admission Requirements for the CERT/D-BA

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Current or a record of past employment or access to a work environment is required for admission.
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.

Certificate Completion Requirements for the CERT/D-BA

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Business Administration

Academic Progression Requirements for the CERT/D-BA

Students are subject to the following academic progression requirements:

- Students who have a program GPA of 3.5 (or better) may concurrently enroll in courses.
- All credit-bearing courses must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students may have only one incomplete grade on their records at a time.

Residency Requirements and Course Waivers for the CERT/D-BA

- Students must meet the established University residency requirement for certificate conferral. The University requires that all 15 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

Post Master's Certificate in Health Administration

The following certificate program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Post Master's Certificate in Health Administration (CERT/D-HA) program is intended for early- to mid-careerists across the health sector wanting to focus on health administration at the post-masters level from an applied perspective. The CERT/D-HA is consistent with the University's mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The Certificate is designed to emphasize curricular leadership that improves instruction and educational outcomes. The CERT/D-HA has a 15-credit requirement that involves an online modality of instruction delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work. The credits earned from CERT/D-HA are transferable and applicable toward the University of Phoenix Doctor of Health Administration. The credits earned from CERT/D-HA are transferable and applicable toward the University of Phoenix Doctor of Health Administration.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Doctoral Studies graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Synthesize components of health systems to improve access and care.
- Synthesize leadership principles to inform strategy, innovation, and quality assurance for complex healthcare organizations.

Program Category Requirements for the CERT/D-HA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Health Administration, 15 total credits

DHA 711.....3 credits
Administration of Complex Health Care Systems
DHA 715 .....3 credits
Risk Management in Complex Health Organizations
Prerequisite(s): DHA 711
DHA 721 .....3 credits
Health Care Economics
Prerequisite(s): DHA 711
DHA 722.....3 credits
Policy and Regulation in Health Care
Prerequisite(s): DHA 711
DHA 732.....3 credits
Evaluation of Health Care Programs
Prerequisite(s): DHA 711

Additional Admission Requirements for the CERT/D-HA

All applicants are expected to meet the following admissions requirements:

- A master's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent master's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 3.0 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., master's or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- Current or a record of past employment or access to a work environment is required for admission.
- A signed Hardware/Software agreement verifying Internet access and a multimedia equipped computer.
- A signed Research Library Access Agreement.

Certificate Completion Requirements for the CERT/D-HA

- Completion of a minimum of 15 credits that include the following distribution:
  - Required Course of Study: 15 credits
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as: Post Master's Health Administration

Academic Progression Requirements for the CERT/D-HA

Students are subject to the following academic progression requirements:

- Students who have a program GPA of 3.5 (or better) may concurrently enroll in courses.
- All credit-bearing courses must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- Students may have only one incomplete grade on their records at a time.

Residency Requirements and Course Waivers for the CERT/D-HA

- Students must meet the established University residency requirement for certificate conferral. The University requires that all 15 credits in the required course of study must be completed at UOPX.
- Students may not waive any courses in this program.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

COMPETENCY-BASED EDUCATION AT UNIVERSITY OF PHOENIX

University of Phoenix offers Competency-Based education in two formats: a semester-credit-hour-based format in which offerings are designated as Competency-Based programs, and a term-based direct assessment format measured in competency units in which offerings are designated as Direct Assessment programs.

All general University policies apply to students in Competency-Based and Direct Assessment programs, except where a specific Competency-Based or Direct Assessment policy exists. Policies specific to Competency-Based or Direct Assessment students supersede any conflicting general University policies.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

COMPETENCY-BASED PROGRAMS UNIVERSITY POLICIES

Competency-Based Programs Admission Requirements

Most Competency-Based programs have additional admission requirements listed within the program specific information.

All applicants are expected to meet the following admission requirements:

- Applicants must be a minimum of 18 years old to be admitted.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.
- Applicants who reside in the United States must meet one of the following requirements for admission:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum or refugee status
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (applicant's visa type must be TPS).
  - Have been granted Deferred Action for Childhood Arrivals (DACA) status
- Signed Hardware/Software Agreement
- Completion of any state-specific required documents or forms
- Applicants who have been expelled from other post-secondary institutions (e.g., colleges and universities) are not eligible for admission to University of Phoenix (UOPX).
- Anyone who has been expelled from UOPX is not eligible for readmission to UOPX. No appeals will be accepted.

Competency-Based Programs and Courses

Competency-Based Programs: University of Phoenix Competency-Based program offerings are credit-hour programs designed to provide prepared students with an opportunity to pursue a degree at a more accelerated pace and with more flexibility than a traditional program offering. Competency-Based program offerings allow students to demonstrate the appropriate level of mastery of relevant core competencies as a means of earning credit toward a degree. The University's Competency-Based program offerings include the designation "Competency-Based-CB" in the official program name, and Competency-Based program courses include the designation "CB" in the course ID prefix.

Competency-Based Program Courses: Students enrolled in a Competency-Based program are enrolled in up to five courses concurrently. Each Competency-Based program course is 16 weeks in length. Each Competency-Based program course is made up of a cluster of competencies. Students must demonstrate an acceptable level of proficiency in each competency by completing a competency assessment. Students are allowed three attempts at a competency assessment, and must achieve a grade of Met (ME) or Mastered (MA) for each competency in a course in order to receive an overall passing grade of ME or MA for the course.

The University's Competency-Based programs support students with two types of faculty: practitioner faculty and a faculty mentor.

- **Practitioner Faculty:** Each course has an assigned practitioner faculty member who is a subject expert for the course. The practitioner faculty are the designated instructors for the course. The practitioner faculty provide feedback within the Course Questions and Advice forum, monitor engagement in assigned textbooks for the course, make sure course learning assignments are completed, offer advice based on trends in learning activities and assessments within the course, and score and provide timely feedback on course assignments and assessments.
- **Faculty Mentor:** A faculty mentor is assigned to support students across multiple courses. Faculty mentors are experts in the student's degree program. They coach their students in establishing and following a progress plan for each course, help students identify barriers and strategies for overcoming them, keep in regular contact with students to help them reach milestones in their degree program, collaborate with practitioner faculty in helping students with challenging assignments or assessments, and help students with advice on study habits and time management.

Competency-Based Program Admission Deadlines

- Students must be officially admitted by the completion of their first 16-week block of courses.
- University of Phoenix (UOPX) does not guarantee admission for students who begin coursework before admission to a program.
- Students who are not admitted by the deadline will be administratively withdrawn from UOPX. These students are placed in Admission Deadline Exceeded (DE) admission status.

Competency-Based Program Enrollment Status

The University recognizes the following enrollment statuses for Competency-Based program students.

All other enrollment statuses from the University's standard Enrollment Status policy apply, as written in that policy, to Competency-Based program students.

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for their program is at least 6 credits for an academic year and the student is meeting academic engagement requirements, which means the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14-day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for their program amounts to less than the 6 credits for an academic year, as determined by the institution. In addition, the student is meeting academic engagement requirements, which means the student's official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and IX grades are excluded from the 14-day out of attendance calculation.

Competency-Based Program Course Status

The University recognizes the following course statuses for Competency-Based programs.
All other course statuses from the University's standard Course Status policy apply, as written in that policy, to Competency-Based program students.

Status	Definition
CO (Completed)	Student has met the attendance requirement and has received a MA, ME, or NM grade
DR (Dropped)	Student was in a SC or EN course status and has requested to be removed from the course prior to the start of week 11 of the course.
EN (Enrolled)	Student has met the course attendance requirement, and continues to meet the academic engagement requirement.
TA (Insufficient Attendance)	Student has been automatically removed from the course due either to not meeting the course attendance requirement or to not meeting the academic engagement requirement.

Competency-Based Program Course Attendance

Students are required to post at least one academically related activity (ARA) in each course by the end of the second week. Students who do not post in a course by the end of the second week will be dropped from that course.

- **Academic Engagement Requirement:** Students must also show active engagement throughout each 16-week block of courses. Students demonstrate academic engagement by having at least one ARA recorded in at least one course every 14 days. This requirement aligns with the University's criteria for Active Full Time Enrollment Status.

  Students who go 14 days without an ARA in any of their courses will be removed from all the courses in which they are concurrently enrolled. They will receive a W grade in any of those courses in which they have previously posted an ARA.

Competency-Based Program Concurrent Enrollment

Students enrolled in a Competency-Based program may be enrolled in up to five Competency-Based program courses concurrently. Each Competency-Based program has a preferred sequence that divides required courses into groups of concurrent courses established by the applicable college. It is recommended that students in a Competency-Based program be scheduled for a minimum of four courses concurrently, unless they have fewer than four courses remaining to complete their program requirements.

Competency-Based Program Grades

Student grades represent the work and knowledge level attained in a course. Only the faculty member assigned to facilitate the course is authorized to issue grades to students in the course. Final grades may only be changed by the faculty member after the grades have been submitted if an approved formal grade dispute is on file or if the faculty member determines the original grade was improperly calculated.
University of Phoenix (UOPX) has established the following grading guidelines for Competency-Based program courses:

Competency-Based Program Grades:

Grade	Quality Points	Grade Definition
MA	4.00	Mastered
ME	3.00	Met
NM	0.00	Not Met

Competency-Based Program Grade Definitions:

MA (Mastered): A grade of MA is given for demonstrated competency that exceeds course expectations as defined for course competencies. A grade of MA is equivalent to an A in the University's Grades policy for standard courses. Students must achieve a grade of MA for all required competency assessments to be issued a grade of MA for a course and awarded credits.

ME (Met): A grade of ME is given for demonstrated competency that meets course expectations as defined for course competencies. A grade of ME is equivalent to a B in the University's Grades policy for standard courses. Students must achieve a minimum grade of ME or higher on all competency assessments to be issued a grade of ME for the course and be awarded credits.

NM (Not Met): A grade of NM is given for performance that does not demonstrate the minimum competency level expectations for a course. A grade of NM is given when all attempts at any one competency have been exhausted without a passing grade, or when students do not achieve a grade of ME or higher for all competencies in a course by the course end date.

W (Withdrawal): A grade of W is given for a course when students have recorded positive class attendance, and were withdrawn from the course due to any of the following scenarios:

- Student requests to drop a course for which attendance has already been posted prior to the start of week 11
- Student fails to meet the academic engagement requirement (exceeds 14 consecutive days without an academically related activity in any Competency-Based program course in their program)
- Student has been administratively withdrawn from the University and/or program during the course

I (Incomplete): A grade of I is given for when a student is granted an extension to complete assignments. A student who receives an I grade is given five (5) weeks, from the scheduled course completion date to complete the course requirements and receive a grade. An I grade may be requested at the start of week 15, up through the Friday before the course end date, provided the student is meeting the following criteria:

- Has met the course attendance requirement and is meeting the academic engagement requirement
- Has successfully completed and received a grade of ME or higher on the majority (e.g., two out of three assessments) of the required competency assessments in a course

To ensure optimal focus on completing assessments, students are not permitted to pursue more than five courses concurrently, whether those are courses with I grade extensions or courses the student is currently enrolled in. Students who receive approval for more than one I grade in their current block of courses will be required to drop the requisite number of courses from their next scheduled start date to ensure that they are not pursuing more than five courses concurrently (e.g., a student approved for two I grades, who has four courses scheduled in their next block, will be required to drop at least one of those four courses).

Students who do not complete any additional course requirements prior to the new deadline will receive the grade earned for the entire course, as though an I grade had not been requested. The I grade will default to a NM grade when the course exceeds its expiration date if no grade has been submitted.

Students must request an I grade in writing as a private message in the classroom. The student and faculty member must enter into a written I grade agreement posted as a private message after the start of week 15, up through the Friday before the course end date. The written agreement must consist of the following: a course completion plan and a clearly identified extended course deadline (not to exceed five weeks from the original course end date).

I grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an I grade can be issued instead of a W grade. The I grade may be issued with an initial extension of six (6) weeks beyond the standard five (5) week extension.

IX (In Progress Extension): An IX grade may be awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA) or Title IX.

For ADA: A new IX grade course completion date for ADA accommodations must be determined by the Student Accommodations Office. The Registrar's Office will work with the Student Accommodations Office to determine the IX grade course completion date for ADA accommodations.

For Title IX: A new IX grade course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Team to determine the IX grade course completion date for Title IX accommodations.

Students who are approved for reasonable accommodations will not be penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX. An IX grade may be granted provided that the student is meeting the following criteria:

- Has met the course attendance requirement and is meeting the academic engagement requirement
- Has successfully completed and received a grade of ME or higher on the majority (e.g., two out of three assessments) of the required competency assessments in a course

A student who receives an IX grade will be given an extension of 5 weeks in accordance with the Extended Time and In Progress Extension policy.

To ensure optimal focus on completing assessments, students are not permitted to pursue more than five courses concurrently, whether those are courses with IX grade extensions or courses the student is currently enrolled in. Students who receive approval for more than one IX grade in their current block of courses will be required to drop the requisite number of courses from their next scheduled start date to ensure that they are not pursuing more than five courses concurrently (e.g., a student approved for two IX grades, who has four courses scheduled in their next block, will be required to drop at least one of those four courses).

The student must request the IX grade from the Student Accommodations Office by 11:59 pm on the last day of the current block. The Student Accommodations Office will notify the student and the faculty of the approved IX grade and deadline date. Students are expected to communicate their plan for completing the remaining work for the block with their faculty. The IX grade will default to an NM when the course exceeds its expiration date and no grade has been submitted.

RC (Removed Course): Under exceptional circumstances in which the University determines it is warranted (e.g., due to an administrative error), an RC grade may be given for a course in which a student has posted attendance and which has been approved, after review by the University Registrar (or designee), to be removed from the official transcript.

The faculty member issues grades for Competency-Based program competencies and courses. Only grades earned for a course are listed on student transcripts. Grades for individual competency assessments are not listed. Students have a maximum of 16 weeks to complete all competency assessments within a Competency-Based program course.

Competency-Based Programs Program and Cumulative Grade Point Average

The program GPA for Competency-Based programs is calculated using all University of Phoenix (UOPX) courses applicable to the student's program. Program GPA is the sum of the student's UOPX program-specific quality points divided by the sum of the student's UOPX program-specific attempted credits.

UOPX cumulative GPA is a calculation of all completed UOPX courses. Cumulative GPA is the sum of the student's UOPX quality points divided by the sum of all the student's UOPX attempted credits.

The following quality points are associated with the respective grades below:

Grade	Quality Points
MA	4.00
ME	3.00
NM	.00

Program GPA is used to calculate Competency-Based Program students' academic recognition and graduation honors eligibility, but is not a degree conferral requirement and is not used to determine a Competency-Based program student's academic standing.

Competency-Based Program Program Academic Standing

The University recognizes the following program academic statuses for Competency-Based program degree seeking students:

Regular (RG) - Students are meeting all relevant progression requirements to be considered in good academic standing for their program.

Scholastic Probation (SP) - Students in Competency-Based programs will be placed on SP program academic status if a NM grade is earned in a course. While on SP status, students must successfully retake any courses that have received a NM grade at the earliest available scheduling opportunity. This includes the course(s) that first placed them on SP status, and any other courses that receive a NM grade while on SP status. Once students have successfully retaken all courses that received a NM grade while on SP status, they will be removed from SP status. Students may not transfer to another program without an approved SAC appeal while on SP status.

Students will be Scholastically Suspended and required to withdraw from the University if they earn a second NM grade for any course in their program while on SP status.

Additional SP status requirements apply for students in the BSN-CB program; those requirements are documented in the BSN-CB program policy.

- If the student is going to earn a NM grade because they have failed the final attempt at a competency during the course (i.e., before the course end date), the repeat course should be scheduled in place of a course in the next scheduled block, before the start date for that block of courses.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, and the student has not yet posted attendance in all of the courses in that block, the retake should be scheduled in place of another course in that block in which the student has not yet posted attendance.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student may add the retake to the current scheduled block of courses, if adding it will not result in more than four concurrent courses on the schedule.
- If the next block of courses has already begun at the time it is confirmed that the student earned a NM grade and that SP status will be applied, the student has posted attendance in all of the courses in that block, and it is either not permissible (due to the number of courses on the schedule) or not conducive to academic success to add the course to the current scheduled block of courses, the student can defer the retake until the next scheduled block of courses.

Competency-Based Program Student Academic Standing

The University recognizes the following student academic statuses for Competency-Based program degree seeking students:

Regular (RG) - Students in RG student academic status have no academic standing restrictions that are applicable across all programs in which they are enrolled.

Scholastic Suspension (SS) - Students are placed in SS status when they are suspended either for a designated period or indefinitely from the University. This can occur for either academic or student code of conduct reasons. Students placed in SS status will be administratively withdrawn and will have the dates of suspension noted on their official transcript. Students placed in SS status will not be allowed to continue in their program or transfer to another program (including another concentration or specialization) until the designated period for the suspension has ended (if there is one) or an appeal to return and resume studies has been approved.

SS status can be an outcome of Student Code of Conduct violations, or (if applicable to their program) of Supplemental and Professional Standards violations.

SS status is also an outcome of students receiving a NM grade on the second attempt at any course while on Scholastic Probation.

Expulsion (EX) - Students are expelled, and placed in EX status, when they are administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Competency-Based Program Add or Change Program or Modality

The following policies apply to students enrolled in a Competency-Based program who opt to change into a non-Competency-Based program.

- Students cannot change programs while active in a Competency-Based program course.
- Students enrolled in a Competency-Based program are not eligible to dual-enroll in any other program.

Students may not change to a Competency-Based program from any other program (including another Competency-Based program or Direct Assessment program).

In addition to these Competency-Based program specific policies, students in Competency-Based programs are subject to all applicable policies from the University's standard Add or Change Program or Modality policy.

Competency-Based Program Late Assignments

Competency-Based program competency assessments will be accepted up to two days after the course end date without a deduction.

Competency-Based Academic Program Re-Entry

Any student in a Competency-Based program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from their last recorded academically related activity (ARA).

Competency-Based program students who meet this criteria for being considered a re-entry student are subject to all the requirements for re-entry students as outlined in the University's standard Academic Program Re-Entry policy.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

COMPETENCY-BASED PROGRAMS

COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Master of Business Administration (Competency Based-CB)

The following Master of Business Administration (Competency Based-CB) (MBA-CB) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of leadership competencies as well as graduate business standards as reflected by existing international accreditation agencies. In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.
- Understand a broad range of theoretical and practical applications in business.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate decision-making skills to deliver organizational value in dynamic environments
- Create strategies for sustainable organizational success that integrates the organization's mission and vision with societal values.
- Synthesize leadership skills to foster innovation and facilitate change in a dynamic business environment.
- Evaluate the global environment to sustain an organization's competitive advantage.
- Integrate managerial skills to support strategic execution in a rapidly changing business environment.

MBA-CB Domains and Courses

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

All required domains, course clusters, and competencies must be completed at UOPX to be eligible for degree conferral.

Management and Leadership Skills, 9 total credits

MGTCB 526 ..... 3 credits
Managing in a Changing Environment
ORGCB 535 ..... 3 credits
People and Organizations
LDRCB 535 ..... 3 credits
Leading Change

Business Functional Skills, 12 total credits

ECOCB 535 ..... 3 credits
The Digital Economy
ACCCB 543 ..... 3 credits
Managerial Accounting & Legal Aspects of Business
FINCB 571 ..... 3 credits
Corporate Finance
MKTCB 574 ..... 3 credits
Marketing: Social, Mobile, and Analytics

Business Technical Skills, 6 total credits

DATCB 565 ..... 3 credits
Data Analysis and Business Analytics
OPSCB 574 ..... 3 credits
Creating Value Through Operations

Business Strategic Skills, 6 total credits

MGTCB 576 ..... 3 credits
Opportunity Evaluation and Value Creation
STRCB 581 ..... 3 credits
Strategic Planning & Implementation
Prerequisite(s): 21 credits

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

Additional Admission Requirements for the MBA-CB

All applicants are expected to meet the following admission requirements:

- Must have completed one of the following:
  - A bachelor's degree, or higher, in business or business management from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period. In addition, a minimum equivalent of three years of full-time professional administrative, operational, leadership, or management experience work experience within the past ten years in a business-related environment.
  - A bachelor's degree, or higher, in any discipline, from a college or university with approved institutional accreditation, or candidate for accreditation, or comparable bachelor's degree earned at a recognized foreign institution or a master's degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period. In addition, a minimum equivalent of five years of full-time professional administrative, operational, leadership, or management experience work experience within the past ten years in a business-related environment.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MBA-CB

- Completion of 33 credits consisting of 11 different courses and associated competencies.
- The diploma awarded for this program will read as: Master of Business Administration

Academic Progression Requirements for the MBA-CB

- Students are recommended to complete the Competency-Based Program New Student Orientation prior to beginning work in their first group of Competency-Based program courses and will have access to this orientation throughout the duration of their first group of scheduled courses.
- Students may pursue any group of courses (excluding STRCB 581) without following a preferred sequence.
- Strategic Planning & Implementation (STRCB 581) may not be pursued until a student has satisfied at least 21 credits.

Minimum Grade Requirements for the MBA-CB

A grade of Met (ME) or better is required for all competencies in every course.

Students will be placed on Scholastic Probation (SP) program academic status if a grade of NM is earned in a course. If a student repeats a course due to receiving a NM grade and receives a grade of NM on the second attempt, the student will be administratively withdrawn from the program and placed in Scholastic Suspension. Scholastic Suspension student academic status will be effective as of the latest course end date for any of the courses that students are concurrently enrolled in at the time the NM grade posts in the repeated course.

Students who have been placed on SP status must retake the course that placed them on Scholastic Probation at the earliest available scheduling opportunity.

Residency Requirements and Assessment Attempts for the MBA-CB

- All required domains, courses, and competencies must be completed at UOPX to be eligible for degree conferral.
- Students must complete all required UOPX competency-based courses in the required course of study to complete the program. Students cannot waive any courses in the required course of study using transfer activities, or any UOPX coursework from outside of this competency-based program.
- Students will have a maximum of three attempts to pass the final assessment for each competency. The first two attempts may be taken by the student after a discussion with the faculty mentor.
- Prior to a third attempt at passing the assessment, students must complete a remediation plan and receive formal approval from the faculty mentor.

Re-entry for the MBA-CB

- Any student in a Competency-Based program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from their last recorded academically related activity.
  Competency-Based program students who meet this criteria for being considered a re-entry student are subject to all of the requirements for re-entry students as outlined in the University's standard Academic Program Re-Entry policy.

Master of Information Systems (Competency Based-CB)

The following Master of Information Systems (Competency Based-CB) (MIS-CB) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Information Systems (MIS) program provides students with knowledge of how IT leads and supports businesses today. Graduate students learn key theories and principles for how to address real world business opportunities and challenges. Key concepts include how to lead IT development, projects and initiatives as well as addressing technical debt while managing IT operations and innovation.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Develop an information system plan that addresses the needs of an organization and considers emerging technologies
- Explain best practices for an IT project plan required for key roles, resources, operational metrics, and risk responses needed to implement and maintain information systems within an organization
- Develop methods and tools for communication to drive innovation and change management to support growth within an organization
- Create the vision, direction and strategic purpose of an information systems project that supports the needs of an organization
- Construct a plan to meet the regulatory, compliance and security issues within an organization.

MIS-CB Domains and Courses

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

All required domains, courses, and associated competencies must be completed at UOPX to be eligible for degree conferral.

IT Systems Architecture, 12 total credits

CMGTCB 554 ..... 3 credits
IT Infrastructure

CMGTCB 555 ..... 3 credits
Systems Analysis and Development

CMGTCB 556 ..... 3 credits
Enterprise Models

BSACB 531 ..... 3 credits
IT Architecture in the Age of Cloud

IT Leadership and Management, 12 total credits

CMGTCB 545 ..... 3 credits
Influence and Leadership in Technology

CMGTCB 575 ..... 3 credits
CIS Project Management

CMGTCB 558 ..... 3 credits
Strategic Management of Technology and Innovation

CMGTCB 578 ..... 3 credits
CIS Strategic Planning

IT Security and Integration, 12 total credits

CMGTCB 582 ..... 3 credits
Security and Ethics

DATCB 565 ..... 3 credits
Data Analysis and Business Analytics

CMGTCB 559 ..... 3 credits
Managing Risk and Security vs. Opportunity

CMGTCB 583 ..... 3 credits
IS Integration

Prerequisite(s): 21 credits

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

Additional Admission Requirements for the MIS-CB

All applicants are expected to meet the following admissions requirements:

- Must have completed one of the following:
  - A bachelor's degree, or higher, in business, computer science, information technology, or a related field (cybersecurity, engineering, etc.) from a college or university with approved institutional accreditation, or candidate for accreditation, or comparable bachelor's degree earned at a recognized foreign institution or a master's degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period. In addition, a minimum equivalent of three years of full-time information technology (IT) or professional administrative, operational, leadership, or management work experience within the past ten years in an IT or business related environment.
  - A bachelor's degree, or higher, in any discipline, from a college or university with approved institutional accreditation, or candidate for accreditation, or comparable bachelor's degree earned at a recognized foreign institution or a master's degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period. In addition, a minimum equivalent of five years of full-time information technology (IT) or professional administrative, operational, leadership, or management work experience within the past ten years in an IT or business related environment.

- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated in cumulative GPA for admissibility.

Degree Completion Requirements for the MIS-CB

- Completion of 36 credits consisting of 12 different courses and associated competencies.
- The diploma awarded for this program will read as: Master of Information Systems

Academic Progression Requirements for the MIS-CB

- Students are recommended to complete the Competency-Based program New Student Orientation prior to beginning work in their first group of Competency-Based program courses and will have access to this orientation throughout the duration of their first group of scheduled courses.
- Students may pursue any group of courses (excluding CMGTCB 583) without following a preferred sequence.
- IS Integration (CMGTCB 583) may not be pursued until a student has satisfied at least 21 credits.

Minimum Grade Requirements for the MIS-CB

A grade of Met (ME) or better is required for all competencies in every course.

Students will be placed on Scholastic Probation (SP) program academic status if a grade of NM is earned in a course. If a student repeats a course due to receiving a NM grade and receives a grade of NM on the second attempt, the student will be administratively withdrawn from the program and placed in Scholastic Suspension. Scholastic Suspension student academic status will be effective as of the latest course end date for any of the courses that students are concurrently enrolled in at the time the NM grade posts in the repeated course.

Students who have been placed on SP status must retake the course that placed them on Scholastic Probation at the earliest available scheduling opportunity.

Residency Requirements and Assessment Attempts for the MIS-CB

- All required domains, courses, and competencies must be completed at UOPX to be eligible for degree conferral.
- Students must complete all required UOPX competency-based courses in the required course of study to complete the program. Students cannot waive any courses in the required course of study using transfer activities, or any UOPX coursework from outside of this competency-based program.
- Students will have a maximum of three attempts to pass the final assessment for each competency. The first two attempts may be taken by the student after a discussion with the faculty mentor.
- Prior to a third attempt at passing the assessment, students must complete a remediation plan and receive formal approval from the faculty mentor.

Re-entry for the MIS-CB

- Any student in a Competency-Based program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from their last recorded academically related activity.
  Competency-Based program students who meet this criteria for being considered a re-entry student are subject to all of the requirements for re-entry students as outlined in the University's standard Academic Program Re-Entry policy.

COLLEGE OF HEALTH PROFESSIONS

Master of Health Administration (Competency Based-CB)

The following Master of Health Administration (Competency Based-CB) (MHA-CB) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration v004 provides leaders and aspiring leaders in the health sector with the insight and skills necessary to drive the future of healthcare by facilitating cross-system transformation and improving outcomes for patients, populations, and providers. The program's curriculum, built via close collaboration with industry and academic experts, anticipates emerging needs trends in the health sector. Areas of inquiry include industry and organizational dynamics in the health sector, visioning the future, forming strategic relationships, leading with authenticity in health care systems, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate industry and organizational dynamics in the healthcare environment.
- Generate core business strategies based on innovative concepts developed in the program.
- Construct strategic relationships with diverse stakeholders across the health sector to achieve business objectives with a current or desired employer.
- Develop a leadership identity that reflects traits required in complex healthcare environments.
- Produce a personal legacy that fosters investment in people and the community to drive the future of health care.
- Foster the ability to create and execute operational improvement plans that address transformation, communication, and execution elements within the sector.

MHA-CB Domains and Courses

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

All required domains, courses, and associated competencies must be completed at UOPX to be eligible for degree conferral.

Domain: Health Care Industry Analysis

MHACB 505 ..... 3 credits
Systems Thinking in Health Care Environments

MHACB 506 ..... 3 credits
Ethical Marketing: The New Health Care Economics

MHACB 507 ..... 3 credits
Leveraging Informatics in The Health Sector

MHACB 508 ..... 3 credits
Navigating The Regulatory Environment In Health Care

MHACB 598 ..... 3 credits
Leveraging Results To Build Brand In The Health Sector

Domain: Health Care Industry Planning

MHACB 515 ..... 3 credits
Scanning The Health Sector as an Industry Expert

MHACB 516 ..... 3 credits
Operating in Structure: Health Sector Policy and Governance

MHACB 520 ..... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Domain: Health Care Industry Leadership

MHACB 542 ..... 3 credits
Leading With Authenticity in The Health Sector

MHACB 543 ..... 3 credits
Tackling The Talent War in The Health Sector

MHACB 560 ..... 3 credits
Creating A Sustainable Legacy: Healthy Communities

Domain: Health Care Industry Transformation

MHACB 599 ..... 3 credits
Capstone: Leading the Organization Through Change
Prerequisite(s): 21 credits

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

Additional Admission Requirements for the MHA-CB

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable bachelor's degree earned at a recognized foreign institution or a master's degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have a minimum equivalent of three years of full-time leadership or management experience within the past ten years in a healthcare environment. The experience must include oversight or management of staff.
- All applicants must be currently employed in a healthcare environment or have access to a healthcare environment for the completion of course assignments.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.

Degree Completion Requirements for the MHA-CB

- Completion of 36 credits consisting of 12 different courses and associated competencies.
- The diploma awarded for this program will read as: Master of Health Administration

Academic Progression Requirements for the MHA-CB

- Students are recommended to complete the Competency-Based program New Student Orientation prior to beginning work in their first group of Competency-Based program courses and will have access to this orientation throughout the duration of their first group of scheduled courses.
- Students may pursue any group of courses (excluding MHACB 599) without following a preferred sequence.
- The Capstone (MHACB 599) may not be pursued until a student has satisfied at least 21 credits.

Minimum Grade Requirements for the MHA-CB

A grade of Met (ME) or better is required for all competencies in every course.

Students will be placed on Scholastic Probation (SP) program academic status if a grade of NM is earned in a course. If a student repeats a course due to receiving a NM grade and receives a grade of NM on the second attempt, the student will be administratively withdrawn from the program and placed in Scholastic Suspension. Scholastic suspension student academic status will be effective as of the latest course end date for any of the courses that students are concurrently enrolled in at the time the NM grade posts in the repeated course.

Students who have been placed on SP status must retake the course that placed them on Scholastic Probation at the earliest available scheduling opportunity

Residency Requirements and Assessment Attempts for the MHA-CB

- All required domains, courses, and competencies must be completed at UOPX to be eligible for degree conferral.
- Students must complete all required UOPX competency-based courses in the required course of study to complete the program. Students cannot waive any courses in the required course of study using transfer activities, or any UOPX coursework from outside of this competency-based program.
- Students will have a maximum of three attempts to pass the final assessment for each competency. The first two attempts may be taken by the student after a discussion with the faculty mentor.
- Prior to a third attempt at passing the assessment, students must complete a remediation plan and receive formal approval from the faculty mentor.

Re-entry for the MHA-CB

- Any student in a Competency-Based program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from their last recorded academically related activity.
  Competency-Based program students who meet this criteria for being considered a re-entry student are subject to all of the requirements for re-entry students as outlined in the University's standard Academic Program Re-Entry policy.

COLLEGE OF NURSING

Bachelor of Science in Nursing (Competency Based-CB)

The following Bachelor of Science in Nursing (Competency Based-CB) (BSN-CB) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Nursing (BSN-CB) is a competency based program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on 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. This baccalaureate program is a self-governed program and includes behavioral outcomes that concentrate on the development of the nurse's role as a researcher, practitioner, and leader. Using human caring and cultural competence as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care system.

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Demonstrate evidence-based holistic patient-centered care that reflects knowledge of the health-illness continuum.
- Implement appropriate health promotion and disease prevention strategies for diverse individuals, families and populations across the life span.
- Demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

The Registered Nurse to Bachelor of Science in Nursing is a post-licensure education program designed for nurses with an active and unencumbered RN license who wish to obtain a bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to make clinical decisions that will result in positive patient outcomes and support healthcare systems.

Domains and Courses for the BSN-CB

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

All required domains, 11 required course of study courses, and their associated competencies must be completed at UOPX to be eligible for degree conferral.

Professionalism, Generalist Nursing Practice and Information Management, 12 total credits

NSGCB 302 ..... 3 credits
Professional Contemporary Nursing Role and Practice
NSGCB 416 ..... 3 credits
Theoretical Development and Conceptual Frameworks
HSNCB 376 ..... 3 credits
Health Information Technology for Nursing
NSGCB 451 ..... 3 credits
Professional Nursing Leadership Perspectives

Research, Healthcare Policy, Finance, and Population Health, 12 total credits

NSGCB 456 ..... 3 credits
Research Outcomes Management for the Practicing Nurse
NSGCB 426 ..... 3 credits
Integrity in Practice: Ethic and Legal Considerations
HSNCB 476 ..... 3 credits
Healthcare Policy and Financial Management
*NSGCB 482 ..... 3 credits
Promoting Healthy Communities

Population Health, Leadership, and Improving Outcomes, 9 total credits

*NSGCB 486..... 3 credits
Public Health: Health Promotion and Disease Prevention
Prerequisite(s): NSGCB 482
NSGCB 468 ..... 3 credits
Influencing Quality within Healthcare
Prerequisite(s): 21 credits
NSGCB 498 ..... 3 credits
Senior Leadership Practicum
Prerequisite(s): 21 credits

*Students residing in California are required to take NSGCB 482C and NSGCB 486C
NSGCB 482C *(CA residents only)* .....3 credits
Promoting Healthy Communities
NSGCB 486C *(CA residents only)*.....3 credits
Public Health: Health Promotion and Disease Prevention
Prerequisite(s): NSGCB 482C
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN-CB

All applicants are expected to meet the following admissions requirements:

- An Associate of Arts degree in Nursing, Associate of Applied Arts degree with an emphasis in Nursing, an Associate of Science degree with an emphasis in Nursing, or an Associate of Applied Science degree with an emphasis in Nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable associate degree earned at a recognized foreign institution. If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have documentation of a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program.
- A minimum equivalent of one year of full-time post high school clinical based RN work experience within the past five years. Full-time work is defined as 32 hours per week for the BSN-CB program.
- Upon admission to the program, applicants will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Official transcripts must be provided from institutions where the applicant completed most of their coursework (>75%) for their degree program.
- The Lower Division Nursing requirement will be satisfied using applicants' valid unrestricted / unencumbered RN license.
- Only applicants who reside within the United States are eligible to enroll into a UOPX professional licensure program. Not all programs are available in all states.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Effective for all Admission Applications, Program Change Enrollment Agreements, and Re-Entry Acknowledgements signed 10/1/2024 or later: Signed Excluded Provider In Clinical Experience Setting form

Degree Requirements for the BSN-CB

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 47 credits
  - Lower Division Nursing: 40 credits
  - Required Course of Study: 33 credits
- Completion of 33 upper division credits consisting of 11 different courses and associated competencies.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN-CB

- Students are recommended to complete the Competency-Based program New Student Orientation prior to beginning work in their first group of Competency-Based program courses and will have access to this orientation throughout the duration of their first group of scheduled courses.
- All students enrolling in the BSN-CB program will take NSGCB 302 as part of their first block.
- Students must hold a valid, unrestricted / unencumbered RN license in the state in which they are currently residing. For students holding licenses in multiple jurisdictions, all active licenses must be valid and unrestricted / unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- All Policies and Standards, as listed in the Nursing Program Handbook, must be met and maintained throughout the duration of the program including but not limited to policies that apply during all clinical experiences and activities.
- The clinical courses in this program, NSGCB 482, NSGCB 486, NSGCB 482C, and NSGCB 486C, may not be taken at the same time.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I or IX) for a clinical course cannot proceed into their next clinical course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.
- Clinical hours completed during a course that is dropped or that the student fails to earn the required minimum grade are not applied to the program requirements.

Minimum Grade Requirements for the BSN-CB

A grade of Met (ME) or better is required for all competencies in every course.

Students will be placed on Scholastic Probation (SP) program academic status if a NM grade is earned in a course. If a student repeats a course due to receiving a NM grade and receives a grade of NM on the second attempt, the student will be permanently removed from the program and placed in Scholastic Suspension. Scholastic Suspension student academic status will be effective as of the latest course end date for any of the courses that students are concurrently enrolled in at the time the NM grade posts in the repeated course.

Students cannot repeat more than one nursing course. Students who fail to achieve the minimum grade requirement on a second course will be permanently removed from the program and placed in Scholastic Suspension.

Students who have been placed on SP status:

- must meet with the College of Nursing Supplemental Standards Administrator, or designee, to discuss the non-passing grade and resolve any concerns moving forward.
- must complete the Academic Progression Student Agreement form, which must be signed by the student and returned to College of Nursing Supplemental Standards Administrator, or designee.
- must retake the course that placed them on Scholastic Probation at the earliest available scheduling opportunity after completing the academic progression requirements above; students may be concurrently enrolled in other courses while completing the retake.

Residency Requirements and Assessment Attempts for the BSN-CB

- All required domains, 11 required course of study courses, and the associated competencies must be completed at UOPX to be eligible for degree conferral.
- Students must complete all required UOPX competency-based courses in the required course of study to complete the program. Students cannot waive any courses in the required course of study using transfer activities, or any UOPX coursework from outside of this competency-based program.
- Students will have a maximum of three attempts to pass the final assessment for each competency. The first two attempts may be taken by the student after a discussion with the faculty mentor.
- Prior to a third attempt at passing the assessment, students must complete a remediation plan and receive formal approval from the faculty mentor.

General Education Requirements for the BSN-CB

A minimum of 47 of the 120 credits must be in the general education areas approved by the University. This general education requirement is satisfied through completion of the degree from an accredited institution that is required for admission to the program.

Communication Arts, 6 credits
Mathematics, 6 credits
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Interdisciplinary Requirements, 11 credits

Supplemental and Professional Standards for the BSN-CB

This program is subject to the University's Supplemental & Professional Standards.

Re-entry for the BSN-CB

- Any student who has been out of attendance for more than 365 days from the last academically related activity in a program applicable course is considered a re-entry student.
- Students re-entering the same program version must submit an appeal to the Student Appeals Center. This requirement applies even if the program version is accepting new enrollments and is the most current version available in the student's state or jurisdiction.
- Students from a prior version may re-enter into a program version that is accepting new enrollments and is the most current version in their state or jurisdiction without appeal, provided they are not on any of the following academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
- No appeals will be accepted for re-entry to an expired program.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

DIRECT ASSESSMENT PROGRAMS UNIVERSITY POLICIES

Direct Assessment Admission Requirements

Most Direct Assessment programs have additional admission requirements listed within the program specific information.
All applicants are expected to meet the following admission requirements:

- Applicants must be a minimum of 18 years old to be admitted.
- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet one of the following exceptions to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 4.5 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum passing score within the High B2 scoring band on the Berlitz Online Test of Reading and Listening Skills - English within two years of application to the University.
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
  - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
  - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- Applicants who reside in the United States must meet one of the following requirements for admission:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum or refugee status
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (applicant's visa type must be TPS).
  - Have been granted Deferred Action for Childhood Arrivals (DACA) status
- Signed Hardware/Software Agreement
- Completion of any state-specific required documents or forms
- Applicants who have been expelled from other post-secondary institutions (e.g., colleges and universities) are not eligible for admission to University of Phoenix (UOPX).
- Anyone who has been expelled from UOPX is not eligible for readmission to UOPX. No appeals will be accepted.

Direct Assessment Programs and Courses

- University of Phoenix (UOPX) offers Direct Assessment programs for prepared students who want to complete a degree at an accelerated pace. These programs allow students to demonstrate mastery of required competencies through assessments rather than traditional credit-based coursework.
- Faculty evaluate student performance to determine whether each competency is mastered, met, or not met.
- The direct assessment program framework adapts to each student's learning needs. This framework includes:
  - knowledge checks to identify areas of strength and improvement for each competency
  - learning plans and post-assessments to determine whether each student has met or mastered the competency at a level equal to or greater than that of a student in a credit-based course
- Students complete Direct Assessment courses at a pace they set within 12-week terms. Their progress toward degree completion is measured in competency units (CUs).
- Each Direct Assessment course has multiple competencies a student must demonstrate. Students complete a course by receiving a grade of Met or Mastered for each competency's required assessment.

- Students are allowed three attempts for each competency assessment.
- Each competency is worth 1 CU. A CU is equivalent to 1 semester credit hour of learning, as defined in the University's Awarding Credit Hours policy for standard courses. A typical Direct Assessment course is worth 3 CUs. This is equivalent to 3 semester credit hours.
- UOPX uses an established methodology to calculate this equivalency for Direct Assessment programs. UOPX programs are designed to include skills, or competencies, deemed critical by employers, industry councils, and the Bureau of Labor Statistics. In standard programs, each semester credit hour is associated with one competency. This relationship is documented through a course student learning outcome (CSLO). Direct Assessment courses include those same competencies and CSLOs. This methodology aligns with US Department of Education definitions for:
  - a credit hour
  - an academic year
  - a week of instructional time; and
  - Active Full Time enrollment status
- Direct Assessment programs are identified by "DA" in the program ID (for example, MBA-DA). Direct Assessment courses are identified by "DA" in the course ID (for example, MGTDA/526).

Direct Assessment Program Admission Deadlines

- Students must be officially admitted by the end of the first 12-week term in which they meet the term enrollment requirement.
- University of Phoenix (UOPX) does not guarantee admission for students who begin coursework before admission to a program.
- Students who are not admitted by the deadline will be administratively withdrawn from UOPX. These students are placed in Admission Deadline Exceeded (DE) admission status.

Direct Assessment Program Academically Related Activities

Academically Related Activities (ARAs) are used to determine term enrollment and academic engagement, and a student's official last date of attendance and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. The following activities that occur on or after the term start date and on or before the term end date will be considered ARAs by the University:

- Assessment and Assignment submissions via Brightspace in a course.
- Knowledge Check submissions via Brightspace in a course.
- Submission of completed engagement activities in an interactive tutorial, webinar, or other interactive computer-assisted instruction that is graded in a course. This also includes completion of any portions of these activities that are submitted to Brightspace to have points recorded (although these activities are graded, the overall grade for a course is determined solely by competency assessment outcomes).
- Student interactions with faculty regarding academic matters via the Course Questions or Advice forum in Brightspace.

Student emails originating from within Brightspace are not specific to a course, so will not be recorded as ARAs.

Direct Assessment Program Term Enrollment

Direct Assessment Terms

Direct Assessment programs are offered in four 12-week terms per calendar year, with term start and end dates established by the University. Students are scheduled for a minimum of 6 competency units (CUs) in a term, unless they have fewer than 6 CUs remaining in their program (a typical single Direct Assessment course consists of 3 CUs). Students may not be scheduled for more than 12 CUs in a single term.

Direct Assessment Term Enrollment Requirement and Census Date

Direct Assessment program students must complete at least one academically related activity in at least one scheduled course before day 15 of the term, which is designated as the census date for the term. The census date is the deadline in a term by which a student must confirm course enrollment by completing at least one academically related activity in any of their scheduled courses, and by dropping any scheduled courses they do not wish to pursue during the term.

As of the census date, students who have completed at least one academically related activity before the census date have met the term enrollment requirement, and have committed to, and will receive a grade (on their official transcript) for, each scheduled course for the term that has not been dropped prior to the census date. Students who have not completed at least one academically related activity before the census date will be withdrawn from all scheduled courses for the term without receiving a grade.

Direct Assessment Academically Related Activities

An academically related activity in a Direct Assessment program is recorded for submitted knowledge checks and post-assessments, and for all other online classroom activities outlined in the University's Direct Assessment Program Academically Related Activities policy.

Adding Courses During a Term

Students who had less than 12 CUs scheduled as of their term census date, who have completed all course requirements before week eight of the term, and who receive a final MA, ME, or NM grade in all of their original scheduled courses before week nine of the term, may add new courses as long as they do not exceed a maximum of 12 CUs on their schedule for the entire term. Adding courses is subject to course availability during the term, and students may not add a course that has already received a final grade during the same term. Students may not request to add courses after week eight and no appeals will be accepted.

2022-2023 Direct Assessment Program Term Dates

Term	Start Date	Census Date	End Date
October 2022	10/04/2022	10/18/2022	12/26/2022
January 2023	01/03/2023	01/17/2023	03/27/2023
April 2023	04/04/2023	04/18/2023	06/26/2023
July 2023	07/04/2023	07/18/2023	09/25/2023

Direct Assessment Program Enrollment Status

The University recognizes the following enrollment statuses for Direct Assessment program students.

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	As of the term census date, the student is enrolled in at least 6 CUs for a current term, and has completed an academically related activity (ARA) before the census date. Students will be in Active Full Time status on and after the census date of the term if they do not exceed 28 days of inactivity (as measured by recorded ARAs) while there is at least one course in Enrolled (EN) course status.
Active Three-Quarter Time	Q	As of the term census date, the student is enrolled in 4-5 CUs for a current term, and has completed an ARA before the census date. Students will be in Active Three-Quarter Time status on and after the census date of the term if they do not exceed 28 days of inactivity (as measured by recorded ARAs) while there is at least one course in Enrolled (EN) course status. Students who add courses to their term on or after the census date will be updated to Active Full Time status if the total number of CUs for the term resulting from the additional course(s) is at least 6.
Active Half Time	H	As of the term census date, the student is enrolled in 3 CUs for a current term, and has completed an ARA before the census date. Students will be in Active Half Time status on and after the census date of the term if they do not exceed 28 days of inactivity (as measured by recorded ARAs) while there is at least one course in Enrolled (EN) course status. Students who add one or more courses to their term on or after the census date will be updated to the applicable Active enrollment status based on the total number of CUs in which the student is enrolled for the term resulting from the additional course(s)
Active Less Than Half Time	L	As of the term census date, the student is enrolled in less than 3 CUs for a current term, and has completed an ARA before the census date. Students will be in Active Less Than Half Time status on and after the census date of the term if they do not exceed 28 days of inactivity (as measured by recorded ARAs) while there is at least one course in Enrolled (EN) course status. Students who add one or more courses to their term on or after the census date will be updated to the applicable Active enrollment status based on the total number of CUs in which the student is enrolled for the term resulting from the additional course(s).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative (see Direct Assessment Program Withdrawal policy).

Enrollment Status	Code	Definition
Academic Complete	C	Academic program requirements have been satisfied, as indicated by an academic complete date for the program in the academic system of record; however, the student's program has not been officially audited nor has the University's Registrar's Office officially conferred the degree.
Graduated	G	The student has completed all program requirements and degree is conferred.
Deceased	D	The student is deceased.
Not Started	X	The student has not met the term enrollment requirement for any term in their program.

Student Level Enrollment Status (Overall Enrollment Status)

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the highest priority.

Direct Assessment Program Course Status

The University recognizes the following Direct Assessment program course statuses:

Status	Definition
AW (Administrative Withdrawal)	Student has been withdrawn from a course for failure to meet academic, admission, candidacy, financial, or code of conduct policies
CO (Completed)	Student has met term enrollment and academic engagement requirements and has received a grade of MA, ME, or NM in the course
DR (Dropped)	Student has requested to be removed from the course prior to week 11 of the term
EN (Enrolled)	EN status is applied to all courses in the term once a student has completed an academically related activity (ARA) in at least one course before the census date of the term. Students will remain in EN status if they are academically engaged during the term (i.e., have not gone 28 days without an ARA), and have not yet completed the course.
OB (Obsolete)	Student has been scheduled for a course that has been retired and that will no longer be offered by the University
SC (Scheduled)	Student has been scheduled for a course, but no ARA has been recorded in any course for the term, and the term census date has not passed
TA (Enrollment or Engagement requirements not met)	TA status is applied to all courses in the term when a student has no ARA recorded in any course prior to the term census date, or has no ARA recorded in any course for a period of 28 days during the term. Students are removed from all courses that are in TA status.
WI (Withdrawn for Admissions)	Student is not in Official Evaluation (OF) status, or has been removed from Admitted (AM) status after completing five courses
WO (Waived with CUs)	The Office of Admissions and Evaluation or the Registrar's Office has processed a waiver
WP (Withdrawn for Prerequisite)	Student has failed to meet the course or program prerequisite requirement
WV (Exemption)	Course has been waived without CUs

Direct Assessment Program Evaluation of Transfer Credit

Students enrolled in a Direct Assessment bachelor's degree program may submit transfer coursework for evaluation. Transfer coursework may apply to general education and elective program requirements.

The University evaluates transfer coursework using the standards in the Evaluation of Transfer Credit policy. Transfer coursework that meets these standards is accepted as transfer credit. Acceptable transfer credit is applied to the Direct Assessment program requirements as competency units (CUs).

Direct Assessment Program Academic Engagement

Direct Assessment program students must show active engagement during each term by completing academic activities on a regular basis. Students who have no academically related activity recorded for 14 consecutive days will be notified of their inactivity and will be contacted by the University to provide support in resuming active engagement in their courses.

Students who have no academically related activity recorded for 28 consecutive days during a term will be withdrawn from, and will receive a W grade for, each course that has not been completed at the time of withdrawal.

Direct Assessment Program Grades

Faculty will issue grades for Direct Assessment program courses as they are completed by students throughout a term, after the census date has passed. Students who have an academically related activity recorded in any course before the term census date will receive a final grade of MA, ME, NM, or W for each course in which they are enrolled for the term. Final grades may only be changed by the faculty member after the grades have been submitted if an approved formal grade dispute is on file or if the faculty member determines the original grade was improperly calculated.

University of Phoenix (UOPX) has established the following grading guidelines for Competency-Based program courses.

Direct Assessment Program Grades:

Grade	Grade Definition
MA	Mastered
ME	Met
NM	Not Met

Direct Assessment Program Grade Definitions:

MA (Mastered): A grade of MA is given for demonstrated competency that exceeds course expectations as defined for course competencies. A grade of MA is equivalent to an A and 4.0 quality points in the University's Grades policy for standard courses. Students must achieve a grade of MA for all required competency assessments to be issued a grade of MA for a course and awarded competency units (CUs).

ME (Met): A grade of ME is given for demonstrated competency that meets course expectations as defined for course competencies. To demonstrate competency a student must meet a standard of above average work (a grade of 'C' represents average work in the University's Grades policy for standard courses). A grade of ME at the graduate level is equivalent to a B and 3.0 quality points in the University's Grades policy for standard courses, and a grade of ME at the undergraduate level is equivalent to a B- and 2.67 quality points in the University's Grades policy for standard courses. Students must achieve a minimum grade of ME on all competency assessments to be issued a grade of ME for the course and awarded CUs.

NM (Not Met): A grade of NM is given for performance that does not demonstrate the minimum competency level expectations for a course. A grade of NM is given when all attempts at any one competency have been exhausted without a passing grade, or when students do not achieve a grade of ME or higher for all competencies in a course by the course end date.

W (Withdrawal): A grade of W is given when a student has at least one academically related activity recorded in at least one course before the term census date, and was withdrawn from a course on or after the census date due to any of the following reasons:

- Student requested to drop the course prior to the start of week 11 of the term
- Student failed to meet the academic engagement requirement (had no academically related activity in any course in the term for 28 consecutive days) before completing the course
- Student has been administratively withdrawn from the University and/or program during the term

DC (Dropped Course): A grade of DC is given when a student has at least one academically related activity recorded in the course, but requests to drop the course prior to the term census date. DC grades are not recorded on official transcripts.

Direct Assessment Academic Standing

The University recognizes the following Program Academic statuses for students in a Direct Assessment program.

Regular (RG) - Students are meeting all relevant progression requirements to be considered in good academic standing in their program.

Progression Warning (PW) - Students will be placed in PW program academic status if a minimum of 6 CUs is not earned in a term (a typical single Direct Assessment program course consists of 3 CUs). If a student fails to earn a minimum of 6 CUs in a second consecutive term, the student will be scholastically suspended and withdrawn from the program, and must appeal to return.

Students who have fewer than 6 CUs remaining in their program will not be required to complete 6 CUs in their term to maintain RG program academic status. However, students in this scenario will be placed in PW status if they fail to successfully complete the course(s) they are scheduled for by the term end date.

Students in PW status may not transfer to another program without an approved SAC appeal, or until they have fulfilled the requirements for progression and are restored to RG program academic status.

The University recognizes the following Student Academic statuses for students in a Direct Assessment program.

Regular (RG) - Students in RG student academic status have no academic standing restrictions that are applicable across all programs in which they are enrolled.

Scholastic Suspension (SS) - Students are placed in SS status when they are suspended either for a designated period or indefinitely from the University. This can occur for either academic or student code of conduct reasons. Students placed in SS status will be administratively withdrawn and will have the dates of suspension noted on their official transcript. Students placed in SS status will not be allowed to continue in their program or transfer to another program (including another concentration or specialization) until the designated period of the suspension has ended (if there is one) or an appeal to return and resume studies has been approved.

No appeals will be accepted for students who have been scholastically suspended from the program a second time to return to their Direct Assessment program.

Expulsion (EX) - Students are expelled, and placed in EX status, when they are administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Students must fulfil the requirements of each status on their record (i.e., admission, program academic, and student academic), regardless of what combination of statuses have been applied.

Direct Assessment Program Changes

Students in a Direct Assessment program may change into a standard program. However, students who have met the term enrollment requirement are not permitted to change programs until the term end date.

Students in a Direct Assessment program may not change into a Competency-Based program.

Students are not permitted to change from a Competency-Based program or a standard program into a Direct Assessment program.

Students in a Direct Assessment program cannot be dual enrolled in any other program.

Direct Assessment Academic Program Re-Entry

A student in a Direct Assessment program is considered a re-entry student if no academically related activity has been recorded for more than 365 days from the end date of the last term in which the student met the Term Enrollment Requirement. All other policies and procedures outlined in the University's Academic Program Re-Entry policy apply to Direct Assessment program students.

Direct Assessment Program University Withdrawal

The University's Withdrawal Policy for Direct Assessment program students addresses a student's separation from the University and is applicable to all Direct Assessment program students. Students may be officially, unofficially or administratively withdrawn. When a student is withdrawn, the University records both a withdrawal effective date and a date of determination (the date when the University determined that the criteria for withdrawal was met).

1. Official Withdrawal: Direct Assessment program students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW). The withdrawal effective date and the date of determination (DOD) for students who officially withdraw from the University are the latter of the last date of an academically related activity (ARA) determined from University records or the date students indicated in their notification to the University of their official withdrawal.

2. Unofficial Withdrawal: Direct Assessment program students who do not provide official notification to the University of their intent to withdraw, and who meet any of the criteria below, are considered unofficial withdrawals (UW):

- Student does not have an ARA recorded for any period of 28 consecutive days during a term, while there are still courses that have not been completed with a final grade. The withdrawal effective date is the date of the last recorded ARA, and the DOD is the 29th day after the last recorded ARA.

- Student has completed a term, and does not have an ARA recorded prior to the census date of the next consecutive term, as of the census date of that term. The withdrawal effective date is the last day of the previous term, and the DOD is the census date of that term (i.e., the term in which there was no ARA recorded).

- Student has completed a term, has an ARA recorded prior to the census date of the next consecutive term, but has dropped all their courses prior to the census date of that term. The withdrawal effective date is the last day of the previous term, and the DOD is the census date of the term in which the student dropped all of their courses.

3. Administrative Withdrawal: Direct Assessment program students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial, or code of conduct policies are considered administrative withdrawals (AW). The DOD for students who are administratively withdrawn from the University is the date the University decides to administratively withdraw the student. When the DOD is prior to the census date of a term, the withdrawal effective date is the last day of the previous term. When the DOD is on or after the census date of a term, the withdrawal effective date is the date of the last recorded ARA.

Direct Assessment Program Maximum Competency Unit Limits

Direct Assessment program students are limited to a maximum number of competency units (CUs) that can be completed at University of Phoenix (UOPX) in a 12-month period. This limit is based on the student's program level and program begin date.

- Undergraduate students may complete a maximum of 48 UOPX CUs in a 12-month period.
- Graduate students may complete a maximum of 39 UOPX graduate CUs in a 12-month period

Direct Assessment Program Completion Deadlines

Program completion deadlines for students in Direct Assessment programs are calculated based on the start date of the first term in which a student met the term enrollment requirement after their Enrollment Agreement sign date for the program.

Students whose program completion deadline falls during a term in which their final program-applicable courses are scheduled, will still be considered to have completed their program within the completion deadline if those courses, and all other degree requirements, are successfully completed by the end date of that term.

Students who change from one Direct Assessment program to another Direct Assessment program will have a new program completion deadline calculated based on the term start date for the first term in which they meet the term enrollment requirement after their Enrollment Agreement sign date in the new program.

- Students who meet the term enrollment requirement, change their program, and then revert back to their prior program version, will be held to their original program completion deadline for that program version.

All other policies in the University's general Program Completion Deadlines policy apply to Direct Assessment program students.

Direct Assessment Program Official Transcripts

Direct Assessment programs do not include semester credits, quality points, or GPA, so official transcripts do not include these measures. Official transcripts include competency units (CUs) earned. They also show what MA, ME, and NM grades equate to in terms of quality points.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

DIRECT ASSESSMENT PROGRAMS

COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Bachelor of Science in Information Technology (Competency Based-DA)

The following Bachelor of Science in Information Technology (Competency Based-DA) (BSIT-DA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as information technology, networking and cloud infrastructure, data, cybersecurity, programming and other supporting IT principles.
Note: This program is not eligible for Title IV Financial Aid.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Design selected network and cloud infrastructures that will comply with key requirements of accepted industry best practices to improve organizational network operation
- Design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Implement cybersecurity solutions that comply with global governance best practices.
- Demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements and Prerequisites for the BSIT-DA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Technology, 6 total CUs

CISDA 207 ..... 3 CUs
Information Systems Fundamentals
BSADA 385 ..... 3 CUs
Intro to Software Engineering

Business Systems and Implementation, 6 total CUs

BSADA 375 ..... 3 CUs
Fundamentals of Business Systems Development
CMGTDA 410 ..... 3 CUs
Project Planning and Implementation

Networking, 6 total CUs

CYBDA 205 ..... 3 CUs
Infrastructure Administration
NTCDA 362 ..... 3 CUs
Fundamentals of Networking

Data, 6 total CUs

DATDA 210 ..... 3 CUs
Data Programming Languages
DATDA 305 ..... 3 CUs
Data Structures for Problem Solving

Cybersecurity, 6 total CUs

CYBDA 100 ..... 3 CUs
Cyber Domain
CYBDA 110 ..... 3 CUs
Foundations of Security

Programming, 6 total CUs

CYBDA 130 ..... 3 CUs
Object-Oriented Scripting Language
PRGDA 211 ..... 3 CUs
Algorithms and Logic for Computer Programming

Capstone, 3 total CUs

BSADA 425 ..... 3 CUs
BSIT Capstone

Upper Division Information Systems and Technology Electives, 12 total CUs

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

Additional Admission Requirements for the BSIT-DA

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.
- Applicants must have a minimum of 30 program applicable college-level credits or a minimum equivalent of 3 years of full-time IT-related work experience.

Degree Requirements for the BSIT-DA

- Completion of a minimum of 120 competency units (CUs) that include the following distribution:
  - General Education: 45 CUs
  - Electives: 18 CUs
  - Information Systems and Technology Electives: 6 CUs
  - Required Course of Study: 39 CUs
  - Upper Division Information Systems and Technology Electives: 12 CUs
- A minimum of 30 upper division CUs
- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT-DA

A minimum of 45 of the 120 CUs must be in the general education areas approved by the University.

Communication Arts, 6 CUs

Must include: 3 CUs of college composition

Mathematics, 6 CUs

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 3 CUs

Must include: 3 CUs of physical or biological science

Humanities, 6 CUs

Must include: GENDA 201

Social Science, 6 CUs

Additional Liberal Arts, 6 CUs

Interdisciplinary Component, 12 CUs

Any CU or transfer credit that is not applied to the primary major as a waiver may be applied to the lower division electives/ interdisciplinary requirement.

With the exception of GENDA 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix Direct Assessment coursework
- Previously completed University of Phoenix credit-bearing coursework
- Activities that are acceptable in transfer to the University

Students who have previously completed an Associate of Arts or Associate of Science degree from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education (including college composition and mathematics), and math and English proficiency requirements without any course content or timeframe restrictions. The transfer coursework will be applied as a block at the time of admission to the program.

Students using this policy will need to meet the following conditions:

- Satisfy the entry course sequence (GENDA 201), unless otherwise stated in policy.
- Complete a minimum of 6 competency units (CUs) of Information Systems and Technology elective coursework.
- Complete a minimum of 12 CUs of upper division Information Systems and Technology elective coursework.
- Meet all prerequisite or state specific content requirements as outlined in the General Education Requirements and Program Category Requirements and Prerequisites policy sections for their BSIT-DA program.

The 6 CU Information Systems and Technology Electives requirement may be satisfied by any of the following means:

- Lower division or upper division IS&T UOPX coursework.
- Previously completed lower division or upper division IS&T coursework.
- A lower division or upper division certificate approved in the student's state or jurisdiction.
- Lower division or upper division IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from the original program Enrollment Agreement sign date.

Students who lack .67 or fewer general education CUs may use any acceptable credit or CUs applied to interdisciplinary or electives, or acceptable unapplied transfer credit or CUs to satisfy the balance.

Academic Progression Requirements for the BSIT-DA

- Students are recommended to complete the Direct Assessment program New Student Orientation prior to the start of their first term and will have access to this orientation throughout the duration of their first term.
- A grade of Met (ME) or better is required for all competencies within each course. An overall course grade of Met (ME) or better is required to earn CUs in each course.
- GENDA 201 must be scheduled as part of the first term in the program.
- In addition to GENDA 201, students are required to complete 3 CUs of college composition, which will contribute to the fulfillment of the general education requirements.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- **Progression Warning (PW):** Students will be placed in PW program academic status if a minimum of 6 CUs are not successfully completed in a term (a typical single Direct Assessment program course consists of 3 CUs). If a student fails to successfully complete a minimum of 6 CUs in a second consecutive term, the student will be scholastically suspended from the program and must appeal to return.

  Students who have fewer than 6 CUs remaining in their program will not be required to complete 6 CUs in their term to maintain RG program academic status, but students in this scenario will be placed in PW status if they fail to successfully complete the course(s) they are scheduled for by the term end date.
- Students in PW status may not transfer to another program without an approved SAC appeal, or until they have fulfilled the requirements for progression and are restored to RG program academic status.

Residency Requirements and Course Waivers for the BSIT-DA

- All required course of study courses must be completed at UOPX to be eligible for degree conferral.
- Students must complete all required UOPX direct assessment courses in the required course of study to complete the program. Students cannot waive any courses in the required course of study using transfer activities, or any UOPX coursework from outside of this direct assessment program.
- The Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
  - Upper division IS&T UOPX Direct Assessment coursework.
  - Previously completed upper division or graduate IS&T UOPX coursework.
  - Upper division or graduate IS&T transfer course that is acceptable for transfer and was completed within the past five (5) years from the original program Enrollment Agreement sign date.
  - Upper division IS&T National Testing Program exams that are acceptable for transfer and was completed within the past five (5) years from the original program Enrollment Agreement sign date.
  - Upper division IS&T American Council on Education recommended credits that are acceptable for transfer and was completed within the past five (5) years from the original program Enrollment Agreement sign date.

Re-entry for the BSIT-DA

- A student in a Direct Assessment program is considered to be a re-entry student if no academically related activity has been recorded for more than 365 days from the end date of the last term in which the student met the Term Enrollment Requirement. All other policies and procedures outlined in the University's Academic Program Re-Entry policy apply to Direct Assessment program students.

COLLEGE OF HEALTH PROFESSIONS

The Bachelor of Science in Health Management (Competency Based-DA)

The following Bachelor of Science in Health Management (Competency Based-DA) (BSHM-DA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Management (BSHM) degree program is designed to develop the professional knowledge and skills of managers in a dynamic and evolving health care industry. Students who have existing credits from health-related programs will be prepared for management opportunities in the health care industry. The program focuses on providing knowledge and skills for strategic decision making, regulatory compliance, finance, and technology.

Note: This program is not eligible for Title IV Financial Aid.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate financial strategies related to the management of health care organizations.
- Evaluate regulatory guidelines that impact the health care industry.
- Evaluate technology factors that impact the health care industry.
- Evaluate management principles and strategies within health care organizations.

Program Category Requirements Preferred Sequence and Prerequisites for the BSHM-DA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Health Care Business Communications, 3 total CUs

HCSDA 321 ..... 3 CUs
Business Communication for Health Care Managers

Management, 12 total CUs

HCSDA 325 ..... 3 CUs
Health Care Management
HCSDA 341 ..... 3 CUs
Human Resources in Health Care
HCSDA 370 ..... 3 CUs
Organizational Behavior
HCSDA 412 ..... 3 CUs
Project Management for Health Care Professionals

Ethics and Social Responsibility, 3 total CUs

HCSDA 335 ..... 3 CUs
Health Care Ethics and Social Responsibility

Technology, 3 total CUs

HCSDA 487 ..... 3 CUs
Technology and Systems Approach for Health Care Managers

Data, 3 total CUs

HCSDA 493 ..... 3 CUs
Data Analytics for Health Care Managers

Regulatory, 3 total CUs

HCSDA 468 ..... 3 CUs
Regulatory and Compliance within the Health Care Industry

Marketing, 3 total CUs

HCSDA 472 ..... 3 CUs
Marketing in the Health Care Industry

Finance, 3 total CUs

HCSDA 385 ..... 3 CUs
Health Care Finance

Strategy, 3 total CUs

HCSDA 498 ..... 3 CUs
Strategic Decision Making for Health Care Managers

Health Care Electives, 12 total CUs

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

Additional Admission Requirements for the BSHM-DA

All applicants are expected to meet the following admissions requirements:

- Completion of high school or acceptable equivalent, verifiable through one of the approved means listed below:
  - High school graduation from an institution that holds state approval to confer high school diplomas
  - High school graduation from an institution that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body
  - A foreign secondary institution completion credential
  - A successfully completed state sanctioned test, including any of the following:
    - TASC (Test Assessing Secondary Completion)
    - GED (General Education Development)
    - CHSPE (California High School Proficiency Examination)
    - HiSET (High School Equivalency Test)
  - Completion of high school, in compliance with state law, through a homeschool curriculum that includes adequate preparation for college-level learning as shown by the following:
    - any documents required by the state to provide proof of homeschool completion
    - a homeschool transcript that reflects satisfactory completion of coursework in core subjects, including English, math, science, and social studies.

- Applicants must have a minimum of 30 program applicable college-level credits.
- Applicants must have a minimum equivalent of three years of full-time leadership experience in a healthcare-related field.

Degree Requirements for the BSHM-DA

- Completion of a minimum of 120 Competency Units (CUs) that include the following distribution:
  - General Education - 45 CUs
  - Electives - 27 CUs
  - Required Course of Study - 36 CUs
  - Health Care Electives - 12 CUs
- A minimum of 36 upper division CUs.
- The diploma awarded for this program will read as: Bachelor of Science in Health Management

General Education Requirements for the BSHM-DA

A minimum of 45 of the 120 CUs must be in the general education areas approved by the University.

Communication Arts, 6 CUs

Must include: 3 CUs of college composition

Mathematics, 6 CUs

Coursework must be in an acceptable area of Mathematics, as described in the University's Mathematics General Education policy.

Science and Technology, 6 CUs

Must include: 3 CUs of physical or biological science

Humanities, 6 CUs

Must include: GENDA 201

Social Science, 6 CUs

Additional Liberal Arts, 6 CUs

Interdisciplinary Component, 9 CUs

Any CU or transfer credit that is not applied to the primary major as a waiver may be applied to the lower division electives/ interdisciplinary requirement.

With the exception of GENDA 201, general education and elective course requirements may be satisfied using any of the following means:

- University of Phoenix Direct Assessment coursework
- Previously completed University of Phoenix credit-bearing coursework
- Activities that are acceptable in transfer to the University

Students who lack .67 or fewer general education CUs may use any acceptable credit or CUs applied to interdisciplinary or electives, or acceptable unapplied transfer credit or CUs to satisfy the balance.

Academic Progression Requirements for the BSHM-DA

- Students are recommended to complete the Direct Assessment program New Student Orientation prior to the start of their first term and will have access to this orientation throughout the duration of their first term.
- A grade of Met (ME) or better is required for all competencies within each course. An overall course grade of Met (ME) or better is required to earn CUs in each course.
- GENDA 201 must be scheduled as part of the first term in the program.
- In addition to GENDA 201, students are required to complete 3 CUs of college composition, which will contribute to the fulfillment of the general education requirements.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- **Progression Warning (PW):** Students will be placed in PW program academic status if a minimum of 6 CUs are not successfully completed in a term (a typical single Direct Assessment program course consists of 3 CUs). If a student fails to successfully complete a minimum of 6 CUs in a second consecutive term, the student will be scholastically suspended from the program and must appeal to return.

  Students who have fewer than 6 CUs remaining in their program will not be required to complete 6 CUs in their term to maintain RG program academic status, but students in this scenario will be placed in PW status if they fail to successfully complete the course(s) they are scheduled for by the term end date.
- Students in PW status may not transfer to another program without an approved SAC appeal, or until they have fulfilled the requirements for progression and are restored to RG program academic status.

Residency Requirements and Course Waivers for the BSHM-DA

All required course of study courses must be completed at UOPX to be eligible for degree conferral.

Students must complete all required UOPX direct assessment courses in the required course of study to complete the program. Students cannot waive any courses in the required course of study using transfer activities, or any UOPX coursework from outside of this direct assessment program.

The 12 CU Health Care Elective requirement may be satisfied by any of the following means:

- Any lower division or upper division UOPX Health Care Direct Assessment course.
- Any lower division, upper division, or graduate Health Care transfer course that is acceptable for transfer and was completed within the past ten (10) years from the original program Enrollment Agreement sign date with a grade of C- or better.
- Lower division or upper division Health Care National Testing Program exams that are acceptable for transfer and were completed within the past ten (10) years from the original program Enrollment Agreement sign date.
- Lower division or upper division Health Care American Council on Education recommended credits that are acceptable for transfer and were completed within the past ten (10) years from the original program Enrollment Agreement sign date.

Re-entry for the BSHM-DA

- A student in a Direct Assessment program is considered to be a re-entry student if no academically related activity has been recorded for more than 365 days from the end date of the last term in which the student met the Term Enrollment Requirement. All other policies and procedures outlined in the University's Academic Program Re-Entry policy apply to Direct Assessment program students.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

Master of Science in Psychology (Competency Based-DA)

The following Master of Science in Psychology (Competency Based-DA) (MSP-DA) program is offered Online, depending on state of residency. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Psychology program focuses on the general rather than clinical psychological study of individuals, applied to various industries and settings such as business, government services, social services, and education. The program will provide individuals with an understanding of the cognitive and affective processes that underlie the individual human experience and behavior; research methodologies by which this knowledge is acquired; critical thinking and problem solving necessary to evaluate behavior; and the application of theoretical principles.

Note: This program is not eligible for Title IV Financial Aid.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate psychological principles and practice in the context of human interactions.
- Assess the implications of psychological research on the human experience.
- Evaluate professional considerations related to ethics and diversity.
- Synthesize appropriate tactics for personal and professional communication in psychology.

Program Purpose

The Master of Science in Psychology is an educational degree program that provides a foundation of knowledge in the field of psychology. This program does not prepare students for any type of professional certification or licensure as a psychologist.

Preferred Sequence and Prerequisites for the MSP-DA

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

PSYDA 599 ..... 3 CUs
Foundations of Graduate Study in Psychology
PSYDA 600 ..... 3 CUs
Developmental Psychology
PSYDA 645 ..... 3 CUs
Personality Theories
PSYDA 614 ..... 3 CUs
Social Psychology
PSYDA 620 ..... 3 CUs
Multicultural and Social Issues in Psychology
PSYDA 634 ..... 3 CUs
Biological Basis of Behavior
PSYDA 664 ..... 3 CUs
Research Methods and Statistics in Psychology
PSYDA 660 ..... 3 CUs
Ethics and Professional Issues
PSYDA 644 ..... 3 CUs
Psychology of Learning and Cognition
PSYDA 655 ..... 3 CUs
Psychometrics
PSYDA 650 ..... 3 CUs
Psychopathology
PSYDA 694 ..... 3 CUs
Specialty Areas in Applied Psychology

Prerequisite(s): 24 CUs

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

Additional Admission Requirements for the MSP-DA

All applicants are expected to meet the following admissions requirements:

- Applicants must have a minimum equivalent of three years of full-time work experience within the past ten years.

Degree Requirements for the MSP-DA

- Completion of a minimum of 36 Competency Units (CUs) that include the following distribution:
  - Required Course of Study: 36 credits
- The diploma awarded for this program will read as: Master of Science in Psychology

Academic Progression Requirements for the MSP-DA

- Students are recommended to complete the Direct Assessment program New Student Orientation prior to the start of their first term and will have access to this orientation throughout the duration of their first term.
- A grade of Met (ME) or better is required for all competencies within each course. An overall course grade of Met (ME) or better is required to earn CUs in each course.
- **Progression Warning (PW):** Students will be placed in PW program academic status if a minimum of 6 CUs are not successfully completed in a term (a typical single Direct Assessment program course consists of 3 CUs). If a student fails to successfully complete a minimum of 6 CUs in a second consecutive term, the student will be scholastically suspended from the program and must appeal to return.

  Students who have fewer than 6 CUs remaining in their program will not be required to complete 6 CUs in their term to maintain RG program academic status, but students in this scenario will be placed in PW status if they fail to successfully complete the course(s) they are scheduled for by the term end date.
- Students in PW status may not transfer to another program without an approved SAC appeal, or until they have fulfilled the requirements for progression and are restored to RG program academic status.

Residency Requirements and Course Waivers for the MSP-DA

- All required courses must be completed at UOPX to be eligible for degree conferral.
- Students must complete all required UOPX direct assessment courses in the required course of study to complete the program. Students cannot waive any courses in the required course of study using transfer activities, or any UOPX coursework from outside of this direct assessment program.

Re-entry for the MSP-DA

- A student in a Direct Assessment program is considered to be a re-entry student if no academically related activity has been recorded for more than 365 days from the end date of the last term in which the student met the Term Enrollment Requirement. All other policies and procedures outlined in the University's Academic Program Re-Entry policy apply to Direct Assessment program students.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

TUITION AND FEES - ONLINE RATES

TUITION

Tuition rates for degree and certificate program students are charged based on the date they sign an enrollment agreement for their program. Tuition rates for non-degree students are charged based on the date they complete the purchase of their course(s) via the Shopping Cart on the University's website.

Tuition Guarantee

Students will receive their same tuition rate through their program completion deadline unless they change programs or program versions.

TUITION RATES EFFECTIVE THROUGH 11/1/2026

Credit-Based Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	$398.00	$250.00	N/A	N/A
Bachelor's Degree Programs (except Competency-Based programs, or BSN students who sign an Enrollment Agreement or Re-Entry Acknowledgement on or after 7/1/2020 - see below)	$398.00	$250.00	$350.00	$350.00
BSN students who sign an Enrollment Agreement or Re-Entry Acknowledgement on or after 7/1/2020	$350.00	$250.00	N/A	N/A
Bachelor's Degree Programs - Competency-Based*	$300.00	$250.00	N/A	N/A
Master's Degree Programs (except MSC, MSN, MAED, and Competency-Based programs - see below)	$698.00	$575.00	$630.00	N/A
MSC programs	$698.00	$550.00	$630.00	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$475.00	N/A	N/A
Master's Degree Programs - Competency-Based*	$300.00	$300.00	N/A	N/A
Doctoral Degree Programs	$810.00	$650.00	N/A	N/A
Undergraduate Certificate Programs	$398.00	$250.00	$350.00	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$575.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
CERT/AP-E	$540.00	$475.00	N/A	N/A
CERT/AP-S	$540.00	$475.00	N/A	N/A
CERT/AP-SE	$540.00	$475.00	N/A	N/A
CERT/G-ELM	$540.00	$475.00	N/A	N/A
CERT/G-SEC	$540.00	$475.00	N/A	N/A
CERT/G-SPE	$540.00	$475.00	N/A	N/A

Credit-Based Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Doctoral Certificate Programs	$ 810.00	$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	$398.00	$250.00	$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	$350.00	$250.00	N/A	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	$698.00	$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Education Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Non-Degree Doctoral Single Courses	$810.00	$650.00	N/A	N/A
Continuing Education for Educators	$175.00	$175.00	N/A	N/A

Direct Assessment Program/Offering Type	Tuition Cost Per Term
Bachelor's Degree Programs - Direct Assessment*	$2,500.00
Master's Degree Programs - Direct Assessment*	$2,749.00

TUITION RATES EFFECTIVE AS OF 11/2/2026

Credit-Based Program/Offering Type	Standard Tuition Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	$426.00	N/A	N/A
Bachelor’s Degree Programs (except Competency-Based programs and the BSN program - see below)	$426.00	$375.00	$375.00
BSN Program	$375.00	N/A	N/A
Bachelor's Degree Programs - Competency-Based*	$300.00	N/A	N/A
Master’s Degree Programs (except MSC, MSN, MAED, and Competency-Based programs - see below)	$747.00	$674.00	N/A
MSC programs	$747.00	$674.00	N/A
MSN programs	$578.00	N/A	N/A
MAED programs	$578.00	N/A	N/A
Master's Degree Programs - Competency-Based*	$300.00	N/A	N/A
Doctoral Degree Programs	$867.00	N/A	N/A
Undergraduate Certificate Programs	$426.00	$375.00	N/A

Credit-Based Program/Offering Type	Standard Tuition Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Graduate Certificate Programs (except the programs listed below)	$747.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	$578.00	N/A	N/A
CERT/AP-E	$578.00	N/A	N/A
CERT/AP-S	$578.00	N/A	N/A
CERT/AP-SE	$578.00	N/A	N/A
CERT/G-ELM	$578.00	N/A	N/A
CERT/G-SEC	$578.00	N/A	N/A
CERT/G-SPE	$578.00	N/A	N/A
Doctoral Certificate Programs	$867.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	$426.00	$375.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	$375.00	N/A	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	$747.00	N/A	N/A
Nursing Single Courses - Graduate Level	$578.00	N/A	N/A
Education Single Courses - Graduate Level	$578.00	N/A	N/A
Non-Degree Doctoral Single Courses	$867.00	N/A	N/A
Continuing Education for Educators	$175.00	N/A	N/A

Direct Assessment Program/Offering Type	Tuition Cost Per Term
Bachelor's Degree Programs - Direct Assessment*	$2,500.00
Master's Degree Programs - Direct Assessment*	$2,749.00

TUITION RATES EFFECTIVE AS OF 1/4/2027 (MILITARY)

Credit-Based Program/Offering Type	Military Cost Per Credit
Associate Degree Programs	$250.00
Bachelor's Degree Programs (except Competency-Based programs and the BSN program - see below)	$250.00
BSN program	$250.00
Bachelor's Degree Programs - Competency-Based*	$250.00
Master's Degree Programs (except MSC, MSN, MAED, and Competency-Based programs - see below)	$615.00
MSC programs	$588.00
MSN programs	$508.00
MAED programs	$508.00
Master's Degree Programs - Competency-Based*	$300.00
Doctoral Degree Programs	$695.00
Undergraduate Certificate Programs	$250.00
Graduate Certificate Programs (except the programs listed below)	$615.00
All College of Nursing Graduate Certificate Programs	$508.00
CERT/AP-E	$508.00
CERT/AP-S	$508.00
CERT/AP-SE	$508.00
CERT/G-ELM	$508.00
CERT/G-SEC	$508.00
CERT/G-SPE	$508.00
Doctoral Certificate Programs	$695.00
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	$250.00
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	$250.00
Non-Degree Single Courses - Graduate Level (except the course types listed below)	$615.00
Nursing Single Courses - Graduate Level	$508.00
Education Single Courses - Graduate Level	$508.00
Non-Degree Doctoral Single Courses	$695.00
Continuing Education for Educators	$175.00

All rates and fees are subject to change. Where applicable, sales tax will be added to fees, tuition, and material payments.

* The University's Competency-Based and Direct Assessment programs are not eligible for any pricing discounts and cannot be combined with any employer benefit programs or University offer or promotion.

Special Tuition Rates

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor's program, undergraduate certificate program, or undergraduate non-degree single course, or master's degree program (except MAED, MSN, Competency-Based, and Direct Assessment programs); who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN).

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡Students who receive a special tuition rate under one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

RESOURCE FEES

RESOURCE FEES EFFECTIVE THROUGH 11/1/2026

Resource Fees

The Resource Fees [also referred to as rEsource fees] are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, virtual tutoring services, virtual science labs, and the Centers for Math and Writing Excellence. In limited circumstances, some courses may require an additional textbook that is not covered by the Resource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html. Resource fees are not applicable to Competency-Based and Direct Assessment programs.

Type of Fee	Amount	When Due
Undergraduate†	$170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	$195.00	
Doctoral	$205.00	
Continuing Education for Educators	$75.00	
DCE	$25.00	

Where applicable, sales tax will be added to fees, tuition and material payments.

With the exception of any guaranteed rates, the University, upon notice, may change its tuition and fees in its discretion.

†Upon confirmation of eligibility, undergraduate students using Department of Defense military Tuition Assistance (TA) benefits for a course will not be charged a resource fee. In limited circumstances, some undergraduate courses may require an additional textbook that is not covered by the Resource Fee. For a full listing of these University courses:
https://www.phoenix.edu/online-courses/materials.html

RESOURCE FEES EFFECTIVE 11/2/2026

Resource Fees

The Resource Fees [also referred to as rEsource fees] are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, virtual tutoring services, virtual science labs, the Centers for Math and Writing Excellence, Microsoft 365®, and access to Microsoft® Copilot and AI resources to support your learning. In limited circumstances, some courses may require an additional textbook that is not covered by the Resource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html. Resource fees are not applicable to Competency-Based and Direct Assessment programs.

Type of Fee	Amount	When Due
Undergraduate†	$180.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	$205.00	
Doctoral	$215.00	
Continuing Education for Educators	$75.00	
DCE	$25.00	

Where applicable, sales tax will be added to fees, tuition and material payments.

With the exception of any guaranteed rates, the University, upon notice, may change its tuition and fees in its discretion.

†Upon confirmation of eligibility, undergraduate students using Department of Defense military Tuition Assistance (TA) benefits for a course will not be charged a resource fee. In limited circumstances, some undergraduate courses may require an additional textbook that is not covered by the Resource Fee. For a full listing of these University courses:
https://www.phoenix.edu/online-courses/materials.html

ALL OTHER FEES

Type of Fee	Amount	When Due
Check Return Fee	$ 25.00	Upon notification.
Diploma/Certificate Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00 (non-refundable)	Upon request.
Transcript via Electronic Transcript Exchange	$ 1.95 (non-refundable)	Upon request.
Transcript Shipping and Handling Fee‡	$ 2.85 (non-refundable)	Upon request.
Transcript Delivery Fees ‡		
Standard - US	$ 0.00	N/A
Standard - International	$ 5.00 (non-refundable)	Upon request.
Express - US	$ 39.00 (non-refundable)	Upon request.
Express - Canada/Mexico	$ 59.00 (non-refundable)	Upon request.
Express - International	$ 75.00 (non-refundable)	Upon request.
Master of Science in Counseling Assessment Portfolio Fees:		
CCMH 502	$ 150.00	Due at orientation.
MFCC 502	$ 150.00	
MFCC 503	$ 150.00	
MFCC 505	$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable) *Applies to California students only*	Effective on April 1, 2024, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	The entire STRF assessment will be collected at the first payment of tuition and fees for the program.
Book and Materials Charges	Varies by course	When books and materials are purchased.

Where applicable, sales tax will be added to fees, tuition and material payments.

With the exception of any guaranteed rates, the University, upon notice, may change its tuition and fees in its discretion

‡These charges are billed and collected by the National Student Clearinghouse for the applicable shipping, handling, and delivery of transcripts. University of Phoenix does not receive these funds.

Type of Fee	Amount	When Due
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance	$ 50.00-$105.00	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	$ 35.00-$139.00	
CBEST Examination	$ 30.00-$90.00	
CSET Examination	$ 72.00 - $297.00	
Internship Supervision Fee	$ 300.00	Student is responsible for the Internship Supervision Fee for each semester of supervised instruction (Spring and/or Fall) [effective 1/1/22 for CA]. Students will not be assessed a fee during the first semester as an approved intern
Portfolio Examination Fee	$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University

Where applicable, sales tax will be added to fees, tuition and material payments.

With the exception of any guaranteed rates, the University, upon notice, may change its tuition and fees in its discretion

‡These charges are billed and collected by the National Student Clearinghouse for the applicable shipping, handling, and delivery of transcripts. University of Phoenix does not receive these funds.

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

THIS PAGE WAS LEFT BLANK INTENTIONALLY

FACILITIES

Arizona Locations

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723
602 557-2000

THIS PAGE WAS LEFT BLANK INTENTIONALLY

UNIVERSITY ADMINISTRATION

University of Phoenix Board of Trustees

Independent Trustees

Celestino Fernández, PhD
Chair
Distinguished Professor Emeritus and Consultant
University of Arizona

Everette J. Freeman, EdD
Vice Chair
President Emeritus
Community College of Denver

Sean P. "Jack" Buckley, PhD
Chief People and Systems Officer
Roblox Corporation

Nicholas B. Dirks, PhD
President and CEO
New York Academy of Sciences

Ruth Williams-Brinkley
Managing Director
RWB Advisory Services
Retired President
Kaiser Foundation Health Plan of the Mid-Atlantic States

Other Trustees

Theodore Kwon
Partner
Apollo Global Management, Inc.

Chris Lynne
President
University of Phoenix

Tony Miller
Managing Partner
Excolere Equity Partners
Former Deputy Secretary and Chief Operating Officer
U.S. Department of Education

Martin H. Nesbitt
Senior Partner, Co-Chairman, and Co-CEO
The Vistria Group, L.P.

University of Phoenix Senior Administration

Chris Lynne, MBA
President

Blair Westblom, BA
Chief Financial Officer

Steven Gross, MBA
Chief Marketing Officer

Raghu Krishnaiah, MBA
Chief Operating Officer

Srini Medi, JD
Chief Legal Officer &
Secretary

Cheryl Naumann, BA
Chief Human Resources
Officer

John Woods, Ph.D.
Provost and Chief Academic
Officer

Marc Booker, PhD
Vice Provost
Strategy

Hinrich Eylers, Ph.D.
Vice Provost
College of Doctoral Studies
and Academic Operations

Emily Breuker, MBA
Vice Provost
Faculty Engagement

Christina Neider, EdD
Associate Provost
Colleges

Ruth Veloria, MM
Chief Strategy and Customer
Officer

Eric G. Rizzo, BS
Senior Vice President
Government Affairs

Jamie Smith, BA
Chief Information Officer

Campus Administration

Bronson Ledbetter, MBA
Vice President
Student Services and
Financial Operations

Jennifer High, MSIOP
Director
Campus Operations
Phoenix Campus

THIS PAGE WAS LEFT BLANK INTENTIONALLY

FACULTY

For a list of all faculty in each School and College, visit the Faculty Credentials section at https://www.phoenix.edu/about/faculty.html.

COLLEGE OF GENERAL STUDIES

Deans

Dean
Briana Houlihan, MBA

Assistant Dean
Chris Jordan, DMA

Associate Dean
Susan Hadley, PhD
Jacquelyn Kelly, PhD

Lead Faculty Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- English
- Humanities, General Education, and History
- Mathematics
- Sciences

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

Deans

Dean

Sheila Babendir, EdD

Assistant Dean

Bryan Vallance, MBA

Associate Dean

Franzi Walsh, DBA
Sam Dutton, PhD
Mary Jo Trombley, PhD
Yurandol Thompson, PhD

Lead Faculty Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Criminal Justice and Security
- Counseling
- Psychology and Human Services
- Public Administration
- Social Work

COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Deans

Dean

Kathryn Uhles, MSP

Assistant Dean

Lisa Paulson, MSIM

Associate Dean

Natalie Pratt, MC
J.L. Graff, MBA
Jim Bruno, MBA

Lead Faculty Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Business Research and Statistics
- Communication
- Marketing
- Information Systems
- Accounting and Finance
- Economics
- Management & Org Behavior
- Operations and Strategic Management
- Programming and Data Administration
- Cybersecurity, Networking and Cloud

COLLEGE OF HEALTH PROFESSIONS

Deans

Dean

Mark Johannsson, DHSc

Associate Dean

Heather Steiness, PhD

Nye Clinton, PhD

Lead Faculty Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Health
- Public Health

COLLEGE OF NURSING

Deans

Dean
Raelene Brooks, PhD

Assistant Dean
Brandi Morse, EdD

Associate Dean
Linnea Axman, DPH
Joanna Carrega, PhD

Lead Faculty Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Nursing: MSN-FNP
- Nursing: MSN-PMH
- Nursing: MSN (ADM/NED/INF)
- Nursing: RN to BSN
- Nursing: DNP

COLLEGE OF EDUCATION

Deans

Dean

Pamela Roggeman, EdD

Assistant Dean of Operations and Faculty

Jon Lewis, MAED

Associate Dean

Ashley Bartley, MAED

Lisa Ghormley, MAED

Lead Faculty Area Chairs

Area Chairs are appointed for the following content areas:

- Teacher Preparation:
- Early Childhood
- Elementary
- Secondary
- Special Education
- California State-specific programs
- Administration and Supervision
- Adult Education and Training
- Continuing Teacher Education
- Practicum Faculty
- edTPA:
  - Early Childhood
  - Elementary
  - Secondary
  - Special Education

COLLEGE OF DOCTORAL STUDIES

Deans

Dean of Operations
John Ramirez, MBA

Associate Dean of IRB and Dissertation Services
Andrew Maus, DBA

Associate Dean of Faculty
Lilia Santiague, PhD

Associate Deans of Programs
Cathy Lalley, PhD
Health Administration
Herman van Niekerk, PhD
Business
Shawn Boone, EdD
Education

Doctoral Associate Deans

Doctoral Associate Dean: Doctoral Associate Deans are responsible for the following content areas.

- Education (EdD)
- Business (DBA and DM)
- Health Administration (DHA)
- ACCESS and Research

THIS PAGE WAS LEFT BLANK INTENTIONALLY

COURSE GUIDE- COURSE DESCRIPTIONS

2026-2027

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic Catalog constitute all active University of Phoenix courses that can be taken to earn credits or competency units*. Not all courses listed in this section are available at the Phoenix campus location, and not all courses listed in this section are available via the online modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th day of the previous month. Please contact a University representative for additional details about course availability and course information for a specific modality.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

*Courses for which the course ID prefix ends with the letters 'DA' (e.g., GENDA 201) are specific to Direct Assessment programs; since Direct Assessment program courses do not earn semester credits, the number indicated in the 'Credits' column refers to the number of competency units a student earns for that course toward completing their Direct Assessment program.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	Activity Description
ACC 290T	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 291T	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 315T	Accounting Software Systems	3	This course introduces accounting students to the use of accounting software for managing financial information. Topics include the fundamentals of accounting systems, setting up a company, and utilizing software tools to track income, expenses, and other business records.
ACC 326T	Managerial Accounting	3	This course provides an introduction to managerial accounting and covers various fundamental concepts relating to the accounting environment. Topics include: cost concepts and allocation, short-term and long-term financial assets, current and long-term liabilities, contributed capital, stock holder equity, and the analysis of financial statements.
ACC 349T	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting,inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 421T	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422T	Intermediate Financial Accounting II	3	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.
ACC 423T	Intermediate Financial Accounting III	3	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes and errors, and the statement of cash flows.
ACC 455	Corporate Taxation	3	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	Individual/Estate Taxation	3	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 460	Government and Non-Profit Accounting	3	This course covers fund accounting, budget and control issues, revenue and expense recognition, and issues of reporting for both government and non-profit entities.
ACC 491	Contemporary Auditing I	3	This course is the first in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.
ACC 492	Contemporary Auditing II	3	This course is the second in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.

ACC 497	Advanced Topics in Accounting Research	3	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACC 541	Accounting Theory & Research	3	In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.
ACC 542	Accounting Information Systems	3	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	Managerial Accounting & Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system as well as legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis, management planning and control, negotiable instruments, secured transactions, debtor-creditor relationships, property and insurance, and legal aspects of employment and environment.
ACC 545	Financial Reporting	3	This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	Auditing	3	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACCCB 543	Managerial Accounting and Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system as well as legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis, management planning and control, negotiable instruments, secured transactions, debtor-creditor relationships, property and insurance, and legal aspects of employment and environment.
ACCDA 543	Managerial Accounting and Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system as well as legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis, management planning and control, negotiable instruments, secured transactions, debtor-creditor relationships, property and insurance, and legal aspects of employment and environment.
ADM 511	Personnel Administration for Educators	3	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.
ADM 512	Leadership Strategies for Educators	3	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards. Participants also explore ways to facilitate positive school change.

ADM 513	School Law for Educators	3	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.
ADM 516	Ethical and Legal Issues for Administrators	3	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.
ADM 517	Special Education Program Administration	3	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing educational opportunities to students with special needs. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from response to intervention (RTI) through the development of individualized education programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a varied population. Budget management for special education programs is also examined.
ADM 564	Supervision of Curriculum, Instruction, and Assessment	3	This course examines the responsibilities of school leaders in supervising curriculum, instruction, and assessment. Candidates examine the relationships among curriculum development, instructional practice, assessment systems, and school improvement. Emphasis is placed on supporting effective instruction, using assessment data to improve student learning, evaluating instructional practices, and leading continuous school improvement through collaborative leadership and professional learning. Candidates also participate in field experiences related to curriculum, instruction, and assessment. This preserves the scope of the original course while modernizing the wording.
ADM 572	Equality of Opportunity in Education	3	This course provides candidates the opportunity to examine and reflect on educational opportunity in school settings. The course focuses on how students, families, teachers, administrators, and staff contribute to school practices, programs, and curriculum through meaningful participation and collaboration. Candidates examine their personal beliefs and leadership practices while evaluating access to learning, school culture, instructional decision-making, and organizational practices that support student success and continuous school improvement.

AET 500	Foundations of Adult Learning Theory	3	In this course, learners will gain knowledge of adult learning theories, how adults learn, and what motivates and engages them to be active participants in their own learning. Learners will investigate research related to the foundational theories of andragogy and self-directed, transformative, and experiential learning. Emphasis is placed on the application of adult learning principles to create learning experiences in the workplace and/or adult education setting. Additionally, learners will examine the factors which influence adult learning and what it means to be an adult learner practitioner.
AET 508	Community-Based Education	3	This course provides an analysis of community-based programs and services available for adult learners. Students examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. In addition, students examine issues, trends, and barriers to success for adult learners. Students also review special populations of adult learners and their needs for community-based education.
AET 552	Marketing Adult Education	3	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.
AET 560	Facilitating Change	3	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	Social Media for Professional Learning	3	Learners are introduced to the use of social media platforms, tools, and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	Program Development in Adult Education	3	Learners examine best practices for developing and managing adult education within an organization. The fundamentals of program development are implemented, including needs assessment, data analysis, program design, and program evaluation for continual improvement. In addition, learners integrate marketing strategies to promote a training or program.
AJS 503	Intro to Graduate Study in Criminal Justice and Security	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Students will learn program standards and objectives, graduate-level oral and written communication, collaboration, as well as locating, evaluating, and citing scholarly resources in the criminal justice and security disciplines.
AJS 505	Foundations of Justice and Security	3	This foundational course introduces the philosophies and relationships between policing, the court systems, corrections, and private security. Students will learn about public safety organizations and private sector organizations.
AJS 515	Criminological Theory and Risk Mitigation	3	This advanced course focuses on theories of criminology, crime causation and victimization to include classical, biological, psychological, and sociological theories. Prevention strategies and victimogenesis considerations are addressed. Risk mitigation theories and application principles will also be surveyed as they relate to criminological theories.
AJS 525	Cybercrime and Information Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, social media or other virtual platforms, and data associated with information systems.

AJS 534	Organizational Administration in Justice and Security	3	This course explores the various elements of organizational leadership and administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	Ethics in Justice and Security	3	This course examines the theoretical and philosophical basis of ethics and the standards of professional conduct applicable to justice and security agencies. Emphasis is placed on ethical dilemmas, the role of ethics in forming policy, and ethical decision-making. The course also explores procedural justice and transparency within an organization.
AJS 555	Critical Incident and Risk Management	3	This course examines the interrelationships between organizational risk assessment and consequence management within the context of justice and security organizations. Specifically, the course will examine organizational risk mitigation and management strategies, physical facility security, personal protection and the role of critical incident management.
AJS 565	Strategic Planning in Criminal Justice and Security	3	This course discusses the role of strategic planning in attainment of the long-term mission and vision of criminal justice and security organizations. Students learn to create a common framework for organizational decision-making and resource investment. Essential elements of strategic planning are addressed, including the development, deployment, and performance measurement processes required to ensure that strategic plans remain relevant and dynamic. The relationship between strategic, operational, and tactical planning is also clarified.
AJS 574	Finance and Budgeting in Justice and Security	3	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	Legal Issues in Justice and Security	3	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society.
AJS 587	Contemporary Issues in Investigative Methodologies	3	This course provides the student with a fundamental understanding of forensic science, data, technology, behavioral profiling, and the application of scientific methodologies to the investigative process.
AJS 590	Public Policy and Civil Rights	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society. The potential conflicts between public policy and civil rights will be discussed.
AJS 594	Program Development and Evaluation	3	This course prepares the student to identify operational goals, objectives, and evaluation of criminal justice or security programs within society. This course will provide an understanding of the application of key concepts, methods, and approaches in the field of program evaluation within the criminal justice and security profession.
APE 515	Elementary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the elementary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of elementary content, along with current research on pedagogy, are explored. This course provides teacher candidates with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
APE 518	Elementary Models, Theories, and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.

APE 522	Elementary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's varied student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APE 536	Introduction to the Science of Reading	3	This course focuses on the most current research, theory, methods, and instructional strategies related to the science of reading and structured literacy. This focus includes phonological awareness, systematic phonics and spelling, vocabulary and oral language, and text reading fluency, all leading to reading comprehension and literacy development. Effective literacy assessment, intervention strategies, and differentiation techniques are also explored.
APE 537	Elementary Curriculum and Assessment- Reading/ELA	3	This course focuses on the application of the most current research, theory, methods, and instructional strategies related to the science of reading and structured literacy. Teacher candidates will enhance their content knowledge of phonemic awareness, phonics, fluency, comprehension, and vocabulary to prepare comprehensive research and standards-based lessons and integrated units of instruction. The continuous use of assessment to identify students' literacy levels, guide instruction, and monitor progress and the best practices for integrating reading and writing instruction are also examined.
APES 503	Orientation to the Graduate Initial Teacher Certificate	0	This course is designed to provide an orientation to the primary components of the Graduate Initial Teacher Certificate. Students will be introduced to the program's progression and completion requirements. Clinical experience, electronic resources, clinical practice, and the teacher performance assessment/teacher work sample will be discussed.
APES 515	Survey of Special Populations	3	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of all populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
APES 545	Clinical Practice	3	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
APES 562	Assessment and Evaluation	3	This course provides the teacher candidate with the methodology to assess student learning effectively. The focus is placed on providing teacher candidates with the tools necessary to use, interpret, and evaluate student growth in order to inform instruction. Teacher candidates
APMT 315	Technology and Society	3	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build social and material capital. A special focus is on the benefits technology accrues to humans and communities, as well as potential harmful effects of engaging with technology.
APMT 430	Social Media and Human Interaction	3	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology-mediated relationships, and social etiquette in cyberspace.

APMT 440	Influence of Media on Behavior	3	This course explores the ways in which contemporary media shape cultures and human behaviors, including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education, and celebrity culture.
APMT 460	Cyber Communications	3	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations and cyber commerce.
APMT 470	Digital Learning	3	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings.
APS 508	Secondary - Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students¿ prior knowledge to develop lesson plans.
APS 523	Secondary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, developing the classroom as a community, engaging and motivating the learner, communicating with parents, managing disruptive students, and connecting with diverse learners. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APS 542	Secondary Curriculum and Assessment-Reading Methods	3	This course focuses on the most current research, theory, and methods of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
APS 559	Secondary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. The teacher candidate will use assessment data to enhance instruction that meets the students¿ varied learning needs. Teacher candidates will promote critical thinking, apply essential strategies, and incorporate meaningful context to promote a deeper understanding of content. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored.
APSE 559	Foundations of Special Education	3	This course examines the foundations of special education and introduces the characteristics of learning disabilities. State and federal regulations for the referral process, available programs or service delivery options, and Individualized Education Programs are examined. In addition, assessment and remediation techniques, instructional strategies, and classroom management practices are explored as well as the use of appropriate classroom materials. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

APSE 570	SPED Curriculum and Assessment-Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction that are supported by the Science of Reading. Teacher candidates will examine the foundations of reading development as well as formal and informal reading assessments used to identify students' strengths, weaknesses, and reading levels. Instructional techniques, including Structured Literacy, research-based phonics instruction, strategies for teaching learners with dyslexia, and intervention practices for working with exceptional learners are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.
APSE 575	Mathematics Instruction for SPED	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction and professional practices.
APSE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
APSE 578	SPED -Model Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students¿ prior knowledge to develop lesson plans.
APSE 584	Learning Disabilities and Language Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. The teacher candidate will analyze and implement classroom management, instructional strategies, assessment, and augmentative and alternative technologies based on the needs of the students through a comprehensive lesson plan. Attention is given to the referral process and available program or service delivery options.
ARTS 100	Introduction to the Visual and Performing Arts	3	This course examines traditions and developments in the visual and performing arts including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development.
ARTS 230	Survey of the Visual Arts	3	This course offers a foundation in the visual arts, elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art.
ARTS 340	Exploration of Western Classical Music	3	This course will introduce students to Western Classical music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.

ARTSDA 100	Introduction to the Visual and Performing Arts	3	This course examines traditions and developments in the visual and performing arts including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development.
AUT 510	Autism Spectrum Disorders: Foundations	3	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn assessment and diagnosis processes, interventions, accommodations, and supports, with emphasis on current evidence-based practices.
AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.
AUT 513	Autism Spectrum Disorders: Behavior Management	3	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BAN 420	Driven Decision Making and Strategy	3	This course examines how organizations use data and analytics to inform strategic decisions and drive competitive advantage. Students analyze how data supports planning, performance measurement, and strategic alignment. The course emphasizes integrating analytical insights into business strategy and organizational decision-making.
BAN 450	Business Analytics Applications (Decision Modeling)	3	This course focuses on applying analytical models to real-world business problems. Students explore decision modeling techniques, including optimization, forecasting, and scenario analysis, to evaluate alternatives and recommend solutions. Emphasis is placed on using analytical tools to support operational and managerial decision-making.
BAN 498	Business Analytics Capstone	3	This capstone course integrates knowledge and skills acquired throughout the program to address a complex business problem using data analytics. Students analyze real or simulated datasets, develop insights, and create data visualizations to support recommendations. The course emphasizes communication of findings to stakeholders and alignment of analytics with organizational goals.
BIO 101	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	Conservation Biology	3	This course examines the scientific principles and applied practices that define the value of conservation biology. Students explore how ecological, genetic, and human factors influence biodiversity and assess how scientific research, policy, and ethics shape conservation decisions. Emphasis is placed on evaluating the evolution and significance of conservation as a scientific
BIO 290	Anatomy and Physiology I	4	Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.

BIO 291	Anatomy and Physiology II	4	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.
BIO 315	Ecology and Evolution	3	This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	Invertebrate Zoology	3	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	Entomology	3	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.
BIO 340	Microbiology	3	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.
BIO 350	General Biology I	4	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	General Biology II	4	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through the completion of virtual labs.
BIO 405	Human Biology	3	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.
BIO 410	Genetics	3	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.
BIS 221T	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 340	Advanced Spreadsheet Applications	3	This course provides an overview of advanced spreadsheet functions used in data analysis. Topics include filters, sorts, lookups, formulas, functions, macros, pivot tables, graphs and charts, dashboards, forms, reports, queries, statistical analyses, and data validation.
BLE 571	Instructional Techniques and Methods	3	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural differences, and involving parents/guardians and community are also explored.

BPA 200	Public Sector Communications	3	This course introduces students to the foundations of communication in a public sector setting. Students are exposed to various topics related to interpersonal and group communication within the context of public sector applications. Students will develop skills in various mediums of verbal, nonverbal, and written communication genres. The utilization of social media and technology will be explored along with cross-cultural communications. Upon completing the course, students will have an awareness of various communication styles and genres and be able to identify areas for further exploration of communication as a skill.
BPA 201	Foundations of Public Administration	3	This course serves as an introduction to the study and practice of public administration. The history of public administration, the issues and theories that confront it, and the political climate and management issues of ethics, staffing, budgeting, and implementing policies are analyzed.
BPA 304	The Public Policy Environment	3	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grassroots to legislative arenas. Current data sources and the application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 321	Personnel Management	3	This course introduces skills necessary to manage a dynamic and varied civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at-will, volunteer and non-profit personnel.
BPA 332	Public Budgeting	3	This course examines the public sector budgetary process and related financial theories and methods.
BPA 371	Intergovernmental Relations	3	This class examines the relationship and potential of partnerships between local, state, and the federal government as well as nonprofit and private organizations.
BPA 381	Public Administration Policy, Legal Issues, Law & Ethics	3	This course analyzes the ethical processes related to the nature, formation, and system of law in the United States, as applied to the public administration environment.
BPA 382	Fiscal Management	3	This course examines public sector financial policy, processes, theories, and fiscal responsibility in public administration.
BPA 385	Research in Public Administration	3	This course will provide students with the methodology and research techniques used by public administrators. It includes an introduction to public programming, grant writing, statistics, and data collection analysis for public administration issues.
BPA 390	Program Implementation and Evaluation	3	This course examines the theories and skills needed for public programs and grant writing for public organizations. It also explores the process of analyzing programs including conducting research to improve decision-making in the public administration field.
BPA 422	Organizational Behavior and Leadership	3	This course examines leadership theories and their applicability to public administration entities. Actions resulting in success or failure are examined as are issues of conflict resolution, negotiation, and general leadership skills that provide accountability between the public and the administration.
BPA 441	Urban and Regional Planning	3	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain are addressed.
BPA 445	Conflict Resolution and Risk Management	3	This course explores crisis management, recovery, mediation skills, problem-solving, collaborative strategies, and strategic thinking that mitigates risk. Students will develop skills to manage, resolve, negotiate and mediate conflict in and out of the organization. Students also will explore issues of cultural values, beliefs and differences related to conflict resolution.
BPA 451	Capital Improvement Planning & Management	3	This class will review major literature in Public Administration and explore challenges and solutions to existing issues in the field.

BPA 461	Contemporary Issues in Public Administration	3	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.
BSA 250	Foundations of Data Analytics	3	This course introduces practices in data analytics foundational to the industry and the field of data analytics. Covered are information systems, the phases of the analytics lifecycle, exploration, analysis and validation of data, relevant statistics for data modeling, data visualization, and the tools used for data analytics.
BSA 375	Fundamentals of Business Systems Development	3	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. The Systems Development Life Cycle will be fundamental to the course.
BSA 376	Systems Analysis and Design	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development with a focus on application within health care. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSA 385	Intro to Software Engineering	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 425	BSIT Capstone	3	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 531	IT Architecture in the Age of Cloud	3	IT Architecture in the Age of Cloud covers solution architecture designed specifically for the cloud. Course topics include designing and defining resilient performant architectures, and securing and cost-optimizing architectures that are operationally excellent.
BSA 550	Customer Relationship Management	3	This course provides a comprehensive review of customer relationship management (CRM), which is a major component of organizational business intelligence (BI). This course covers the domain of CRM and is not tied to any particular perspective and covers a number of holistic models. Students will learn three types of CRM - strategic, operational and analytical. This course emphasizes a managerial perspective on CRM while maintaining a balanced view of the technology.
BSACB 531	IT Architecture in the Age of Cloud	3	IT Architecture in the Age of Cloud covers solution architecture designed specifically for the cloud. Course topics include designing and defining resilient performant architectures, and securing and cost-optimizing architectures that are operationally excellent.
BSADA 375	Fundamentals Of Business Systems Development	3	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. The Systems Development Life Cycle (SDLC) will be fundamental to the course.
BSADA 376	Systems Analysis and Design	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development with a focus on application within health care. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

BSADA 385	Intro To Software Engineering	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application and best practices.
BSADA 425	BSIT Capstone	3	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSCOM 100T	Introduction to Communication	3	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.
BSCOM 210T	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.
BSCOM 230	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 250	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.
BSCOM 268T	Foundations of Mass Communication	3	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 310	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.
BSCOM 320T	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 340T	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.
BSCOM 350	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.
BSCOM 370T	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.

BSCOM 380T	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 400	Technical Communication	3	In this course, students will research and organize complex information for instructional and technical purposes. Students will also explore various technologies and editing processes used to clarify the delivery and display of information.
BSCOM 420	Global and Intercultural Communication	3	Global communication competence, in a world that celebrates a tapestry of cultural traditions and individual experiences, is paramount to understand the principles of effective global and cross-cultural communication. This course delves into the influence of societal norms on group dynamics, cultural practices, and communication methods. Students will acquire strategies to enhance their communication skills and proficiency across diverse global contexts.
BSCOM 450	Negotiation, Mediation, and Diplomacy	3	Conflict and disagreements happen in every organization. This course examines conflict management and mediation strategies for a variety of situations that can be used to defuse tension and promote collaboration and compromise. Topics include communication law, negotiation, and diplomacy.
BSCOM 480	Applied Communication Capstone	3	In this capstone course, students will integrate and apply their learning from throughout the program. Students will construct a comprehensive and strategic communication plan and evaluate its impact on organizational performance.
BUS 441	Small Business Operations	3	This course provides students with an overview of small business operational needs. Students will examine regulatory requirements, operational considerations, and human resource needs related to small business ownership.
BUS 475	Integrated Business Topics	3	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.
BUS 700	Introduction to Business Administration in Doctoral Study	3	The course provides an introduction to business administration and organizational leadership for all doctoral students entering the Doctor of Business Administration or Doctor of Management. The course also serves as an introduction to writing and other resources available on the College of Doctoral Studies (CDS) website, supporting their doctoral journey.
BUS 721	Issues in Optimizing Operations	3	This course provides an overview of business information systems, specifically Business Intelligence (BI) and Enterprise Resource Planning (ERP). Students will learn how businesses adapt approaches to optimize their operations and the conditions under which these lead to success. Students will also examine the link between operations excellence and corporate strategy.
BUS 733	Transforming the Business	3	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
CCMH 502	Graduate Portfolio	0	Portfolio is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-week, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CCMH 504	Individual and Family Development Across the Life Span	3	This course presents students with theoretical frameworks to foster an understanding of the various aspects of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of personal identity, family dynamics, societal roles, and cultural backgrounds. Students evaluate clinical situations and assess potential therapeutic interventions in context.

CCMH 506	Personality Theories and Counseling Models	3	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate population-specific approaches is a significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client group. 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 appropriate for the individual. Assessment and intervention for emergency/crisis is introduced.
CCMH 510CA	Multicultural Issues in Mental Health Counseling	3	This course aims to equip learners with a foundational understanding of diverse client backgrounds in a pluralistic society. The emphasis will be on integrating awareness, knowledge, and skills related to counseling individuals with varying characteristics based on age, cultural background, nationality, religious affiliations, self-identification, physical/mental conditions, socioeconomic status, etc.
CCMH 515CA	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 520	Biological Basis of Behavior/Physiological Issues	3	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro-anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 522	Psychopharmacology	3	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	Research Methods for Mental Health Counselors	3	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 535	Psychometrics	3	The focus of this course is on tests used in counseling and test reports, with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.

CCMH 540	Career and Vocational Counseling	3	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing all sections of society found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	Introduction to Clinical Assessment	3	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 548	Psychopathology: Advanced Clinical Assessment	3	Students build on the skills gained in previous courses, focusing on the more complex or problematic disorders. Students enhance their skills by using the Diagnostic and Statistical Manual of Mental Disorders for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical-thinking skills; and on multicultural, legal, and ethical issues.
CCMH 551	Individual Counseling	3	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethical standards, and recognizing individual uniqueness.
CCMH 557	Intimate Relationships and Therapeutic Approaches	3	This course offers a comprehensive study of the biological, psychological, and relational aspects of intimate human connections. Students will examine factors that influence emotional and physical intimacy across the lifespan. Emphasis is placed on the development of clinical applications, including the understanding and treatment of difficulties in intimate functioning. Students will apply this understanding to case conceptualization and therapeutic interventions.
CCMH 558	Crisis Intervention and Trauma	3	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	Dependency and Addictions	3	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and tailoring approaches to various populations.
CCMH 565	Family, Couple, and Child Counseling	3	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.

CCMH 568	Group Counseling	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and individual differences are included as key components of effective group counseling practice.
CCMH 578	Seminar Clinical Mental Health	3	This program integrates foundational knowledge of clinical mental health counseling with historical, philosophical, and contextual dimensions of counseling practices focused on mental health, and reviews current trends in both the knowledge and skills required for supporting individuals experiencing crises or trauma. Community resources and professional networks are explored as a means of demonstrating the integration of the field within a societal context and advocating for the profession. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, in-depth exploration of counseling approaches and assessment tools for crisis and trauma situations will be conducted.
CCMH 581	Supervision/Management in Clinical Mental Health Counseling	3	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, supervision, and consultation, particularly as they relate to recent changes in the mental health care delivery system.
CCMH 592	Practicum in Clinical Mental Health Counseling	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to integrate theory into practice through intake, assessment, and treatment with clients seeking mental health services. This course includes a special topic on Grief and Loss counseling. Students develop their styles and strengths as professional counseling practitioners, as well as identify areas needing further development.
CCMH 592O	Orient to Practicum in Clinical Mental Health Counseling	0	This course is an orientation to the practicum and internship.
CCMH 597A	Internship A	3	Counseling Internship is a 600-hour clinical experience required of all MSC students. CCMH/597A and B require the student to complete 300 hours for each course. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students attend faculty-led group supervision weekly and cover topics from the 8 CACREP core competencies.
CCMH 597B	Internship B	3	Counseling Internship is a 600-hour clinical experience required of all MSC students. CCMH/597A and B require the student to complete 300 hours for each course. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students attend faculty-led group supervision weekly and cover topics from the 8 CACREP core competencies.
CHEM 120	Introductory Chemistry	3	This course introduces fundamental chemistry principles and their application to real-world issues. Topics include atomic structure, chemical reactions, matter and energy, bonding, intermolecular forces, equilibrium, and nuclear, organic, and biological chemistry. Students explore these concepts through practical examples and facilitated discussions.
CHL 610	Community Health Assessment	3	This course examines the concepts, methods and practices for assessing the health of a community. Topics include assessment of resources, data, gaps, and strengths; developing community health profiles; identifying determinants of health; and the utilization of community health assessment in prioritizing recommendations and developing public health interventions.

CHL 620	Community Health Engagement and Organizing	3	This course examines key principles of community health promotion and community based participatory research principles. Key elements for improved health outcomes are covered, including establishing community collaborations and partnerships, engagement, coalition building, and grant writing. Principles of community engagement are examined in relation to community health.
CHL 630	Planning and Implementing Community Health Initiatives	3	In this course, learners create theory-based and evidence-informed community health initiatives. The course will examine use of logic models, intervention activities, budget development, organizational structure, and stakeholder engagement. Course concepts are applied to community health settings and scenarios and students gain opportunity to plan and implement health programs and initiatives.
CHL 640	Evaluating Community Health Initiatives	3	This course provides learners with an opportunity to plan, implement, and utilize evaluation methods within community health settings. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing and implementing an evaluation plan; using evaluation results to improve processes, programs, policies, and outcomes; and sharing results with stakeholder groups.
CHM 110	Introductory Chemistry	3	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 150	General Chemistry I	4	This course provides students with in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students may apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.
CHM 151	General Chemistry II	4	This course continues the examination of principles and applications of chemistry that was begun in CHM/150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation & reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs.
CHM 250	General Organic Chemistry I with Laboratory	4	This course offers an immersive experience by blending theoretical knowledge with a virtual laboratory component. Students will explore fundamental principles of organic chemistry, covering topics such as molecular properties, systematic nomenclature, and diverse functional groups. The investigation continues with molecular analysis, isomerism, stereochemistry, and spatial arrangements-- essential for understanding molecular reactivity. By analyzing key reactions and their mechanisms, students will establish a strong foundation for predicting and comprehending chemical transformations pivotal in organic synthesis, including nucleophilic substitution and addition reactions. Additionally, the course covers the interpretation of spectroscopic techniques, such as infrared and NMR spectroscopy. The skills acquired in this course are tailored to align with both academic and practical applications of organic chemistry.
CIS 207T	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems, digital technologies, and information systems. Students explore data management, networking, Internet technologies, digital tools, cybersecurity, and emerging technologies.

CIS 291T	PC and Device Fundamentals	3	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support.
CIS 293T	Network Troubleshooting and Support	3	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293T provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support.
CIS 295T	Introduction to PC and Mobile Operating Systems	3	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced.
CIS 297T	Computer Security and Operational Support Fundamentals	3	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices.
CISDA 207	Information Systems Fundamentals	3	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 systems, systems development, database management, networking, and the Internet.
CJA 305	Criminal Law	3	This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.
CJA 315	Criminal Procedure	3	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth, and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, and pretrial and trial processes. In addition, the United States Constitution, as interpreted by the U.S. Supreme Court, is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.
CJA 316	Survey of Criminal Justice	3	This course provides an overview of the key components, theoretical foundations and processes involved in the administration of criminal justice. The course examines the application of historical and philosophical considerations between the components of the criminal justice system.
CJA 325	Criminal Organizations	3	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.
CJA 326	Ethics in Criminal Justice	3	This course explores the ethical standards and codes of professional responsibility in criminal justice professions. It also provides a foundational perspective for ethics in relationship to professional organizations and agencies. Students will examine the interrelated nature of ethics, morality, legal responsibility, and social issues in criminal justice settings.

CJA 335	Research Statistics	3	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 337	Culture and Society in Criminal Justice	3	This course provides a critical and balanced examination of the American criminal justice system, with emphasis on cultural and societal influences that shape its practices. Students will study policies, procedures, and challenges across law enforcement, courts, and corrections, developing perspectives that support effective professional practice in the field.
CJA 346	Theories of Criminology and Victimology	3	This course examines fundamental theories on the causes of criminal behavior, determinations on the extent of criminality in society, associated policy implications and the application of criminological theories in the criminal justice system. This course also explores traditional victimology, special victims and responses to victimization including civil and criminal processes and the correlation of victimology and criminology.
CJA 356	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations. Organizational behavior management challenges individuals to understand organizational structure and systems, leadership, effective communication, and change management in our rapidly changing society.
CJA 376	Interagency Communication	3	This course explores the relationships across all levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter-organizational communication, and potential collaboration models are explored.
CJA 386	Research Statistics	3	This course examines introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis. Students will demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze the use of statistics in research published by criminal justice researchers.
CJA 395	Current Issues/Futures in Criminal Justice Management	3	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 416	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 426	Grant Writing and Funding	3	This course explores the essential foundations and strategies that criminal justice agencies and associated programs utilize in their pursuit of federal, state, and private grant solicitations. Students will identify funding sources, budgetary approaches and best practices in the development of successful grant proposals.
CJA 436	Mental Health Services and Crisis Intervention	3	This course explores the concepts designed to promote solutions that assist criminal justice professionals when dealing with individuals affected by mental health issues. Students will evaluate the concepts and administration of crisis intervention and mental health services, and their practical applications in the field. Students will create strategies for providing services to varied populations in the criminal justice system.

CJA 446	Criminal Justice Policy Analysis and Program Evaluation	3	This course explores strategies and alternative solutions used to develop, implement, and evaluate criminal justice policies and programs. Students analyze the operations of criminal justice programs against established standards in order to determine program improvement.
CJA 454	Criminal Justice Management Theory and Practice	3	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. Students will discuss constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology and purposes and formats of financial statements are introduced.
CJA 456	Contemporary Issues and Futures in Criminal Justice	3	This course will examine the impact of current and future advancements that interface with the criminal justice system. Discussions will focus upon established research and predictive techniques in policing, courts, and corrections. Students will gain the requisite knowledge to advance the profession as positive change-agents, through the extrapolation of future themes within the ever-evolving criminal justice field.
CJA 474	Managing Criminal Justice Personnel	3	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems with, procedures for, and solutions to common personnel issues will be explored.
CJA 475	Forecasting and Strategic Planning	3	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 476	Criminal Justice Problem-Solving Methods	3	This course examines problem-solving approaches to criminal justice issues through root cause analyses, application of problem-solving methodologies, and assessment of the effectiveness of the criminal justice responses to contemporary issues.
CJA 486	Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students will demonstrate ethical decision-making, research, public policy and administration as it applies to communities and the criminal justice field.
CJS 201	Introduction to Criminal Justice	3	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying
CJS 222	Survey of Culture and Criminal Justice	3	This course provides an overview of crime and justice in relation to culture and broader societal contexts. Students will explore how policies and practices in law enforcement, courts, and corrections are influenced by different social contexts, building a foundation for further study in criminal justice.
CJS 241	Introduction to Police Theory and Practices	3	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJS 245	Juvenile Justice Systems and Processes	3	This course is a general introduction to the field of juvenile justice, including an overview of the juvenile justice system and the differences between dependency and delinquency. Students address current problems facing juveniles, and compare adult and juvenile justice systems. Special attention is given to the problems inherent in the police handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.
CJS 251	Introduction to Criminal Court Systems	3	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.
CJS 255	Introduction to Corrections	3	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMGT 245	IS Security Concepts	3	This course introduces general concepts of information systems security. Content includes governmental views, positions, and risk assessment and management. Coursework explores other concepts, including contingency and business resumption planning, backup schemes, and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	Intro to Information Assurance & Security	3	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	Project Planning and Implementation	3	This course provides the foundation for successful project 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 and staffing, tracking and controlling, and software tools for project management.
CMGT 430	Enterprise Security	3	This course covers the managerial and technical considerations related to access controls, authentication, external attacks, and other risk areas facing an enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well as the concepts for protecting the hardware and software assets of an enterprise.
CMGT 431	Information Systems Security	3	This course examines the foundational concepts and practices of information systems security used to protect organizational data, systems, networks, and assets. Students explore security governance and risk management, secure architecture and design, network and identity security, vulnerability assessment, incident response, and security operations. Through the evaluation of security controls, technologies, and processes, students develop an understanding of how organizations identify risks, protect critical resources, and respond to security incidents in a dynamic cybersecurity environment.
CMGT 433	Cyber Security	3	This course examines system architecture, security telemetry, and threat intelligence to identify indicators of malicious activity. Emphasis is placed on vulnerability management, incident detection and response, and forensic analysis. Through hands-on labs, students interpret security event data, prioritize remediation strategies based on risk, and recommend containment, recovery, and reporting actions to strengthen organizational resilience.

CMGT 442	Information Systems Risk Management	3	This course reinforces student's knowledge of the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas presented. Organizational policies, project management, and procurement considerations will also be analyzed and applied to development, implementation, and use of computer-based information systems.
CMGT 545	Influence and Leadership in Tech	3	This course discusses how to effectively communicate with organizational C-suite leaders and lead as a strategic partner, as IT continues to move from a department supporting or serving the business to leading change and innovation. Leadership skills includes managing project scope, cost, quality and stakeholders. Students learn the importance of soft skills such as influence, idea sharing and generating, managing conflict, and leading change.
CMGT 554	IT Infrastructure	3	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the Internet, server and storage architectures, and regulatory considerations.
CMGT 555	Systems Analysis and Development	3	This course provides a background in analysis and design techniques for business system and application development. This course covers Software Development Life Cycle (SDLC) with emphasis on waterfall and agile methodologies.
CMGT 556	Enterprise Models	3	This course provides an introduction to organizational support systems and the strategic use of metrics in business decision-making. Students will explore digital transformation strategies and evaluate the selection and implementation of enterprise software systems. The course also examines how software systems support and enhance business processes. By the end of the course, students will have a strong foundation in integrating enterprise software and digital transformation practices within an organization.
CMGT 558	Strategic Management of Technology and Innovation	3	This course covers the subject of technological innovation management as a strategic process from assessing competitive dynamics and strategy formulation to strategy implementation with an eye toward new product development. Students are given opportunities to use critical and design thinking to recommend solutions to real-world challenges such as skill shortages and technical debt.
CMGT 559	Managing Risk and Security vs Opportunity	3	This course explores the role of the security manager who develops and manages an information security program with a deep understanding of the relationship between IS programs and the broader business goals and objectives. Topics include but are not limited to, security governance, incident management, and risk management and compliance.
CMGT 575	CIS Project Management	3	This course addresses the processes 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.
CMGT 578	CIS Strategic Planning	3	This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need for and contents of a corporate strategic plan; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology (IT), project, and management requirements; and the means of prioritizing and selecting systems projects.
CMGT 582	Security & Ethics	3	The ethical issues examined in the course include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations, and compliance requirements are examined in this course, as well as the considerations for creating a safe digital environment within the organization.

CMGT 583	IS Integration	3	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture
CMGTCB 545	Influence and Leadership in Technology	3	This course discusses how to effectively communicate with organizational C-suite leaders and lead as a strategic partner, as IT continues to move from a department supporting or serving the business to leading change and innovation. Leadership skills includes managing project scope, cost, quality and stakeholders. Students learn the importance of soft skills such as influence, idea sharing and generating, managing conflict, and leading change.
CMGTCB 554	IT Infrastructure	3	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the Internet, server and storage architectures, and regulatory considerations.
CMGTCB 555	Systems Analysis and Development	3	This course provides a background in analysis and design techniques for business system and application development. This course covers Software Development Life Cycle (SDLC) with emphasis on Waterfall and Agile methodologies.
CMGTCB 556	Enterprise Models	3	This course provides an introduction to organizational support systems and the strategic use of metrics in business decision-making. Students will explore digital transformation strategies and evaluate the selection and implementation of enterprise software systems. The course also examines how software systems support and enhance business processes. By the end of the course, students will have a strong foundation in integrating enterprise software and digital transformation practices within an organization.
CMGTCB 558	Strategic Management of Technology and Innovation	3	This course covers the subject of technological innovation management as a strategic process from assessing competitive dynamics and strategy formulation to strategy implementation with an eye toward new product development. Students are given opportunities to use critical and design thinking to recommend solutions to real-world challenges such as skill shortages and technical debt.
CMGTCB 559	Managing Risk and Security vs. Opportunity	3	This course explores the role of the security manager who develops and manages an information security program with a deep understanding of the relationship between IS programs and the broader business goals and objectives. Topics include but are not limited to, security governance, incident management, and risk management and compliance.
CMGTCB 575	CIS Project Management	3	Course addresses Agile processes and skills for successful project management and cross-functional activities and is aligned to the Agile Certified Professional (PMI-ACP.) Agile is widely employed in computer information and technology environments to achieve business goals and outcomes. Topics include methodology, stakeholder engagement, estimating and planning, team performance, project tracking and change management.
CMGTCB 578	CIS Strategic Planning	3	This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need for and contents of a corporate strategic plan; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology (IT), project, and management requirements; and the means of prioritizing and selecting systems projects.
CMGTCB 582	Security and Ethics	3	The ethical issues examined in the course include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations, and compliance requirements are examined in this course, as well as the considerations for creating a safe digital environment within the organization.

CMGTCB 583	IS Integration	3	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.
CMGTDA 410	Project Planning and Implementation	3	This course provides the foundation for successful project 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 and staffing, tracking and controlling, and software tools for project management.
CMGTDA 433	Cyber Security	3	This course explores the evolution from information security to cyber security, policy and cyber security development and the relationships between business and public/private sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and internet security both as they apply to business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability/mitigation process as well as the need for development of an organization-wide cyber security policy.
CNSL 503R	Residency I	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency is the last requirement for formal admission into the counseling program and provides an opportunity for students to observe, practice, and demonstrate competency in basic counseling skills. Students are evaluated on professional dispositions, fundamental counseling skills, and their readiness to matriculate in the program.
CNSL 513R	Residency II	1	This residency course lasts 2 weeks, featuring multiple interactions with faculty and peers. The final 3 days provide synchronous opportunities for students to observe, practice, and demonstrate proficiency in integrating counseling skills with theory. Students explore concepts and strategies related to individual counseling. Additional topics include professional and personal growth, theory application to practice, and consideration of individual differences. Students will showcase abilities in intake, assessment, and treatment planning. Students are evaluated on their application of counseling skills, professional dispositions, and their preparedness to advance in the program.
CNSL 523R	Residency III	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at the Phoenix campus. The focus is on facilitation of group therapy and demonstration of clinical skills. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. This residency is also used to determine the student's readiness for clinical placement in practicum and internship courses.
CNSL 556	Portfolio II	0	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoint. 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 how that learning has been applied both personally and professionally.
COM 295T	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

COM 516	Professional Communications	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
COM 520	Organizational Communication for Adult Education & Training	3	In this course, learners will apply effective written and oral communication principles to the role of adult educator and trainer in the workplace environments of today. Learners will examine the influence of perception, organizational change, and technology tools on the creation of professional communication. In addition, learners will demonstrate how to create communication appropriate to the audience and the communication channel, including digital, social media, and mobile platforms. The course also addresses interpersonal and intercultural communication in corporate, educational, and global settings.
COM 539	Communications: Selling and Customer Engagement	3	This course will introduce students to the fundamentals of the sales management process. Students will leverage their negotiation and persuasive communication skills in the development of a sales plan. Specific topics include an understanding of strategies for prospecting ethically based long-term relationship selling, proactive customer-focused selling techniques, and adaptive selling and active listening practices.
COM PA523	Communications for Public Administrators	3	This course prepares students to communicate with multiple stakeholders, elected officials and the public in the political environment. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal external communications.
COMM 110	Introduction to Oral Communication	3	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.
COMMDA 110	Introduction to Oral Communication	3	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.
COMPROGLAB	Computer Programming Lab	0	This is a workshop for the new BSIT program Computer Programming Labs.
CPSS 210	Introduction to Criminal Justice	3	This course is an introductory overview that provides students with the opportunity to gain an understanding of the criminal justice system in the United States. The course surveys the foundations of the criminal justice system including individual and organizational roles and the issues encountered on a daily basis.
CPSS 215	Survey of Corrections in the United States	3	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies and organizations who manage, and support convicted offenders. Other topics include policies and procedures, sentencing, community supervision, and rehabilitation of justice involved populations.
CPSS 240	Foundations of Criminal Behavior	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	Working with the Correctional Population	3	This course provides an overview of correctional populations, their specific needs, processes, management, rehabilitation services, and re-entry to society.

CPSS 316	Social Psychology and Criminal Behavior	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and group think as they relate to human thoughts, feelings, and actions.
CPSS 330	Essentials of Communication in Corrections	3	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.
CPSS 331	Ethics and Values for Support Services Professionals	3	This course provides an overview of ethical standards outlined by human service, criminal justice, and mental health organizations. Students will explore and examine their personal values, beliefs, and perspectives as they relate to different socially involved populations.
CPSS 333	Multiculturalism in Support Services	3	This course provides students with an in-depth review of multicultural topics and perspectives in the field of human services within criminal justice. Students learn to identify and consider cultural influences and apply evidence-based strategies across various communities.
CPSS 370	Intake, Assessment, and Classification	3	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.
CPSS 385	Case Planning and Case Management	3	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	Program Facilitation Skills	3	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	Institutional and Community-Based Programs	3	This course provides an overview of programs and interventions in institutional and community-based settings. Students explore the risk and need assessment process that determines program placement and advocacy action plans. Students further explore professional careers in criminal justice and helping professions.
CPSS 405	Working with Sex Offenders	3	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.
CPSS 410	Overview of Mental Health in Criminal Justice	3	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of mental health intervention and treatment.
CPSS 411	Mental Health Issues in the Forensic Setting	3	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	Organic- and Physiologically-Based Disorders	3	This course introduces students to the diagnostic criteria for organic and physiologically based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 413	Character- and Personality-Based Disorders	3	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 415	Working with Juvenile Offenders	3	This course includes a general overview of the juvenile justice system and is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 420	Issues of Substance Abuse and Addiction	3	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of substance abuse, prevention, intervention, and rehabilitation.
CPSS 430	Maintaining Boundaries and Self-Care	3	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSS 200T	Foundations of Computer Science	2	This foundation course covers core computing technology concepts including computational thinking, abstraction of information, computing hardware and data, programming, and iteration.
CSS 201	Generative AI in Everyday Life	3	This foundational course will equip you with an understanding of generative AI technology and its growing role in academic and professional settings. You'll begin with an introduction to the core concepts of generative AI, building a foundation for exploring how generative models work and how they are applied in real-world contexts. The course emphasizes the development of durable skills essential for thriving in an AI-assisted workforce, such as problem-solving, communication, adaptability, and creative thinking. You will also examine the ethical considerations surrounding AI, including issues of bias, fairness, and the broader impacts of its use in the workplace and society. Through practical examples and case studies, you will explore real-world applications of generative AI and consider how these technologies can enhance productivity and creativity when used responsibly. By the end of the course, you will have a strong conceptual understanding of generative AI and strategies for evaluating and engaging with these technologies to support your academic and professional goals.
CSS 300	Software Development Concepts	3	This course provides an introduction to software development with some beginning concepts in HTML, CSS and JavaScript as well as additional skills for building the user interface (UI) and managing the application lifecycle.
CSS 325	Ethics in Computer Science	3	This course addresses the legal, ethical, and societal implications of information technology and highlights notable technology developments and their impact on business. Students examine professional codes of ethics, cyberattacks and cybersecurity, security risk assessment, privacy, electronic surveillance, and freedom of expression. Topics include Internet censorship, protection of intellectual property, quality software systems, IT's impact on society, social networking, and ethics of IT corporations with a strong focus on the ethical issues in the workplace.
CSS 421	Computer Organization and Architecture	3	This course provides a thorough discussion of the fundamentals of computer organization and architecture as related to contemporary design issues. Topics include I/O functions and structures, RISC, and parallel processors. Real-world examples are used in this modern approach to computer organization and architecture.
CSS 422	Software Architecture	3	This course focuses on the role of software architecture in modern business system development. Topics covered in this course include the understanding of software architecture as a set of design decisions to meet functional requirements and quality attributes, design patterns, modeling tools and techniques, and software architecture in some new technology trends.

CSS 430	Algorithmic Theory and Practice	3	This course provides an introduction to algorithms and paradigms for modern computing systems, integrating the study of parallel and sequential algorithms.This course prepares students to design, analyze, and implement algorithms for modern computing systems. This edition includes definitions and algorithms for a variety of state-of-the-art computing systems, including clouds, GPGPUs, grids, clusters, and networks of workstations.
CSS 435	Project Management in Software Development	3	This course provides students with an understanding of project management as it relates to the software development lifecycle (SDLC), including concepts in agile and scrum project management techniques, and topics on project scope, schedule and performance.
CSS 440	Artificial Intelligence and Big Data Trends	3	This course explores the recent technological advances associated with digitized data flows, which have recently opened up new horizons for AI. Students will gain insight into some of the areas of application of Big Data in AI, including robotics, home automation, health, security, image recognition and natural language processing.
CSS 450	Computer Science Capstone	3	A project-based course in which students will apply the concepts and skills developed in the BSCS coursework.
CSSDA 300	Software Development Concepts	3	This course provides an introduction to software development with some beginning concepts in HTML, CSS and JavaScript as well as additional skills for building the user interface (UI) and manage the application lifecycle.
CTEC 510	Overview of Career and Technical Education	3	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the all CTE students. Strategies for incorporating instructional technology,
CTEL 501	Language and Language Development	4	This course is designed specifically for holders of a valid California Teaching Credential seeking a California English Learner Authorization and Cross-cultural, Language and Academic Development (CLAD) Certificate. The course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes, and stages of language acquisition will also be covered.
CTEL 502	Assessment and Instruction	4	This course is designed specifically for holders of a valid California Teaching Credential seeking a California English Learner Authorization and Cross-cultural, Language and Academic Development (CLAD) Certificate. The course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE), as well as resources, approaches and methods, listening and speaking, and reading and writing.
CTEL 503	Culture and Inclusion	4	This course is designed specifically for holders of a valid California Teaching Credential seeking a California English Learner Authorization and Cross-cultural, Language and Academic Development (CLAD) Certificate. The course addresses culture and inclusion. Participants examine cultural concepts and perspectives, cultural diversity, cross-cultural interaction, and culturally-inclusive instruction. Cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning is also explored.

CUR 505	Social and Global Perspectives of Teacher Leadership	3	Students in this course have the opportunity to analyze the field of education from a social and global perspective. Students investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, varied perspectives, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.
CUR 506	Theories and Best Practices of Curriculum and Instruction	3	This course focuses on applying curricular theory to best practices in the 21st-century classroom. Learners explore current research in curriculum and instruction. In addition, learners analyze curriculum philosophy, instructional planning, and practical applications in curriculum design. Emphasis is placed on processes in curriculum design, diversity in the classroom, and the use of technology in developing effective instruction are addressed.
CUR 515	Critical Thinking and Innovative Skills	3	Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for individual students and student populations.
CUR 516	Curriculum Theory and Instructional Design	4	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	Multicultural Strategies for the Adult Learner	3	In this course, learners acquire a rich and deep framework to understand what individual differences mean in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of human variation and acquire an awareness of individual differences. Learners understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.
CUR 520	Advocating for Learning	3	This course explores strategies and best practices for fostering student engagement and improving teaching and learning in the K-12 educational environment. Participants examine relationship building, classroom culture and climate, and the cycle of effective teaching as ways to positively affect instruction and learning outcomes for all students. Research-based instructional strategies, student supports and differentiated instruction, and ways to collaborate and work toward a culture of continuous improvement are also explored.
CUR 525	Ethical Issues in Education	3	Learners examine the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will explore ethical, social, and political issues in education through case studies, discussions, and other learning activities. Ethical leadership and decision-making will be analyzed through current ethical issues and topics such as academic freedom, integrity, and accountability.
CUR 528	Assessment of Learning	3	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.

CUR 530	Assessment and Evaluation Models	3	This course is designed to support educators in developing an increased level of competence and professional understanding of educational assessment in the K-12 setting. Participants examine how the assessment process is used to collect data, evaluate classroom and schoolwide learning outcomes, and make informed decisions about curriculum and instruction. Emphasis is placed on formative, summative, and curriculum-based assessment to support student learning in a comprehensive and balanced assessment system. Benchmark assessments, progress monitoring, and accountability to increase achievement are also addressed.
CUR 532	Facilitating Online Learning	3	Learners explore practical strategies for aligning effective principles of facilitation with the use of technology in adult learning and training environments. This course is tailored for educators, trainers, and professionals who are responsible for delivering engaging online learning experiences using a variety of web-based course management and information systems. Throughout the course, learners will develop a deep understanding of the key principles and best practices for successful online facilitation. Learners will learn how to integrate learning theories, facilitation practices and skills, and technology tools and features to effectively engage learners, promote active participation, and foster a collaborative and supportive online learning community from the start of the course to the end of the course. Learners will be equipped with the knowledge and skills needed to effectively facilitate engaging and impactful online learning experiences, as well as navigate the online learning landscape.
CUR 535	Research for Improved Practice	4	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to select instructional practices that lead to gains in student achievement that promote lifelong learning.
CUR 540	Methods of Coaching in the Instructional Setting	3	This course provides an overview of instructional coaching and teacher mentoring as a way to positively affect teaching and learning outcomes in the K-12 educational environment. Participants examine coaching and mentoring models and practices, the roles and responsibilities of the coach/mentor, strategies for developing trust and rapport, and the development of communicative, nurturing relationships. Teacher development through learning communities, giving and receiving feedback, and strategies for navigating challenges and managing boundaries are also explored.
CUR 545	Using Technology for Teaching and Learning	3	This course is designed to support educators in developing an increased level of competence and professional knowledge of the use of technology and technology integration in the K-12 educational setting. Participants examine technology tools, web-based content, instructional software, and digital resources for creation, communication, and collaboration to support teaching and learning in education. Models of blended and online learning, resources for facilitating digital learning, and school-wide technology integration are also addressed.
CUR 550	Engaging in Communities of Practice	3	This course examines the use of school-based communities of practice as professional learning opportunities for teachers and a means of improving student achievement and learning outcomes. Participants examine the essential conditions and important components necessary to effectively plan, establish, and work in school-based communities of practice. Best practices of instruction and assessment as a community, approaches for evaluating effectiveness, and strategies for sustaining a school-based community of practice are also explored.

CUR 555	Professional Learning for Continuous Improvement	3	This course examines the relationship between change theories, reflective practice, and models of professional development. Participants use student achievement data to determine professional development needs, explore the components and protocols of different professional development models, and examine the process and procedures for implementing high-quality professional development. Accountability measures, sustainability parameters, and methods of evaluation for school-wide professional development are also explored.
CUR 713	Curriculum, Developmental, and Learning Theories	3	This course provides an overview of foundational and contemporary learning theories and the principles of brain-based learning and cognitive information processing. Students will examine how learning theory contributes to the intellectual development of learners and the impact it has on the educational process and curriculum design. With these concepts as a foundation, students will analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.
CUR 721	Curriculum Design	3	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	Instructional Models	3	This course analyzes models and processes of instruction. It examines instructional approaches as they relate to teaching strategies, learner engagement, and measurable outcomes. Particular attention is given to selecting and applying instructional models, strengthening instructional programs, and supporting staff development.
CUR 732	Program Evaluation	3	This course develops students' expertise in evaluating the effectiveness and impact of educational and organizational programs. Emphasis is placed on selecting appropriate research designs and data collection methods, applying evaluation theories to inform decision-making, and formulating context-sensitive evaluation plans. Students will engage in advanced analysis and ethical reporting of evaluation findings, producing evidence-based evaluations that
CYB 100T	Cyber Domain	3	This course defines the Cyber Domain that encompasses Cybersecurity as the discipline of securing computer information and communications systems, networks, infrastructures and assets, and protecting them against damage, unauthorized use, modification, or exploitation. The Cyber Domain must be managed ethically, politically, and physically in a similar collaborative fashion to the space, maritime, and physical domains of states and nations globally.
CYB 109	Secure Computer User	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats such as Identity Theft, Fraud, Online Scams, Viruses and Backdoors, Hacking, Social Engineering Attacks, and more. The course includes dedicated test-preparation materials and assignments to help students confidently prepare for the Certified Secure Computer User (CSCU) certification exam.
CYB 110	Foundations of Security	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats such as: Identity Theft, Fraud, Online Scams, Virus and Backdoors, Hacking, Social Engineering Attacks and more.
CYB 120T	Computer Network Defense Part 1	3	This course provides network training on Computer Network Defense fundamentals; security threats, vulnerabilities, and attacks; controls, protocols and devices; and security policy design and implementation.

CYB 130T	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 135	Object-Oriented Security Scripting	3	Students reinforce foundational skills and learn new topics such as modules, files, inheritance, recursion, plotting, and searching and sorting algorithms. Students apply programming skills and knowledge to basic forensic investigation, port scanning, and network analysis, needed in cybersecurity.
CYB 140T	Computer Network Defense Part 2	3	This course provides network training on Computer Network Defense. Introduced topics include physical and host security; firewall configuration and management; Intrusion Detection Systems (IDS) and Virtual Private Network (VPN) configuration and management.
CYB 150T	Computer Network Defense Part 3	3	This course provides network training on Computer Network Defense. Introduced topics include wireless defense; traffic monitoring and analysis; network risk and vulnerability management; data backup and recovery; and incident response and management.
CYB 160	Governance and Privacy	3	This course is an historical overview of the continually evolving development of global internet governance and policy that was intended to be open, collaborative and transparent rather than being mandated by governmental or intergovernmental agreement. User privacy and the confidentiality of data are additional topics that impact governance and are covered in this course.
CYB 205	Infrastructure Administration	3	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.
CYB 225	Linux Fundamentals	3	This is an introductory course on Linux that provides sufficient command of the subject to meet the initial needs of penetration testing.
CYB 227	Sniffing and Network Analysis	3	This course develops essential skills for network analysis by sniffing packets using a network protocol analyzer.
CYB 229T	Ethical Hacking Part 1	3	This course provides training on penetration testing. Introduced topics include Introduction to Ethical Hacking, Footprinting and Reconnaissance, Scanning Networks, Enumeration, System Hacking, and Malware Threats.
CYB 231T	Ethical Hacking Part 2	3	This course provides training on penetration testing. Introduced topics include sniffing, social engineering, denial-of-service, session hijacking, hacking webservers, evading IDS, firewalls, and honeypots.
CYB 233T	Ethical Hacking Part 3	3	This course provides training on penetration testing. Introduced topics include SQL injection attacks, hacking web applications, wireless networks, mobile platforms, operational technology, the Internet of things, and cloud platforms, and cryptography basics.
CYB 235	Project Ethical Hacking	3	This project on Applied Ethical Hacking combines and demonstrates the acquired knowledge and skills from sniffing and penetration testing courses.
CYB 320	Global Cyber Ethics	3	This course reviews classical ethical models and analyzes their usage and product practices on the global Internet from a worldwide perspective. A comparison of evolving codes of ethics in nations with varying cultural backgrounds is developed to better prepare a security professional with a global mindset.
CYB 340	Web and Cloud Computing and Security	3	This course focuses on becoming familiar with and securing web applications and cloud computing. The student is given hands-on training on implementing web and data base servers and experiencing first-hand the power of cloud deployment.
CYB 350	Security Team Participation	3	This course provides hands-on, real life experience for the student to participate as a contributing member of an enterprise security team. The various roles of security team members are studied, observed and experienced daily in a functioning computer infrastructure.

CYB 360	Wireless Security	3	This course prepares the student to plan, install, configure and maintain a secure wireless infrastructure. Topics covered include basic radio frequency (RF) technologies, regulations and standards, protocols and devices, network implementation, network security, RF site surveying, antenna concepts, wireless network architecture, wireless local area network (LAN) hardware and software, along with network design, installation and management.
CYB 445	Risk Assessment	3	This course will focus on proficiency in analyzing security risks and insider threats. Students will also learn how to assess various security incidents such as malware incidents, email security incidents, and insider attack threats.
CYB 447	Insider Threat and Reporting	3	This course will focus on proficiency in handling and responding to various security incidents such as network security incidents, malicious code incidents, and insider attack threats. In addition, students will learn about computer forensics and its role in handling and responding to incidents with proper reporting in reference to security policies and law.
CYB 449	Computer Forensics Investigative Process	3	This course focuses on a detailed approach to computer forensics and evidence analysis. Students examine major forensic investigation scenarios and acquire hands-on experience with foundational forensic investigation practices, including first responder procedures, evidence handling, data acquisition, and the analysis of hard disks and file systems.
CYB 451	Computer Forensics Lab	3	This course examines techniques used to analyze operating systems and counter anti-forensic activities during digital investigations. Students develop hands-on experience identifying and recovering digital evidence from Windows, macOS, and Linux systems. Topics include anti-forensic techniques such as encryption, steganography, artifact wiping, and trail obfuscation, as well as methods for collecting and analyzing volatile and non-volatile data. Students use forensic tools to recover deleted files, analyze operating system artifacts, and evaluate evidence relevant to cybersecurity investigations.
CYB 453	Network, Wireless, Web, Email and Mobile Forensics	3	This course focuses on forensic techniques used to investigate network intrusions and cybercrime activities. Students develop hands-on experience analyzing network traffic and logs, investigating malware behavior, examining web-based attacks, and conducting dark web investigations. Emphasis is placed on identifying indicators of compromise, correlating digital evidence across multiple sources, and supporting cybersecurity investigations through forensic analysis.
CYB 455	Project Digital Forensics	3	This course on Project Digital Forensics combines and demonstrates the acquired knowledge and skills from preceding specified courses. Students will also be exposed to acquiring and analyzing cloud and email artifacts, extracting and interpreting mobile device data, and evaluating IoT telemetry for investigative relevance.
CYB 490	Capstone Bachelor Design	3	The Capstone project combines and demonstrates knowledge and skills developed throughout the cybersecurity program. Emphasis is placed on threat modeling, attack surface analysis, vulnerability awareness, and risk-informed security planning. Students evaluate technical, human, and organizational factors that influence system exposure and network risk to develop defensible security strategies aligned with ethical standards and professional practice.

CYB 492	Capstone Bachelor Implementation	3	This course represents the implementation phase of the cybersecurity capstone experience. Building on the design work completed in the prior course, students apply ethical hacking concepts, techniques, and tools to assess, test, and validate security controls across diverse attack domains. Emphasis is placed on hands-on evaluation of web, wireless, cryptographic, and cloud-based systems; analysis of intrusion detection and prevention mechanisms; and professional communication of findings to support informed security decision-making and risk mitigation.
CYB 500	Advanced Cybersecurity Concepts	3	This course delivers core concepts in cybersecurity related to protecting an organization. Students learn topics in threat intelligence and detection, techniques for identifying vulnerabilities within an organization's infrastructure, network and data analysis, incident response and the prevention of future attacks.
CYB 505	Secure Software Development	3	This course covers topics in secure software design, the Software Development Life Cycle (SDLC). Students learn how to follow secure coding practices and analyze code for security risks before testing and validating the security of their design. Students also learn concepts in deployment, operations and maintenance of secure software.
CYB 510	Cloud Security	3	This course provides students with an overview of the concepts related to securing a cloud environment. Students learn the design principles and requirements involved in securing a cloud or hybrid enterprise while adhering to policies, frameworks and regulations necessary to maintain resilient structures. Other topics include risk management, risk assessment, software security, and business continuity planning.
CYB 515	Network Security	3	This course provides instruction in advanced topics in network security. Students learn how to protect a network from vulnerabilities including designing a network with security in mind, selecting the proper technologies, implementing security policies and touches on the human factors associated with network security. Additional topics include physical security, disaster recovery and digital forensics.
CYB 520	Cyber Ethics	3	This course covers a range of moral, social and ethical considerations in the realm of cyberspace. Students learn concepts in privacy, governance, censorship, and intellectual property by exploring the impact of technology on morals and ethics from a societal approach.
CYB 530	Cybersecurity Practitioner	3	This course introduces concepts in security operations such as security principles, network security, cloud security and incident response. Students will learn about Security Operations Center (SOC) operations and procedures and how these relate to an incident response plan.
CYB 535	Secure Programming	3	The course includes advanced concepts in programming for students who already have a background in one or more programming languages. Students will work on real-world scenarios in networking, database programming and security to support the cybersecurity infrastructure within an organization.
CYB 540	Cryptography	3	This course covers principles and practices in cryptography exploring more in-depth concepts in network security and secure communication. Students will work in a variety of algorithms and how concepts like public key infrastructure, hash functions and encryption methods help to secure an organization.
CYB 545	Threat Intelligence	3	This course provides students with a holistic view of threat intelligence, including not only the types of attacks but methods to determine motivation and goals behind a variety of attacks, data collection and analysis, and how to plan a threat intelligence program. Students learn the entire threat analysis process and how to create effective threat intelligence reports.
CYB 550	Technical Enterprise Security	3	This course will cover how to determine the best security measures based on different types of organizations. Students will learn how to meet the security requirements of an organization including network design, storage, applications and security controls as well as other technologies to build or maintain a resilient enterprise architecture.

CYB 555	Enterprise Security Operations	3	This course will teach students the appropriate methods and how to select the best tools for conducting a security assessment. Students will learn concepts in implementing incident response plans and recovery procedures and revisit how risk management is impacted by business and industry influences.
CYB 560	MSCYB Capstone	3	Students will use the tools and techniques gained through the sum of their experience and previous coursework to participate in a variety of cyber range activities and team-based activities.
CYBDA 100	Cyber Domain	3	This course defines the Cyber Domain that encompasses Cybersecurity as the discipline of securing computer information and communications systems, networks, infrastructures and assets, and protecting them against damage, unauthorized use, modification, or exploitation. The Cyber Domain must be managed ethically, politically, and physically in a similar collaborative fashion to the space, maritime, and physical domains of states and nations globally.
CYBDA 110	Foundations of Security	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats, such as: Identity Theft, Fraud, Online Scams, Viruses and Backdoors, Hacking, Social Engineering Attacks, and more.
CYBDA 130	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYBDA 205	Infrastructure Administration	3	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.
DAT 210T	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development, and management.
DAT 305	Data Structures for Problem Solving	3	This course covers data structures, recursion, analysis, sorting and searching (sequential and binary), tree and tree algorithms, graphs and graph algorithms, as related to organizational problem solving across industries.
DAT 325	SQL	3	Structured Query Language (SQL) is a domain-specific language used to store, query, and manipulate data within databases. This course provides an overview of SQL and relational database applications with a focus on SQL syntax, data types, keywords, functions, structured and unstructured data, and data modeling.
DAT 350	Analyzing and Mining Data	3	This course covers data mining techniques for structured and unstructured data. Students will apply programming techniques and algorithms to transform large quantities of data into usable business intelligence (BI).
DAT 360	Data Preparation and Data Quality	3	This course focuses on preparing data for analysis in business environments. Students develop skills in cleaning, transforming, and validating data to ensure accuracy and usability for decision-making. Topics include handling missing and inconsistent data, data transformation techniques, data quality assessment, and preparing datasets for analysis and reporting. Emphasis is placed on applying data preparation practices to support reliable business insights and decision-making.
DAT 380	Advanced Database Architecture	3	This course covers DDBMS architectures, data structures, schemas and standards in addition to centralized and client server systems, server system architectures, parallel systems, distributed systems.
DAT 390	Database Integration with Other Systems	3	This course addresses the main standards for data integration, movement or replication and federation. Students will investigate transparency and emulation, cleaning, archiving and information preservation across systems.
DAT 565	Data Analysis and Business Analytics	3	This course introduces students to a variety of data analytic solutions. Students will examine how to retrieve real business data and create reports, create visual representations of data, manage and improve a business process, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.

DATCB 565	Data Analysis and Business Analytics	3	This course introduces students to a variety of data analytic solutions. Students will examine how to retrieve real business data and create reports, create visual representations of data, manage and improve a business process, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.
DATDA 210	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development, and management.
DATDA 305	Data Structures For Problem Solving	3	This course provides a foundational workshop on data structures, which is a functional component of business intelligence (BI) within an organization. Building upon basic programming and database structure, this course builds competencies for the student to recognize the structure of data contained in deployed enterprise information systems.
DBM 300	Database Fundamentals	3	This course covers fundamental database concepts including SQL, non-relational databases, distributed databases and database architectures. Students are provided an overview for how to manage, display, sort, group, retrieve, and organize data for the application or tool associated with the software development taking place within an organization.
DBM 370	Database Administration	3	This course provides an overview of database administration, including database implementation, configuration, authentication, monitoring, backup, and security. Students will examine database architecture with a focus on business requirements, data integrity, and the ethical handling of private data.
DBM 381	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 502	Database Management	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.
DBMDA 300	Database Fundamentals	3	This course covers fundamental database concepts including SQL, non-relational databases, distributed databases and database architectures. Students are provided an overview for how to manage, display, sort, group, retrieve, and organize data for the application or tool associated with the software development taking place within an organization.
DHA 700	Introduction to Health Administration in Doctoral Study	3	The course provides an introduction to health administration for doctoral students entering the Doctor of Health Administration program who do not have prior academic experience in this area.
DHA 711	Administration of Complex Health Care Systems	3	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level.
DHA 715	Risk Management in Complex Health Organizations	3	The U.S. health care system is both complex and fragmented. It is critical that scholar-practitioner-leaders have a thorough understanding of risk management, as well as how to manage litigation and how to facilitate contractual relationships. Successful leaders will also need to possess a wide range of skills, including a working knowledge of resource, asset, and human resource management. A well-rounded leader will be required to understand concepts from claims administration and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.

DHA 721	Health Care Economics	3	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services.
DHA 722	Policy and Regulation in Health Care	3	The scholar-practitioner-leader will focus on the role of health policy and regulations in the administration of health care systems. Students critically assess the complex dynamics of politics, ethics, and policy in the development of health legislation and regulations. The process of developing policy, rules and regulations at federal, state, and local levels is examined. Evidence-based approaches are applied to evaluate the effectiveness of implemented policy
DHA 731	Population Health and Epidemiology	3	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision- making. Students will apply this science in the analysis of emerging health epidemics and diseases.
DHA 732	Evaluation of Health Care Programs	3	This course is designed to present the major concepts, methods, and issues of evaluating health care programs and services to doctoral students. This course will prepare health care administrators to utilize various evaluation and research methodologies and tools to make decisions regarding program outcomes and effectiveness. Evaluation literature about health programs and services is integrated into the course from a wide variety of sources. Students will incorporate learning to develop a program evaluation plan presentation.
DHA 733	Contemporary Leadership Issues	3	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.
DNP 700	DNP Expectations Seminar	1	This foundational course introduces students to the program requirements and doctoral learning expectations for the Doctor of Nursing Practice (DNP) program. Students engage in structured activities and guided dialogue to promote inter/intrapersonal collaboration; explore the integration of the roles of Scholar, practitioner and leader; and demonstrate the initiative needed to take the next steps in their doctoral journey through iterative improvements to critical thinking, reading, and writing by applying faculty feedback, writing resources, and personal insights.
DNP 701	Biostatistics and Epidemiology	3	This course examines biostatistics and epidemiology for advanced evidence-based practice (EBP) in nursing using an integrated application of statistics to basic epidemiological concepts. Students engage in the practical application of these concepts to make evidence-based decisions that promote disease and injury prevention using statistical analysis software. The course emphasizes the critical evaluation of current evidence for developing a data collection and analysis strategy for the DNP Project.
DNP 705	Philosophy, Theory, and Science for Nursing Practice	3	This course focuses on the philosophical and theoretical underpinnings of nursing science and practice at the doctoral level of expertise. The philosophy of science and the philosophical, theoretical, and ethical foundations of nursing practice and inquiry are examined. Students integrate teaching-learning theory into a personalized framework for doctoral practice.

DNP 710	Evidence-Based Practice Measurement and Clinical Inquiry	3	This course prepares students with advanced skills for high-level clinical inquiry to identify a relevant practice problem with the potential for significant positive change and measurable outcomes in the practice setting. Students will use an evidence-based approach to critical thinking, problem-solving, and decision-making by evaluating internal and external sources of evidence. Students will develop proficiency in framing relevant practice questions and build critical appraisal skills to evaluate and synthesize evidence through the rigorous application of evidence-based practice (EBP) principles. Students will demonstrate competency in conducting systematic searches, applying critical appraisal techniques to evaluate different types of evidence, and synthesizing evidence to inform clinical decision-making and practice improvement.
DNP 715	Information Systems and Health Care Delivery Technology	3	In this course, students examine the function and purpose of healthcare informatics and delivery technology in promoting advanced evidence-based practice in nursing. In addition, students explore the components of modern data systems, including advanced clinical information systems, decision modeling programs, and financial systems, to inform the selection, application, and evaluation of healthcare information systems and practice technologies.
DNP 725	Policy and Regulation in Health Care	3	This course will focus on an analysis of health policy and its influence on health care delivery systems. The student will examine the structure and function of legislative and regulatory bodies, governance, public relations, and global health care issues. The course promotes the concepts of leadership to inform advocacy, policy formation and implementation through the lens of ethics, social justice and evidence.
DNP 730	Organizational and Systems Leadership	3	This course will focus on the exploration of organizational and systems theory for quality improvement science. Students will contribute to the development of transformational leadership strategies to facilitate changes in health care systems.
DNP 740	Clinical Prevention and Population Health	3	The course focuses on the use of epidemiological biostatistical, environmental , geographic, genetic, behavioral and socioeconomic data to design, develop and implement interventions to improve health care access, address gaps in care and decrease health disparities. Students will apply comprehensive surveillance, prevention, and health promotion approaches to improve population health.
DNP 750	DNP Applied Project I	3	The outcome of this course will be a precis that articulates a specific goal and plan that will evolve into the student's DNP Applied Project.
DNP 751	DNP Applied Project II	3	In this course, students engage in the iterative advancement of the DNP applied project proposal. With continued faculty guidance, students leverage self-assessment and forecasting strategies to refine their skills and improve upon the quality of their proposal drafts for completion and submission.
DNP 752	DNP Applied Project III	3	This is the third and final project course for the DNP program. This course focuses on the achievement of the cumulative outcomes for the DNP program, including the submission of the final DNP applied project manuscript and successful dissemination of the project results through a poster presentation.
DOC 714S	Symposium I	3	DOC/714S focuses on the evaluation and refinement of a proposed research project. Students examine how key elements of the project align and support a coherent line of inquiry. Emphasis is placed on alignment, conceptual fit, and design reasoning to produce a defensible Research Plan.
DOC 715	Doctoral Seminar I	3	DOC/715 focuses on refining students' proposed study into a coherent and defensible dissertation foundation. Students strengthen the research problem using relevant scholarly and/or contextual evidence, evaluate alignment among core study components, defend the selected methodology and design, and assess feasibility, access, scope, and methodological boundaries. Successful completion of the course reflects completion of Phase 2 of the dissertation sequence.

DOC 719S	Symposium II	3	This course serves as the second of two online immersive experiences for University of Phoenix doctoral students. The second covers advanced tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 723	Doctoral Seminar II	3	This course focuses on analyzing and synthesizing scholarly literature to develop a conceptually grounded understanding of a research problem. Students evaluate relevant research, identify patterns and gaps, and apply theoretical or conceptual frameworks to explain the problem within a broader disciplinary or professional context. Emphasis is placed on conceptual reasoning to support pathway-specific dissertation deliverables.
DOC 741	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741A	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 742	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742A	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 788	Concept Continuing Enrollment II	1	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review.
DOC 887	Dissertation Continuing Enrollment I	0	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	Dissertation Continuing Enrollment II	1	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.

DOC 987	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 988	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DSC 330	Data Communication and Visualization for Business	3	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
DSC 350	Exploratory Data Analysis	3	This course provides an overview of Exploratory Data Analysis (EDA), including the cleaning, preparation, exploration, and visualization of data. Students will review machine learning algorithms, neural networks, and Artificial Intelligence (AI) concepts used to analyze data sets and build intelligent applications.
DSC 360	Business Analysis Planning and Monitoring	3	This course provides an overview of business analysis with an in-depth examination of planning and monitoring, elicitation and collaboration, and requirements life cycle management. Students will examine key aspects of planning, stakeholder engagement, governance, information management, performance improvement, elicitation, communication, collaboration, prioritization, and assessment related to business analysis.
DSC 380	Enterprise Business Intelligence	3	This course examines the use of business intelligence in value-driven decision making. Topics include data preparation, modeling, visualization, and analysis, as well as the deployment and management of datasets, workspaces, and other deliverables for business analysis and forecasting needs.
DSC 435	Machine Learning	3	This course provides an overview of machine learning, including the use of algorithms, neural networks, and supervised, unsupervised, and reinforcement learning to automate advanced computer tasks.
DSC 445	Predictive Modeling	3	This course provides an overview of predictive modeling techniques, with a focus on statistical analyses, data mining, and machine learning tools used to find patterns and trends, identify potential risks, and forecast probable outcomes within various data sets.
DSC 460	Big Data	3	This course reviews the origin and applications of big data within the framework of current businesses. Topics include data validation, processing, and predictive analytics used in a timely manner to make informed decisions.
DSC 495	Data Science Capstone	3	This capstone course combines the skills and applies the knowledge from various courses in the Bachelor of Science in Data Science program. Student teams working with large data sets combine the concepts of statistics, programming, data mining, data analysis, and data visualization to design, implement, and present a data science project representing a real-world application to decision-making executives.
DSC 510	Data Science	3	This course provides an overview of the field of data science, with a focus on data models, data mining processes, tools and technologies, algorithms, and statistical analyses used to glean insight from data for use across a variety of domains. Students will also examine various computer information systems and programming languages used to process, store, integrate, and analyze data.

DSC 520	Artificial Intelligence, Machine Learning, and Deep Learning	3	This course introduces principles of artificial intelligence, machine learning, and deep learning with a focus on applied techniques. Students will examine software, programming languages, and algorithms used to parse and analyze data and automate computer decision-making processes.
DSC 530	Data Modeling	3	This course provides an overview of data modeling with an emphasis on data model types, database models, common business requirements, and the structure, relationships, properties, and rules used to organize and store data.
DSC 540	Data Integration	3	This course provides an overview of data mapping, integration, and transformation, which involves the combination of data from heterogeneous database systems to provide a coherent, unified view for business intelligence purposes. Topics include big data, data warehousing, data lakes, metadata, ETL (extract, transform, load) mapping, and Electronic Data Interchange (EDI).
DSC 550	Data Mining	3	Data mining involves the discovery, extraction, and analysis of patterns of data from integrated data sets. This course examines the use of machine learning and statistical models in data mining processes.
DSC 560	Data Visualization	3	This course explores various tools and communication strategies used in data visualization and decision making. Topics business intelligence and presentation software, dashboards, exploratory data analysis, and effective presentation and storytelling techniques.
DSC 570	Business Intelligence	3	Business intelligence involves the use of data analysis to guide business planning, inform operational decisions, improve performance, and add business value. This course provides an overview of complex event processing (CEP), benchmarking and key performance indicators (KPI), dashboard development, and predictive and prescriptive modeling used to assess strategic business opportunities.
DSC 580	Data Governance	3	This course provides an overview of data governance standards and processes with a focus on information architecture, data management, data governance tools, regulatory requirements, data ethics, data integrity and security, internal auditing, and data reporting.
DSC 590	Data Science Capstone	3	The data science capstone provides students with an opportunity to integrate content from throughout the program through the completion of an applied data science project. Students will develop a data strategy to address a business challenge with a focus on measurable goals and objectives, performance metrics, roles and responsibilities, business intelligence tools, data collection and analysis, and data visualization and communication.
EAD 500	Orientation to Administration and Supervision	0	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, special projects, and the administrative internship will be discussed.
EAD 518	Leadership and Collaborative Processes	3	This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.
EAD 524	Supervision of Curriculum, Instruction and Assessment	3	This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for all learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

EAD 528	Administration of Special Programs	3	This course provides students with an overview of an administrator's role in a wide array of special programs offered in public schools today. Candidates examine programs and services tailored to meet varied student populations' needs, including special education, English learners (ELs), early childhood, gifted/talented learners, and Title I. The course also explores college and career readiness, academic preparation and intervention, school counseling, and alternative education programs. Additionally, candidates reflect on the purpose and significance of teacher leadership in today's schools.
EAD 535	Research for Improved Practice	3	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to enhance the instructional environment and to promote lifelong learning.
EAD 536	School Finance and Facilities Management	3	This course provides an overview for principal candidates in the basic concepts of school finance and facilities management. Topics include school funding and finance, legal and political issues of school funding, and the benefits of school funding. Principal candidates will also examine issues regarding facilities planning and management. Principal candidates will participate in field experiences related to school finance and facilities management.
EAD 555	School Policy and Law for Principals	3	This course examines legal and ethical principles and practices in the context of the educational setting. The legal framework, laws, liability, curriculum, attendance, religion, and school safety are all discussed, analyzed, and applied to current educational practices.
EAD 560	Human Resources Leadership and Management	3	This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.
EAD 565	School Improvement Processes	3	This course focuses on the processes of continuous school improvement, the role of the principal as instructional leader, and the impact of school culture on the instructional improvement model. Candidates review the types of assessments instructional leaders utilize for data analysis, interpretation, and integration within decision-making processes for school improvement. The use of assessments in K-12 education is also explored in the context of developing school improvement plans from a principal's perspective.
EAD 570	Prioritizing Equality of Opportunity in Education	3	This course provides candidates the opportunity to examine and to reflect upon prioritizing equality of opportunity in education. In particular, the course focuses on how students, families, teachers, and staff contribute to school practices, programs, and curriculum through fair and representative participation. Candidates examine their personal beliefs, as well as issues regarding prioritizing equality of opportunity, in the context of leadership.
EAD 575	Family, Community, and Media Relations	3	This course focuses on the role of the school principal as a catalyst in developing and maintaining relationships with families, business and community groups, and the media to support a school's vision and programs. Candidates examine the importance of public relations, effective communication practices, and strategies for identifying a community's resources, interests, and needs. Candidates will also analyze ethical considerations for working with external stakeholders and ways to build business partnerships that benefit their school. In addition, candidates will explore the use of AI in generating communications and develop a plan to increase engagement between their school, the community, and the media.
EAD 591A	Administrative Internship Part I	1	This internship experience provides comprehensive field?based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.

EAD 591B	Administrative Internship Part II	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.
EAD 591C	Administrative Internship Capstone	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
ECE 205	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	Curriculum and Instruction in Early Childhood Education	3	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, variety of populations, and the importance of collaborative partnerships with family and community are also explored.
ECE 207	Assessment in Early Childhood Education	3	This course provides an overview of a variety of assessment techniques in early childhood education, including assessment of children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age eight.
ECE 510	Effective Instruction for Early Childhood Education	3	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of all learners, as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.

ECE 513	Early Childhood Growth and Development	3	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.
ECE 514	Family/Community Involvement in Early Childhood Education	3	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally varied families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	Early Childhood Growth and Development	3	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8 / grade 3. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	Instructional Strategies for Early Childhood Education	3	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting, birth through age 8 or through Grade 3. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.
ECH 300	Orientation to Early Childhood Education	0	This course is designed to provide an orientation to the primary components of the Early Childhood Education program. Students will be introduced to the program's progression and degree completion requirements. Field experience, College of Education resources, and student teaching will also be discussed.
ECH 301	Foundations of Early Childhood Education	3	This course provides an overview of early childhood education for children, birth through age 8. Historical foundations of early childhood education, the role of technology, professionalism, and trends and issues in education are introduced. Students will reflect upon their personal dispositional skills desired for an educational career and will create a personal philosophy of education.
ECH 302	Exceptionalities of the Young Child	3	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used in implementing and managing a positive and active early childhood learning environment within the framework of a varied early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting, birth through age 8 or Grade 3.
ECH 390	Early Childhood Student Teaching Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.

ECH 400	Assessment and Evaluation in Early Childhood	3	This course focuses on defining assessment and evaluation and the use of effective practices with children from birth through age 8. The fundamentals of early childhood assessment, including the types, purposes, and principles will be discussed. Teacher candidates will explore the importance of reliability and validity of assessment, how to interpret assessment data, and the use of assessment in Multi-Tiered System of Supports (MTSS). Emphasis is placed on using assessment to inform instruction, differentiating assessment for children with special needs, and strategies for communicating and collaborating with stakeholders about assessment.
ECH 416	Methods of Teaching in Early Childhood: Mathematics	3	This course focuses on mathematical methodology and assessment strategies for young children. Integration of content, appropriate instructional strategies, and curriculum and assessment planning are emphasized. Multiple perspectives of young children as learners of mathematics and current research on mathematics pedagogy are explored. Students evaluate and use instructional methods, curricular materials, technological resources, and appropriate assessment strategies. Special attention is given to using manipulatives in math instruction and developing problem-solving skills.
ECH 418	Community and Family Engagement	3	This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family backgrounds, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.
ECH 420	Methods of Teaching in Early Childhood: Science	3	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.
ECH 430	Methods of Teaching in Early Childhood: Social Studies	3	This course provides a foundation in developmentally appropriate content and methodology for the teaching of social studies in early childhood education (birth through age 8). Teacher candidates will explore content standards, instruction and assessment strategies, technology integration, and theoretical perspectives and practices related to early childhood social studies education. In addition, candidates will develop meaningful curricular content and hands-on learning experiences, as well as investigate strategies for creating an effective learning environment and opportunities for family and community involvement.
ECH 435	Methods of Teaching in Early Childhood: Arts and Music	3	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally effective practices and integration of visual arts, drama or performing arts, and dance, movement, and music across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 496	Early Childhood Student Teaching	8	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 497	Student Teaching	8	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
ECO 365T	Principles of Microeconomics	3	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.
ECO 370	Environmental Economics	3	This course examines how economic principles are applied to environmental challenges and resource management decisions. Students explore how natural resources are valued, how human activities create financial and ecological impacts, and how economic models can inform sustainability initiatives. Emphasis is placed on evaluating trade-offs, analyzing environmental decision-making, and understanding the role of economic reasoning in environmental policy and management.
ECO 372T	Principles of Macroeconomics	3	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.
ECO 535	The Digital Economy	3	This course emphasizes the importance of economic theories in the context of digital transformation. Students will determine how to address contemporary global business issues. Students will apply economic theories to analyze, understand, and solve business problems.
ECOCB 535	The Digital Economy	3	This course emphasizes the importance of economic theories in the context of digital transformation. Students will determine how to address contemporary global business issues. Students will apply economic theories to analyze, understand, and solve business problems.
EDD 004	Faculty Supervision Educational Leadership	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.
EDD 007	Faculty Supervision	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.
EDD 583	Clinical Practice	6	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

EDD 584	Secondary Clinical Practice	6	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EDD 700	Introduction to Education Administration in Doctoral Study	3	The course provides an introduction to education administration for doctoral students entering the Doctor of Education-Educational Leadership program who do not have prior academic experience in this area.
EDD 712	Leadership in Contemporary Organizations	3	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 714	Comparative Models of Educational Environments	3	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students and adult learners to alternative learning environments. Specific focus is placed on distance education modalities.
EDD 722	The Legal Context of Education	3	This course will introduce you to existing and emerging legal contexts that govern American education systems. The topics covered in this course will provide thorough knowledge of the rights and responsibilities of educators and students by reviewing a progressive exploration of foundational sources of law that impact education-from The Constitution of the United States to landmark legal cases. This information will be useful for educators when making lawful decisions in the classroom.
EDD 723	Ethics and Values in Learning Organizations	3	In this course, the ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies about ethical dilemmas are included for analysis. The roles of value education, codes of conduct, and codes of ethics are debated.
EDD 724	Instructional Leadership	3	In this course, students explore instructional leadership as an integrated practice to evolve their understanding of, and capacity for, advancing teaching and learning. Effective teaching and learning strategies are examined as they relate to motivating faculty, staff, and students, and creating dynamic learning environments. Additional topics include leading change in learning environments and counterbalancing resistance to change for faculty, staff, and students.
EDD 731	The Economics of Education	3	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 733	Evaluation and Assessment Methods	3	This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes based assessment, institutional research, and staff and evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.
EDT 711	Educational Technology Research	3	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.
EDT 723	Instructional Media and Design Techniques	3	This course examines various types of technologies used in the development of instructional projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and emerging technologies that are purposeful in facilitating learning in multiple environments.

EDT 732	Integrating Technology and Curriculum	3	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	Technology Leadership	3	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 215	Ethics and Social Responsibility in Education	3	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 consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision making, professional, and personal conduct of teachers.
EDU 300	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education program. Students will be introduced to the program's progression and degree completion requirements. Field experience, College of Education resources, and student teaching will also be discussed.
EDU 300CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.
EDU 301	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 305CA	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 311	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore various assessment tools and how the data collected from these assessments influence the lesson planning process.

EDU 311CA	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	Legal & Ethical Issues in Education	3	This course examines the legal and ethical aspects of education, including the laws, policies, and procedures related to teacher conduct and teacher accountability. The characteristics of a teacher role model will be explored as well as employment-related rights and responsibilities and the possible consequences that may result from inappropriate teacher conduct or actions. Emphasis is placed on the analysis of scenarios related to common legal and ethical issues in an educational setting.
EDU 321	Classroom Management	3	This course explores differentiated approaches and strategies for managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
EDU 321CA	Classroom Management	3	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	Elementary Education Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
EDUC 518	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
EDUC 519	Foundations of Education	3	This course introduces students to the teaching profession and its foundational principles. Students analyze various educational philosophies and develop a personal educational philosophy. Key issues and trends in education are explored. Standards, curriculum development, and assessment are also introduced, including their distinctions and contributions to teaching and learning.
EDUC 521	Classroom Management for Educators	3	In this course, participants learn strategies for managing their classrooms more effectively. The course covers methods teachers can use to address discipline issues, influence student behavior, implement classroom management processes, and select appropriate verbal and nonverbal interventions. Participants also learn how to establish and communicate classroom expectations to create a positive learning environment.
EDUC 522	Curriculum Development and Instruction	3	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of all learners.
EDUC 523	Middle School Curriculum Development and Instruction	3	This course is designed to evaluate the unique characteristics of adolescents and the varying backgrounds among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.

EDUC 524	Assessment and Evaluation for Educators	3	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.
EDUC 525	Theories of Growing and Learning	3	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, multicultural issues, and school and community settings.
EDUC 527	Teaching Critical Thinking Skills	3	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics and effective communication styles for use with students, parents, and
EDUC 540	AI for Educators	3	This course examines the use of artificial intelligence (AI) in K-12 education, including practical strategies for integrating AI tools into instructional design and assessment. Participants will examine ethical considerations including bias, academic integrity, and student data privacy while learning how to use AI responsibly in educational environments. Through hands-on activities and applied assignments, educators will develop skills to evaluate AI tools, design AI-enhanced learning experiences, and support students in developing responsible AI literacy. By the end of the course, participants will demonstrate their proficiency in using AI for planning, instruction, and assessment in the K-12 educational environment.
EDUC 542	AI for Effective Assessments	3	This course explores the responsible use of artificial intelligence (AI) to support assessment practices in educational settings. Learners examine how AI tools can assist with designing formative and summative assessments, developing criteria and rubrics, differentiating assessment opportunities, analyzing evidence of student learning, and generating actionable feedback. Emphasis is placed on maintaining educator judgment and oversight while evaluating AI-generated outputs for accuracy, bias, validity, accessibility, privacy, and ethical use. Through practical applications, educators develop strategies for integrating AI into assessment processes while preserving assessment integrity and meaningful evidence of student learning.

EDUC 543	Improving Social-Emotional Learning and Behavioral Support	3	This course prepares learners to recognize and respond to social, emotional, and behavioral factors that influence student learning, engagement, and participation. Learners examine practical approaches for fostering belonging, supporting emotional awareness and regulation, strengthening positive relationships, and responding effectively to student behavior. Emphasis is placed on proactive and strengths-based practices that promote supportive classroom environments where students can succeed academically and socially.
EDUC 544	AI for Teacher Productivity	3	This course focuses on the practical application of generative artificial intelligence (AI) tools to enhance teacher productivity, creativity, and efficiency. Learners explore how AI can support instructional planning, differentiation, content and resource creation, communication, organization, research, and routine professional tasks. Through hands-on applications grounded in authentic teaching responsibilities, educators develop strategies for using AI to streamline workflows, reduce time spent on repetitive tasks, and support professional decision-making. Emphasis is placed on effective prompting, evaluating and refining AI-generated content, protecting student information, recognizing the strengths and limitations of AI, and maintaining educator judgment and responsibility. By the end of the course, learners will be prepared to integrate AI confidently and responsibly into professional workflows while maintaining the quality and integrity of their work.
EDUC 545	Family Engagement and Community Involvement	3	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from varied backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EDUC 551	Strategic AI Leadership in Education	3	This course prepares education leaders to guide the responsible adoption and implementation of artificial intelligence (AI) within schools and educational organizations. Participants examine opportunities for AI to support organizational effectiveness, strategic priorities, professional practice, and educational improvement while considering the governance, privacy, security, and ethical responsibilities associated with AI use. Through leadership-focused scenarios and applications, participants develop strategies for evaluating AI opportunities, establishing organizational expectations and safeguards, building educator capacity, and leading sustainable change. Emphasis is placed on developing a coherent approach to AI adoption that aligns technology decisions with organizational values, educational priorities, and the needs of students, educators, and communities.
EED 400	Assessment in Elementary Education	3	This course focuses on defining assessment and utilizing effective assessment practices in the classroom. The fundamentals of assessment, including formative, summative, standardized and performance assessments and their uses will be discussed. Teacher candidates will explore the reliability and validity of assessment and evaluate test performance data for the purpose of planning instruction.

EED 416	Elementary Methods: Mathematics	3	This course provides a context for teaching and assessing students in elementary mathematics. Content knowledge, interdisciplinary teaching, and curriculum are emphasized. Teacher candidates will evaluate and use instructional methods, resources, and technology. The course focuses on enhancing the meaning of mathematical concepts by promoting critical thinking and problem-solving skills.
EED 420	Elementary Methods - Science	3	This course provides a context for teaching and assessing students in elementary science. Teacher candidates will explore interdisciplinary teaching, curriculum content, and instruction and assessment strategies that enhance inquiry learning in the science classroom. In addition, teacher candidates will focus on content knowledge and promoting the development of critical thinking skills to include science in other content areas.
EED 425	Elementary Methods-Health/PE	3	This course provides an overview of the health and physical education state and national standards, including the context for how standards are addressed in elementary schools and classrooms. Instructional approaches for integrating health and physical education concepts into the curriculum are explored. In addition, teacher candidates will examine strategies for promoting an understanding of human movement and the goal of lifelong health.
EED 430	Elementary Methods - Social Studies	3	This course provides a context for teaching and assessing students in elementary social studies. Teacher candidates will explore social studies content standards and major concepts, research methodologies and resources for teaching social studies, and examine strategies for developing students' critical thinking skills. In addition, teacher candidates will apply culturally responsive instruction to meet the needs of culturally, academically, and linguistically diverse students and integrate social studies with other disciplines.
EED 435	Elementary Methods - Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of arts education. Candidates will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on integrating arts education across the curriculum.
EED 436CA	Elementary Methods: Social Science and Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of social science and visual and performing arts. Participants will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on interdisciplinary practices and the integration of social science and visual or performing arts into other content areas. The course also investigates the use of technology and community involvement in the social science and visual and performing arts classrooms.
EED 438CA	Elementary Methods: Mathematics and Science	3	This course focuses on methodology and assessment strategies that enhance instruction in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, 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. Students are provided the opportunity to develop the ability to evaluate and apply instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 491CA	Elementary Clinical Practice A	4	This course emphasizes the practical application of education theories and teaching methods. Emphasis will be placed on planning and facilitating effective literacy instruction and ensuring teacher candidates can create engaging and impactful learning experiences. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. This includes understanding how to implement the multi-tiered system of supports (MTSS) framework to address students' language, literacy, and learning development. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

EED 492CA	Elementary Clinical Practice B	4	This course emphasizes the practical application of education theories and teaching methods. Emphasis will be placed on assessing literacy and mathematics learning and evaluating data to provide accurate feedback to improve student learning. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 496	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 498	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 498P	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499	Elementary Student Teaching, Seminar II	4	This course, a follow-up to EED/498, is the second of two courses that will help prepare you for the teaching profession. Each week you will make thoughtful instructional decisions, analyze learning, and reflect on the skills you've gained in order to create a professional teaching portfolio to use when applying for future teaching positions.
ELL 300	Instructional Methods for English Language Learners	3	This course focuses on instruction for English language learners (ELLs). It emphasizes knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELL 500	Instructional Methods for English Language Learners	3	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELM 530	Instruction and Assessment for All Learners	3	This course focuses on the theoretical models that underlie teaching and learning in elementary and middle school settings Teacher candidates examine methods for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.
ELM 532	Creating an Effective Learning Environment	3	This course explores differentiated approaches and strategies for managing a positive classroom environment within the framework of today's varied student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 534	Elements of Literacy Content and Curricular Knowledge	3	This course focuses on the most current research, theory, methods, and state standards related to the science of reading and structured literacy. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. This course provides teacher candidates with the background knowledge in the science of reading necessary to prepare comprehensive research-based and standards-based lesson plans.
ELM 535	Application of Research-Based Literacy Instruction	3	The focus of this course is research-based instructional approaches for elementary literacy within the framework of an integrated curriculum. Enrichment and intervention teaching strategies supported by the science of reading are examined for both reading and writing. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.
ELM 536	Social Studies Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.
ELM 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.

ELM 539	Physical Education/Health Content and Curricular Knowledge	2	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence and on state and national standards. Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services. Additionally, this course explores instructional approaches for integrating physical education and health with other content.
ELM 545	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 586	Elementary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Emphasis will be placed on planning and facilitating effective literacy instruction and ensuring teacher candidates can create engaging and impactful learning experiences. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. This includes understanding how to implement the multi-tiered system of supports (MTSS) framework to address students' language, literacy, and learning development. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 587	Elementary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Emphasis will be placed on assessing literacy and mathematics learning and evaluating data to provide accurate feedback to improve student learning. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ENG 110	English Composition I	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.
ENG 157	Multicultural Literature	3	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.
ENG 210	English Composition II	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.
ENG 222	Introduction to Technical Writing	3	This foundational course introduces students to the principles and practices of technical writing used in today's workplaces. Students learn to create clear, well-organized, and usable documents for specific audiences and purposes while applying professional standards for clarity, concision, and effective design.
ENG 230	Mechanics of Writing	3	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	Introduction to Creative Writing	3	This course provides a foundation in writing creative fiction. Students will be expected to produce original creative writings.
ENG 260	Folklore and Fairytales	3	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping, and use of folklore and fairytales in society.

ENG 270	Literary Interpretation and Analysis	3	This course introduces students to the practice of literary analysis through reading and interpretation of major works. Students will discuss forms and theories as a foundation on which to build analytical skills.
ENG 280	Rhetoric and Critical Thinking	3	This course introduces students to rhetoric, argument, and critical thinking as tools for understanding how persuasion works. Students explore key rhetorical concepts and apply them to examine how writers and speakers make choices for particular audiences, purposes, and contexts. Through the study and practice of argument, students build the skills needed to explain rhetorical choices and develop arguments that respond thoughtfully to specific rhetorical situations.
ENG 295	Children's Literature	3	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.
ENG 340	Creative Writing	3	The purpose of this course is to expand students' imaginative writing processes. Students produce original creative works that demonstrate a developed understanding and implementation of creative techniques in various genres of creative writing.
ENG 380	Applied Linguistics	3	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.
ENGDA 110	English Composition I	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.
ENGDA 210	English Composition II	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.
ENT 527	Opportunity Assessment and Innovation	3	This course is an introduction to entrepreneurship and the entrepreneurial mindset. The course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapraneurship, and a social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 588	Innovation and Design: Capstone Project	3	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100T	Principles of Environmental Science	3	This course will introduce students to the scientific principles that are required to identify environmental phenomenon. Students will explore the composition and processes of Earth's lithosphere, atmosphere, hydrosphere, and biosphere to examine environmental impact and mitigation of environmental risk.
ENV 310	Environmental Management	3	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 320	Environmental Law	3	This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.
ENV 400	Watershed Hydrology	3	This course will introduce students to the water cycle and freshwater management. Topics will include examination of bodies of water, geology and soil properties, the water cycle, groundwater flow, pollution effects, and government involvement.
ENV 410	Environmental Toxicology	3	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.

ENV 420	Environmental Risk Assessment	3	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.
ENV 430	Environmental Technology	3	This course presents students with the current and emerging technologies that are available for the management of the environment. Environmental factors will be examined for the proper selection and application of these technologies.
ENV 431	Public Policy Analysis	3	This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.
ETH 220	Ethics in Data and Business Decision-Making	3	This course examines ethical considerations in the use of data and analytics to support business decision-making. Students explore topics such as data privacy, bias in data and analysis, responsible use of data, and the impact of data- and AI-driven decisions on organizations and stakeholders. The course emphasizes applying ethical frameworks to evaluate analytical practices and ensure that data is used responsibly to support organizational objectives.
ETH 316	Ethics and Social Responsibility	3	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibility, and social issues.
ETH 321T	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.
EXSC 510	Introduction to Exercise Science	3	This course provides a comprehensive introduction to the field of exercise science. Learners examine the scope of exercise science, professional roles and career opportunities, and contemporary issues affecting the field. Foundational concepts in exercise physiology and biomechanics are explored to develop an understanding of human movement and physiological responses to physical activity. The course also examines behavioral and social dimensions of exercise, including factors that influence participation in physical activity and health-related behaviors.
FIN 355	International Finance and Trade	3	This course provides an overview of international finance, global trade, and macroeconomic interrelationships between two or more countries, with a focus on global financial systems, exchange rates, capital flows, foreign investment, multinational corporations, regulatory requirements, communication, cultural considerations, and potential risk.
FIN 360	Financial Data Modeling	3	This course provides an overview of financial data modeling, which combines finance, accounting, and other business data to forecast an organization's future performance based on historical trends. Students will prepare income statements, balance sheets, cash flow statements, and supporting schedules, and evaluate the use of various types of financial models to complete financial analyses and make business decisions.

FIN 366	Financial Institutions	3	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, the internationalization of financial markets, and the impact of recent events. Financial institutions such as insurance companies, commercial banks, and investment banks are covered. The institutions are described with a focus on regulatory aspects and management use of financial markets and performance.
FIN 370T	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 375	Financial Management in the Small Business	3	This course focuses on the role that financial management plays in the development and sustainability of a small business. The course provides a detailed review of forecasting, budgeting, daily cash flow management techniques, and monitoring financial performance. Specifically, students will address funding, debt management, cash flow management, and financial planning from the small business perspective.
FIN 400	Public Finance	3	This course provides an overview of public finance and the role of government in managing the economy. Topics include monetary and fiscal policies, budgeting processes, government investments and expenditures, government subsidies and assistance programs, debt financing, loans, taxation, and fiscal federalism.
FIN 402	Investment Fundamentals and Portfolio Management	3	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 405	Behavioral Finance	3	This course examines the impact of psychological, emotional, and social factors on economic and financial decision making. A variety of heuristics, biases, and fallacies and their impact on reasoning, choice, and market outcomes are discussed. Financial theories, observation, and quantitative analyses are used to evaluate relationships and develop models that can be used to prepare financial forecasts.
FIN 419	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	Personal Financial Planning	3	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.
FIN 422	Retirement and Benefit Planning	3	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deductions and contribution limits, and create a full financial plan, including retirement, for an individual.

FIN 440	Risk Management and Insurance Planning	3	This course covers principles of risk management and insurance planning, with a focus on measurements of uncertainty, associated financial costs, and corporate risk management planning. Topics include actuary roles and responsibilities, statistical data analysis, credit risk assessment, liabilities, types of insurance, underwriting services, annuities, business and health care legislation, and insurance law.
FIN 460	Fundamental Analysis	3	This course provides an overview of fundamental analysis, including the examination of business financial statements, business health, competition, economic factors, and financial markets. Topics include financial forecasting, financial ratios, working capital management, business performance analysis, the intrinsic value of securities, stock valuation, economic indicators, and industry trends.
FIN 470	Fraud Examination and Forensic Accounting	3	This course examines fraud examination and forensic accounting practices used to detect, investigate, and prevent financial fraud. Topics include types of fraud, data-driven fraud detection, auditing and inquiry methods, fraud reporting, internal controls and compliance, assurance services, securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 480	FinTech and DeFi	3	This course examines the use of financial technology (FinTech) in the delivery of financial services. Topics include artificial intelligence, blockchain, cloud computing, big data, digital wealth management, automation, cybersecurity, social commerce, decentralized finance (DeFi), secure distributed ledgers, peer-to-peer lending, cryptocurrencies, NFTs, authentication, FinTech regulation, and other emerging financial technologies.
FIN 486	Strategic Financial Management	3	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices with contemporary financial strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios to apply best practices that support financial goals and create value for clients, portfolios, stakeholders, and organizations.
FIN 571	Corporate Finance	3	This course applies corporate finance concepts to make management decisions. Students discuss methods used to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
FIN 711	Financial Measures of Value Added	3	This course will assist doctoral students with understanding and employing financial tools and techniques in different stages of an entrepreneurial organization with special emphasis on new venture finance and private equity. Students will also gain insights into the different types of financing and evaluate the appropriate financing alternatives at various phases of the organization's life.
FINCB 571	Corporate Finance	3	This course applies corporate finance concepts to make management decisions. Students discuss methods used to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
FP 100T	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
FPDA 100	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
GEN 201	Foundations for University Success	3	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.

GENDA 201	Foundations for University Success	3	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals and develop skills in critical thinking, collaboration, and communication.
GEO 180	Physical Geography	3	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.
GEOG 190	Physical Geography	3	This course introduces students to the principles of physical geography and the interaction between humans and the natural environment. Topics include plate tectonics, the rock cycle, landscape formation, water resources, weather and climate, vegetation and soils, map interpretation, and the relationship between people and Earth's physical systems.
GFT 500	Teaching Gifted and Talented Learners	3	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the varied needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	This course focuses on the theories, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.
GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.
GFT 508	Social and Emotional Needs of Gifted Learners	3	This course examines the social and emotional characteristics and needs of gifted and talented learners and the role of educators in creating supportive learning environments. Learners explore factors that may influence gifted learners' self-awareness, emotional well-being, coping skills, peer relationships, and leadership development. Emphasis is placed on recognizing individual differences among gifted learners, developing supportive classroom environments, and applying educational practices that foster positive social and emotional development. Learners use classroom scenarios and evidence-based practices to design learning environments responsive to the social and emotional needs of gifted and talented students.
GHA 548	Foundations of Gerontology for Health Administrators	3	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, societal perceptions of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.

GLG 220	Physical Geology	3	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering, and erosion systems.
HCIS 140T	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic heath records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.
HCIS 318	Health Care Industry Terms for IT Professionals	3	This course provides students with basic health care industry terms in a variety of health care work settings for information technology professionals. Students will review terms and concepts related to emerging technologies, the structure and roles within health care, and the privacy and security considerations needed for health care systems.
HCIS 352	Foundations of it in the Health Care Environment	3	This course provides an overview of the integration of technology within the health care industry. Students will examine systems, networking and database concepts, the processes used in the selection and application of electronic health records, and the evaluation of future information technology systems. Methods to make informed business decisions related to the use of technology in health care will be addressed.
HCIS 410	Project Planning and Implementation in Health Care	3	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCIS 420	Information Systems Risk Management in Health Care	3	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation, and use of computer based information systems.
HCISDA 140	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic heath records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.
HCISDA 410	Project Planning and Implementation in Health Care	3	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student?s skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCISDA 420	Information Systems Risk Management in Health Care	3	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
HCP 513	Health Care Compliance Foundations	3	The learner will explore the purpose and organization of compliance in the health sector as well as the role of compliance and compliance officers. Topics include regulatory agencies, accreditation, professional licensing, enforcement, quality, and policies.
HCP 514	Leading Compliance in Health Care Organizations	3	The learner will examine structures and systems of healthcare organizations and how they inform the responsibilities of a compliance professional. Course topics include the ethical responsibilities of compliance, HIPAA and OSHA, and other compliance-related healthcare standards and regulations including whistleblower protection in the U.S.

HCP 516	Auditing, Monitoring and Corrective Action in Compliance	3	The learner will compare and contrast auditing and monitoring in healthcare compliance. The course focuses on report writing using root cause analysis and corrective action plans, as well as the industry-accepted process of presenting these plans to compliance boards and committees.
HCP 517	Communication and Reporting Mechanisms in Compliance	3	The learner will create a compliance program and present it in in their chosen healthcare sector, in a manner currently accepted by the healthcare industry. Course topics include policies and standard operating procedures, training and education, documentation and presentation.
HCR 201	Medical Billing and Coding	3	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	Medical Insurance	3	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with the various medical insurance plans offered by health care payors.
HCR 203	Medical Claims Processing and Compliance	3	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. HIPAA and compliance requirements will also be covered.
HCR 214T	Billing and Coding: Foundations of Anatomy and Physiology I	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing medical coding and billing certification.
HCR 216T	Billing and Coding: Foundations of Anatomy and Physiology II	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing medical coding and billing certification.
HCS 120T	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131T	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 235T	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCS 245T	Introduction to Health and Disease	3	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCS 305	Health Care Professional Development	3	This course introduces students to the broad spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 321	Business Communication for Health Care Managers	3	This course offers students the knowledge and skills to effectively communicate in a variety of health care workplace settings. Students will focus on business writing correspondence, effective communication strategies, and collaboration skills required by health care managers.

HCS 325	Health Care Management	3	The course explores fundamental concepts of management theory as applied to health care. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCS 335	Health Care Ethics and Social Responsibility	3	This course identifies ethical issues in health care. It is designed to encourage students to clarify individual ethics values in regards to health care issues. Content includes discussion of theories, principles, and values for students to consider a variety of ethical viewpoints from a managerial perspective.
HCS 341	Human Resources in Health Care	3	This course examines the complexities and multiple issues involved in human resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	Organizational Behavior	3	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.
HCS 380	Health Care Accounting	3	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	Health Care Finance	3	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 412	Project Management for Health Care Professionals	3	This course provides foundational project management skills used within a variety of health care settings. Topics include project scoping, time estimating, budgeting, and controlling to improve outcomes, streamline processes, and increase efficiencies for health care managers.
HCS 430	Legal Issues in Health Care: Regulation and Compliance	3	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 as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed. ***Updated Description 3/1/04*** This course covers the broad range of topics affected by health law and regulation ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well as their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.
HCS 433	Dimensions of Health and the Older Adult	3	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.
HCS 446	Facility Planning	3	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, as well as examine the regulatory compliance requirements.

HCS 451	Health Care Quality Management and Outcomes Analysis	3	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.
HCS 455	Health Care Policy: The Past and the Future	3	This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 456	Risk Management	3	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.
HCS 457	Public and Community Health	3	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model, students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	Health Care Research Utilization	3	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition, students will analyze the key elements of evidence-based research within health care.
HCS 468	Regulatory and Compliance within the Health Care Industry	3	This course focuses on regulatory and compliance issues within the health care industry. Topics include health care regulatory agencies, the impact of compliance on the operations of health care delivery, and health care laws. The course will also examine current health care policies and the implications for regulatory compliance.
HCS 472	Marketing in the Health Care Industry	3	In this course students will examine current marketing trends used within the health care industry. Students will focus on a variety of marketing strategies required by health care managers to promote programs, products and services to health care consumers.
HCS 475	Leadership and Performance Development	3	This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process, as well as examine and analyze effective performance indicators for staff and organizational goals.
HCS 483	Health Care Information Systems	3	This course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCS 487	Technology and Systems Approach for Health Care Managers	3	The course examines the integration of technology used within health care systems. Students will focus on the processes used in the selection, implementation, and evaluation of health information systems. Emphasis on methods used by health care managers to make informed business decisions related to the application and use of technology within the health care industry will be covered.

HCS 490	Health Care Consumer - Trends and Marketing	3	In this course, students will have the opportunity to examine the traits, trends, and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services, and differentiation of health care web sources.
HCS 493	Data Analytics for Health Care Managers	3	This course focuses on the use of data analytics for health care managers. Emphasis will be on data collection, tools, and strategies related to the use of data to improve health outcomes. Students will manage, analyze, and interpret data to identify areas for continuous system improvement.
HCS 498	Strategic Decision Making for Health Care Managers	3	This capstone course examines the techniques of strategic planning for decision making in the health care industry. Students will be required to demonstrate mastery of Program Student Learning Outcomes through the strategic planning process by formulating strategic decisions to manage within various health care environments.
HCS 499	Health Care Strategy Capstone	3	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.
HCS 504	Introduction to Graduate Study in Health Sciences/Nursing	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives; graduate-level oral and written communication; locating, evaluating, and citing scholarly resources; and purposes and use of portfolios.
HCS 529	Contemporary Health Care Facility Design	3	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.
HCSDA 120	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCSDA 131	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCSDA 235	Health Care Delivery in the U. S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCSDA 245	Introduction to Health and Disease	3	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.
HCSDA 305	Health Care Professional Development	3	This course introduces students to the broad spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCSDA 321	Business Communication for Health Care Managers	3	This course offers students the knowledge and skills to effectively communicate in a variety of health care workplace settings. Students will focus on business writing correspondence, effective communication strategies, and collaboration skills required by health care managers.

HCSDA 325	Health Care Management	3	The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCSDA 335	Health Care Ethics and Social Responsibility	3	This course identifies ethical issues in health care. It is designed to encourage students to clarify individual ethics values in regards to health care issues. Content includes discussion of theories, principles, and values for students to consider a variety of ethical viewpoints from a managerial perspective.
HCSDA 341	Human Resources in Health Care	3	This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCSDA 370	Organizational Behavior	3	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.
HCSDA 380	Health Care Accounting	3	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCSDA 385	Health Care Finance	3	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCSDA 412	Project Management for Health Care Professionals	3	This course provides foundational project management skills used within a variety of health care settings. Topics include project scoping, time estimating, budgeting, and controlling to improve outcomes, streamline processes, and increase efficiencies for health care managers.
HCSDA 430	Legal Issues in Health Care: Regulation and Compliance	3	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 as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.
HCSDA 446	Facility Planning	3	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.
HCSDA 451	Health Care Quality Management and Outcomes Analysis	3	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and quality improvement tools used in health care. Methods for assuring quality in process and outcome management are described. Changing trends in the provision and reimbursement of health care services are reviewed.
HCSDA 455	Health Care Policy: The Past and the Future	3	This course examines the role of federal, state, and local government 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.
HCSDA 456	Risk Management	3	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.

HCSDA 457	Public and Community Health	3	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCSDA 465	Health Care Research Utilization	3	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.
HCSDA 468	Regulatory and Compliance within the Health Care Industry	3	This course focuses on regulatory and compliance issues within the health care industry. Topics include health care regulatory agencies, the impact of compliance on the operations of health care delivery, and health care laws. The course will also examine current health care policies and the implications for regulatory compliance.
HCSDA 472	Marketing in the Health Care Industry	3	In this course students will examine current marketing trends used within the health care industry. Students will focus on a variety of marketing strategies required by health care managers to promote programs, products and services to health care consumers.
HCSDA 475	Leadership and Performance Development	3	The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
HCSDA 483	Health Care Information Systems	3	The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCSDA 487	Technology and Systems Approach for Health Care Managers	3	The course examines the integration of technology used within health care systems. Students will focus on the processes used in the selection, implementation, and evaluation of health information systems. Emphasis on methods used by health care managers to make informed business decisions related to the application and use of technology within the health care industry will be covered.
HCSDA 490	Health Care Consumer - Trends and Marketing	3	In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.
HCSDA 493	Data Analytics for Health Care Managers	3	This course focuses on the use of data analytics for health care managers. Emphasis will be on data collection, tools, and strategies related to the use of data to improve health outcomes. Students will manage, analyze, and interpret data to identify areas for continuous system improvement.
HCSDA 498	Strategic Decision Making for Health Care Managers	3	This capstone course examines the techniques of strategic planning for decision making in the health care industry. Students will be required to demonstrate mastery of Program Student Learning Outcomes through the strategic planning process by formulating strategic decisions to manage within various health care environments.
HCSDA 499	Health Care Strategy Capstone	3	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.

HEA 711	History and Philosophy of Higher Education	3	This course presents the historical origins and development of higher education and its influence on the development of postsecondary education in the United States. Through ontological and epistemological lenses, students will examine the philosophical perspectives on cultural values, beliefs (both secular and non-secular), and goals of education from classical
HEA 712	Higher Education Law, Policy and the Regulatory Environment	3	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	Higher Education Economics, Finance and Strategic Planning	3	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.
HEA 722	Academic and Student Affairs Administration	3	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 730	Student Development, Education, and Adult Learning Theories	3	This course explores the development of students in higher education through the lens of psychosocial, cognitive-structural, and identity development theories. Emphasis is placed on understanding the experiences and needs of traditional and adult learners, including those with varied abilities, backgrounds, and educational pathways. Students will examine how theoretical frameworks inform ethical and effective practice in student affairs and academic support roles.
HEA 732	Curriculum Development, Assessment, and Program Evaluation	3	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.
HINF 500	Informatics for Health Administration	3	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	The Systems Life Cycle	3	This course focuses on the implementation and management of clinical information systems. Topics include performing systems and interoperability assessments, determining key elements of system designs, planning for end-user training and support, and securing buy-in from stakeholders in the health care industry. Additionally, this course explores planning for IT security, disaster recovery and continuity, and new and advanced technologies.
HINF 520	Data Management and Design in Health Administration	3	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.

HIS 110CA	U.S. History to 1865	3	This course recounts the story of the United States by looking at the experiences and contributions various groups made to America during this period. Emphasis is placed on how both compromise and conflict have played major parts in American history.
HIS 210	AZ Constitution	3	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 301	United States Constitution	3	This course is an introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and the Court's evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the
HIS 305	California State History	3	This course provides students with the political, economic, and social history of California until the 1850s. Topics include the indigenous tribes of California, pre-Columbian California, the early exploration and founding of California, Mexican rule, and the Gold Rush.
HIS 306	California State History II	3	This course provides students with the political, economic, and social history of California from the 19th Century through modern time. Topics include the California state Constitution, immigration and diversity, modern industry, and contemporary issues facing the state.
HIS 510	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 511	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 514	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 516	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 518	U.S. Constitution	2	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HISDA 301	United States Constitution	3	This course is an introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and the Court's evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, and the issues of slavery and civil rights as seen through major court decisions.

HLTH 510	Health and Nutrition for Educators	3	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, substance abuse prevention, and sexual health education. Plans and resources for sharing important health and nutrition information with students are also explored.
HPE 270	Physical Education and Health for Educators	3	This course establishes a context for the importance of a healthy lifestyle through human movement, healthy nutrition, and an understanding of youth mental health, growth, and development. Students will explore state and national standards for health and physical education (PE) and framework-based teaching strategies to help K-8 learners develop motor skills, recognize the components of a healthy lifestyle, understand the risks associated with drugs and alcohol, and develop self-confidence and self-worth. The course also examines approaches for integrating health and PE with other content, strategies for helping learners achieve the goals of lifelong health, and ways to use and evaluate health-related information, products, and services.
HRM 300T	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 324T	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 326T	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee
HRM 345	Workforce Planning and Analytics	3	HRM 345 examines how Human Resource analytics, Human Resource Information Systems (HRIS), and AI support workforce planning and decision-making. Students will analyze data to forecast workforce needs, develop staffing models, and evaluate HR effectiveness while applying ethical, privacy-aware, and bias-conscious data practices.
HRM 400	Human Resource Technology and AI Applications	3	HRM/400 explores how Human Resource (HR) professionals select, implement, and govern HR technologies and AI enabled systems to support HR operations and strategic decision making. Students examine HR software and HR information systems, people data and information management, and electronic self-service tools that enable HR and people-management processes. The course also emphasizes technology and AI standards and responsible use
HRM 420	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.
HRM 430	Talent Management and Succession Planning	3	HRM 430 focuses on strategic talent acquisition, employee engagement and retention, and succession planning using an equity-based framework. Students will align talent strategies to organizational goals by assessing workforce needs, strengthening inclusive hiring and retention practices, and building leadership pipelines. The course emphasizes fair, ethical practices across talent management, including the use of equity audits and evidence-based recommendations to improve organizational effectiveness.

HRM 435	Global HR Management	3	HRM 435 prepares students to manage a global workforce by applying international Human Resource strategy, cross-border compliance practices, and risk-informed decision-making. Students will examine global labor and employment standards, risk management strategies, and approaches to aligning Human Resource programs with multinational business goals. The course also integrates corporate social responsibility (CSR) and ethical leadership to support sustainable and responsible global people practices.
HRM 498	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 546	Human Resource Law	3	This course prepares human resource managers to comply with human resource laws and regulations. Other topics include: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, employee grievances, and workplace safety.
HRM 548	Recruitment and Retention Practices	3	This course prepares students to evaluate and develop a workforce to attain organizational goals. Students will learn to develop strategies to attract and retain the best employees. Other topics include workforce planning and assessment, relocation practices, negotiation, employment policies, and total compensation practices.
HRM 552	Organizational Training and Development	3	This course applies development and training concepts to enhance organizational performance. Other topics include change management, employee relations, organizational development theories and applications, and performance analysis.
HRM 595	Human Resource Capstone Course	3	This capstone course applies human resource concepts to improve organizational effectiveness through the development of a human resource plan. Other topics include the strategic alignment of human resource management, professional development, leadership training, forecasting HR needs, gap analysis, change management needs, HR tools and technologies, training and development, and data analysis.
HRM PA534	Human Capital Development in Public Administration	3	This course prepares students to apply human capital development concepts in public administration. Students will create plans for managing human capital in public administration. The application of recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, public service ethics, collective bargaining, employee/employer relations applied within government & non-profit entities will be analyzed.
HSN 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 476	Healthcare Policy and Financial Management	3	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HSNCB 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.

HSNCB 476	Healthcare Policy and Financial Management	3	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HST 165	U. S. History 1865 to 1945	3	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	The American Experience Since 1945	3	Explore the key social, political, and economic events that have shaped modern America. This course delves into the transformative years following World War II, examining pivotal moments such as the Cold War, the Civil Rights Movement, and contemporary foreign policy challenges. Students will explore how these historical developments inform current issues and contribute to an understanding of the American experience.
HST 275	Global Civilizations to 1500	3	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principal social, cultural, political, economic, and global developments that influenced multiple civilizations.
HST 276	Global Civilizations Since 1500	3	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HUM 105	World Mythology	3	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 115	Critical Thinking in Everyday Life	3	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.
HUM 186	Media Influences on American Culture	3	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the United States and around the world.
HUM 300	The Global Village	1	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.
HUMDA 115	Critical Thinking in Everyday Life	3	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.
HUMDA 186	Media Influences on American Culture	3	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the United States and around the world.
IM 310	Data Analytics and Modeling	3	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, identify several schemas that drive how data is structured, and explain other database concepts relating to the design and architecture of data.

IOP 455	Professional Ethics	3	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision- making. Students will analyze case studies related to these issues.
IOP 460	Organizational Cultures	3	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	Group Dynamics	3	This course aims to equip learners with an understanding of interpersonal processes and small group interactions. Areas of focus include power dynamics, viewpoints, motivations, guidance, decision-making approaches, and team formation strategies. The collaborative learning methodology will be utilized to examine various concepts of interpersonal processes in an organizational context.
IOP 480	Assessment Tools for Organizations	3	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Analysis of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization.
IOP 490	Capstone Project	3	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.
ISCOM 370	Strategic Supply Chain Management	3	This course will provide a brief overview of supply chains and an in-depth perspective on strategic supply chain management. This course focuses on the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve sustainable competitive advantages locally and globally.
IST 710	Foundations of Information Systems Management	3	This course surveys several major content areas of information systems and technology management that will be examined at various organizational levels later in the Information Systems and Technology focus area of the Doctor of Management program. The major content areas (sub-domains) surveyed in this course include: systems; networking, the World Wide Web, and cloud computing; the concepts of data, information, knowledge, and wisdom (DIKW); and security and privacy. Upon completion of this course, the learners will be prepared to research, analyze, and define unique management considerations of each sub-domain as it affects various organization levels.
IST 722	Information Technology for Teams	3	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied to teams. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from effective leadership and management of teams, practices and techniques to enable effective team collaboration and organizational learning, and current and future developments in information technology to improve team performance. Upon completion of this course, learners will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.

IST 724	Organizational Information Systems Management	3	This course introduces concepts of business management and leadership as well as information technologies common in most corporate settings. The partnership of management and information technologies, which is paramount to organizational sustainability, will be a focus in this course, combining management and leadership thought processes with realistic decision-making. Students in this course will be exposed to situations that require management and leadership thinking, actions, and key deliberations to advance their organization by leveraging the strengths of information systems, with the goal of driving organizational profits while ensuring long-term sustainability.
IST 732	Global Information Systems Management	3	This course extends the examination of the IST domains studied throughout the program to the global level. Learners will examine the application of the IST domains in the setting of a global economy and international business environment. Learners will be prepared to define the common information system (IS) management approaches for the development of business systems that can support global information systems requirements.
IST 733	Information Systems Management Architecture	3	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.
IT 200	Digital Skills for the 21st Century	3	Digital Skills for the 21st Century is a course focused on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls and harness them to their advantage. Today's workforce needs to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively.
LAW 531T	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW PA513	Law and Public Administration	3	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LDR 300T	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 305T	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.
LDR 306T	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, and performance improvement.

LDR 307	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.
LDR 308	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 309	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.
LDR 310	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 321T	Modern Leadership	3	This course provides an overview of leadership practices designed to effectively guide and inspire team members, emphasizing understanding of individual attributes, effective communication strategies, and adaptive leadership. Students will explore methods to enhance employee performance, encourage teamwork, and support growth through strategic change management and empowerment techniques. The course focuses on developing leaders who can foster positive work environments that respect and celebrate team members' distinctions while
LDR 535	Leading Change	3	This course applies leadership concepts to create organizational change that increases value for stakeholders. Topics include leadership theories, organizational development approaches, servant leadership, and transformation leadership.
LDR 711A	Leadership Theory and Practice	3	In this course, students explore the theoretical and applications-based fundamentals of leadership to advance their skills and knowledge as scholar-practitioner-leaders.
LDR 726	The Dynamics of Group and Team Leadership	3	This course prepares learners to use advanced leadership strategies for leading teams, group communications, team building, and coaching skills to attain organizational objectives. Learners explore team and group dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	Contemporary Issues in Leadership	3	This course explores leadership strategies and issues focusing on a changing workforce, short and long-term directions, decision-making, and performance expectations leading towards a sustainable and profitable organization. The focus is on business results that encompass organizational development and issues driving and implementing organizational change.
LDR 736	Architecture of Leadership	3	This course exposes students to historical and emerging leadership theories to enable them to develop their own individual leadership style to effectively lead in an unpredictable and rapidly changing environment. The course emphasizes the importance of leadership decision-making and maintains a strong future forward orientation in attaining organizational goals and achieving performance excellence.
LDRCB 535	Leading Change	3	This course applies leadership concepts to create organizational change that increases value for stakeholders. Topics include leadership theories, organizational development approaches, servant leadership, and transformation leadership.
LIT 235	Survey of English Literature to 1798	3	This course will survey English literature from medieval times until the 18th century. The influence of local economic, religious, cultural, and political changes on a diverse range of literary works, genres, and movements of the time will be explored.

LIT 245	Survey of English Literature Since 1798	3	This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. The influence of local economic, religious, cultural, and political changes on a diverse range of literary works, genres, and movements of the time will be explored.
LIT 255	Survey of American Literature to 1860	3	This course will survey pre-colonial through Civil War era writings in America. The influence of local economic, religious, cultural, and political changes on a diverse range of literary works, genres, and movements of the time will be explored.
LIT 265	Survey of American Literature Since 1860	3	This course will survey the post-Civil War era writings in America. The influence of local economic, religious, cultural, and political changes on a diverse range of literary works, genres, and movements of the time will be explored.
LIT 304	Shakespeare	3	This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	Major American Novel	3	This course examines the American novel through major genres and authors.
LIT 330	Modern Poetry	3	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.
LIT 375	Literary Theory and Criticism	3	This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.
LIT 410	Literature of the Fantastic	3	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	Introduction to Lifespan Management	3	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	Management within the Lifespan Industry	3	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.
LSM 417	Regulations in Lifespan Management	3	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LTC 310	Social and Community Related Programs and Services	3	This course provides an overview of programs and products related to our rapidly expanding long-term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.
MAT 250	Fundamentals of Geometry	3	This course introduces students to the core principles of Euclidean geometry, focusing on how to measure, analyze, and use trigonometry to understand common shapes. Students also examine how to apply coordinate systems and algebraic techniques to model geometric objects and transformations. Finally, the course challenges standard geometric assumptions by exploring alternative, non-Euclidean systems. By the end of this course, students develop the spatial reasoning and analytical skills needed to evaluate complex geometric problems in the real world.

MFCC 502	Graduate Portfolio I	0	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills for a career in professional psychotherapy and counseling. It is a 6-week workshop, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to the Master of Counseling/Marriage, Family, and Child Therapy program in the College of Social and Behavioral Sciences.
MFCC 503	Graduate Portfolio II	0	Portfolio II is a competency evaluation of professional dispositions and readiness to progress in the Master of Counseling/Marriage, Family, and Child Therapy program. Portfolio II provides an integrative experience requiring the student to bring together all of what has been learned in previous courses in the program and to demonstrate how that learning has been applied. Topics include professional and personal development; application of theory to practice; and sensitivity to individual differences and backgrounds. Students will demonstrate intake, assessment, and treatment planning abilities. The Portfolio II course is 2 weeks in length, with significant synchronous interactions with faculty and peers.
MFCC 504	Individual and Family Development Across the Life Span	3	This course explores various aspects of human development from infancy to old age. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and cultural backgrounds. Some topics included will be childbirth, child rearing, parenting and blended families, aging, long term care, end-of-life and grief. Students evaluate clinical situations and assess potential therapeutic interventions in context.
MFCC 505	Graduate Portfolio III	0	Portfolio III is 2-weeks in length, with significant synchronous interactions with faculty and peers. The final Portfolio focuses on the practical application of Marital and Family Counseling/Systems Approach using advanced counseling skills and competencies. This Portfolio is used to assess professional dispositions and readiness for work with varied populations during clinical placement in practicum and internship courses. Specific topics include professional orientation, professional identity, personal growth, and self-care.
MFCC 506	Personality Theories and Counseling Models	3	This course explores models of personality theory, psychotherapy, and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, and systems theory. It incorporates evidence-based practices and varied cultural perspectives allowing students to establish a strong theoretical foundation as the basis of clinical practice.
MFCC 510CA	Multicultural Counseling	3	This course examines counseling approaches within a recovery-oriented care model, exploring cultural development and cross-cultural interactions. It addresses psychological, therapeutic, community, and health implications, with a specific focus on California's varied populations. Emphasis will be placed on integrating awareness, knowledge, and skills to effectively counsel individuals from various backgrounds, considering factors such as age, ethnicity, national origin, religious affiliations, gender identities, sexual orientations, physical/mental conditions, social status, and socioeconomic standing.
MFCC 522	Psychopharmacology	3	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.

MFCC 525	Research Methods in Counseling	3	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
MFCC 537	Child and Adolescent Counseling	3	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of mental health, family, psychosocial, and other problems are explored in the context of diverse populations and mental health recovery-oriented care.
MFCC 538	Psychometrics	3	This course covers psychological testing with an emphasis on learning how to integrate testing as a tool in counseling. Tests commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, interpretation of test results, and utilizing test results in the counseling process.
MFCC 541	Career and Vocational Counseling	3	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing various backgrounds found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
MFCC 544	Introduction to Clinical Assessment	3	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and case conceptualization for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, suicide risk assessment and intervention, using the Diagnostic and Statistical Manual of Mental Disorders (DSM). Emphasis is placed on writing clear, accurate, and useful assessments and case conceptualizations. Multicultural and ethical issues in assessment are also explored.
MFCC 548	Psychopathology: Advanced Clinical Assessment	3	Students build on the skills gained in previous courses, focusing on the more complex or problematic disorders. Students enhance their skills by using the Diagnostic and Statistical Manual of Mental Disorders for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical-thinking skills; and on multicultural, legal, and ethical issues.
MFCC 553CA	Legal And Ethical Issues in Counseling	3	This course covers legal and ethical responsibilities of the marriage and family therapist, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends related to client rights, confidentiality, parent consent, multiple relationships, spousal/partner abuse assessment and intervention, child abuse assessment and reporting, elder/dependent adult abuse and assessment, and suicide risk assessment and intervention. Students learn how to apply ethical decision-making models with a recovery-oriented care approach to various populations.
MFCC 554	Individual Counseling	3	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and respecting individual differences using mental health recovery-oriented care and methods of service delivery.

MFCC 557	Family Systems Theory and Intervention	3	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Historic and fundamental concepts of family systems theory are addressed with an integrative approach to the treatment of the broad range of presenting problems that arise within couple and family relationships. Using mental health recovery-oriented care and methods of service delivery, students will explore the major systems theories' approaches to diagnosis, treatment, and change, and examine interventions tailored to different family structures and backgrounds.
MFCC 563	Dependency and Addictions	3	This course addresses addiction concepts and counseling practices in treatment of co-occurring disorders and addictions. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with varied populations using mental health recovery-oriented care and methods of service delivery.
MFCC 566	Advanced Marriage and Family Therapy	3	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 various family structures. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for different cultural family systems.
MFCC 567	Seminar in Marriage and Family Counseling	3	In this course, students will be required to apply marriage and family counseling theory, along with therapy skills acquired throughout the program. Students will gain a deeper understanding of working with families with varied cultural backgrounds and structures, families undergoing changes, families with mental health challenges, families facing difficult situations and trauma, along with current trends in marriage and family counseling.
MFCC 568	Group Counseling	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, and ethics are included as key components of effective group counseling practice.
MFCC 572	Intimate Relations and Couples Therapy	3	This course prepares students to understand and treat issues involving individual intimate relations and to use the current developmental and systemic methods to treat couples in distress. Topics include the physiology, psychology, and social variables associated with intimate behavior, self-identity, and assessment and treatment of relational dysfunction. Students will develop familiarity with the language and terms of interpersonal studies and demonstrate an ability to apply this knowledge to clinical situations. Students will gain intensive skill-building in systemic couples treatment for premarital relations, marriage, committed partnerships, multi-partner dynamics, parenting, blended families, and separation/divorce/widowhood. Students will demonstrate competency in working with diverse populations using a recovery-oriented mental health care model.
MFCC 592	Practicum	3	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.

MFCC 597A	Internship A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597B	Internship B	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MGT 312T	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 316T	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 362T	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	Small Business: Structure, Planning, Funding	3	This course provides an overview of the small business from concept through funding. Emphasis on designing a competitive business model, crafting the business plan, forms of ownership, and exploring funding options.
MGT 418	Evaluating New Business Opportunities	3	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.
MGT 434	Employment Law	3	This course provides an overview of federal statutes and state-regulated areas that affect the personnel function. Among 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.
MGT 445	Organizational Negotiations	3	This course provides an overview of negotiations in an organizational setting. Students learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students also examine conflict management techniques and emerging negotiation trends in globalization and technology.
MGT 465	Small Business and Entrepreneurial Planning	3	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include a strategic application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting the business plan to the realistic needs of a small business owner and entrepreneur.

MGT 498	Strategic Management	3	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan. Special emphasis is placed on business ethics, sustainability, innovation, and the legal environment of business.
MGT 526	Managing in a Changing Environment	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine evolving demographics and emerging technologies related to innovative talent management, including effective leadership responses to organizational challenges.
MGT 566	Planning and Organizing for Success	3	In this course students will evaluate operational and strategic initiatives to facilitate organizational improvement and contingency planning. Students will align organizational activities and personnel to support the execution of strategic objectives.
MGT 571	Staffing, Leading and Controlling for Agile Environments	3	This course focuses on change management within agile business environments. Students will synthesize legal, ethical and operational considerations in the strategic execution of organizational goals.
MGT 576	Opportunity Evaluation and Value Creation	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value creation. Students will learn how to create value within a large organization or entrepreneurial venture, a critical skill enabling entrepreneurial thinking. Students will gain exposure to strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.
MGT 711	Strategic Opportunities in an Internet-Based Global Economy	3	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing business and management models, assessing geopolitical and economic factors that influence business strategy, and decision making in a global environment.
MGT 726	Emerging Managerial Practices	3	Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.
MGTCB 526	Managing in a Changing Environment	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine evolving demographics and emerging technologies related to innovative talent management, including effective leadership responses to organizational challenges.
MGTCB 576	Opportunity Evaluation and Value Creation	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value creation. Students will learn how to create value within a large organization or entrepreneurial venture, a critical skill enabling entrepreneurial thinking. Students will gain exposure to strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.
MHA 505	Systems Thinking in Health Care Environments	3	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.
MHA 506	Ethical Marketing: The New Health Care Economics	3	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.

MHA 507	Leveraging Informatics in the Health Sector	3	The learner will determine how to make sound decisions by utilizing patient data and organizational quality benchmarks in various health sector contexts. Topics include health care benchmarking, the management of data privacy, and the electronic medical record, tracking organizational performance, employee productivity and morale, and safety.
MHA 508	Navigating the Regulatory Environment in Health Care	3	The learner will explore the complex and evolving regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures within organizations, the specific laws that dictate protection and compliance, as well as auditing, monitoring, and corrective action.
MHA 515	Scanning the Health Sector as an Industry Expert	3	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and public health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are fitting across various healthcare contexts.
MHA 516	Operating in Structure: Health Sector Policy and Governance	3	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector.
MHA 520	Sector Stakeholders: Identifying and Cultivating Alliances	3	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, boards of directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintaining integrity to protect the organization.
MHA 542	Leading with Authenticity in the Health Sector	3	The learner will begin to exemplify the traits of authentic and adaptive leadership in the context of the health sector. Topics include leading in complex environments (transparency, vulnerability, and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and meaningful collaboration.
MHA 543	Tackling the Talent War in the Health Sector	3	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies, and considerations for positive morale and engagement.
MHA 560	Creating a Sustainable Legacy: Healthy Communities	3	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.
MHA 598	Leveraging Results to Build Brand in the Health Sector	3	Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined "brand". Topics will include brand-as-promise, brand-as-experience, and brand-as-emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHA 599	Capstone: Leading the Organization Through Change	3	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.
MHACB 505	Systems Thinking in Health Care Environments	3	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.

MHACB 506	Ethical Marketing: The New Health Care Economics	3	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.
MHACB 507	Leveraging Informatics in the Health Sector	3	The learner will determine how to make sound decisions by utilizing patient data and organizational quality benchmarks in various health sector contexts. Topics include health care benchmarking, the management of data privacy, and the electronic medical record, tracking organizational performance, employee productivity and morale, and safety.
MHACB 508	Navigating the Regulatory Environment in Health Care	3	The learner will explore the complex and evolving regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures within organizations, the specific laws that dictate protection and compliance, as well as auditing, monitoring, and corrective action.
MHACB 515	Scanning the Health Sector as an Industry Expert	3	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and public health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are fitting across various healthcare contexts.
MHACB 516	Operating in Structure: Health Sector Policy and Governance	3	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector.
MHACB 520	Sector Stakeholders: Identifying and Cultivating Alliances	3	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, boards of directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintaining integrity to protect the organization.
MHACB 542	Leading with Authenticity in the Health Sector	3	The learner will begin to exemplify the traits of authentic and adaptive leadership in the context of the health sector. Topics include leading in complex environments (transparency, vulnerability, and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and meaningful collaboration.
MHACB 543	Tackling the Talent War in the Health Sector	3	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies, and considerations for positive morale and engagement.
MHACB 560	Creating a Sustainable Legacy: Healthy Communities	3	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.
MHACB 598	Leveraging Results to Build Brand in the Health Sector	3	Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined "brand". Topics will include brand-as-promise, brand-as-experience, and brand-as-emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.
MHACB 599	Capstone: Leading the Organization Through Change	3	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.

MKT 353	Product and Brand Management	3	This course presents an analysis of product and brand management as it relates to the goods and services life cycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product and brand development strategies that deliver value to consumers.
MKT 421T	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include: basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 431	Small Business Marketing	3	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, developing effective pricing and advertising strategy.
MKT 435	Consumer Behavior	3	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing strategy. Family and cultural factors that influence consumer behavior are considered as they relate to the development of marketing programs. Consumer decision-making processes are examined to develop marketing communications strategies. Tools are developed to measure the effect of consumer behavior theory in effective marketing strategies.
MKT 438	Public Relations	3	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.
MKT 440	Fundamentals of Digital Marketing	3	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.
MKT 443	Social Media Marketing	3	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 446	Search Engine Optimization	3	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to perform a competitive analysis, create a keyword strategy, design a website architecture, create a page-level strategy, develop a content and social media strategy to enhance a website's ability to be found, and identify techniques and tools that enhance search results across user interfaces.
MKT 449	Marketing Analytics	3	This course provides an overview of web analytics and diagnostic tools used to collect and analyze marketing data. Students will examine methods used to improve market penetration, brand recognition, customer loyalty, and overall marketing performance.
MKT 498	Integrated Marketing Strategy	3	This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

MKT 554	Consumer Behavior	3	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 574	Marketing: Social, Mobile, and Analytics	3	In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, assess the importance of branding, and look at marketing practices through digital and social media lenses. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.
MKT 711	Marketing and Managing the Customer Relationship	3	In this course, students develop models for economically viable businesses using both traditional tools and technology as marketing enablers. Topics include evaluating and summarizing the economic and societal factors, including ethics, that contribute to the success of a marketing strategy in a competitive environment. Outcomes include developing a strategic marketing plan and creating solutions and recommendations for global and entrepreneurial business marketing.
MKTCB 574	Marketing: Social, Mobile, and Analytics	3	In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, assess the importance of branding, and look at marketing practices through digital and social media lenses. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.
MPA 503	Public Administration Institutions and Processes	3	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources uses.
MPA 534	Leading Organizational Change in Public Administration	3	This course prepares students to lead change in the public administration arena. Students will apply leadership change theories congruent to the unique role of shared decision-making between officials in public and non-profit environments. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	Data Analysis for Public Policy and Management	3	This course prepares students to analyze information and present it appropriately to various stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, posttesting, correlation, and forecasting.
MPA 554	Finance in Public Administration	3	This course prepares students to apply the principles of economics to public administration. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include analyzing revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.
MPA 564	Budgeting in Public Administration	3	In this course students learn the accounting and budgeting tools and theories used in public administration. Students will analyze the relationship between public policy and the budget process. Other topics include budgetary decision making, basics of government and not-for-profit fiscal management, reporting, capital and operating expenditures, and inter-period equity.
MPA 573	Program Evaluation	3	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.

MPA 583	Public Policy Planning and Implementation	3	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy- making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	Public Administration Applied Project	3	Students will utilize knowledge learned in the entire MPA program to develop a comprehensive applied public sector policy and implementation plan. It is highly encouraged that students develop a current project in partnership with an actual public sector leader in their organization.
MPA TM544	Leveraging Technology in Public Administration	3	This course prepares students to leverage technology in support of effective and efficient administration of government and non-profit entities. Students will apply technology concepts to enhance self-service tools and social media for citizens while providing data security and respecting privacy concerns. Other topics include accessibility, mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.
MPH 510	Public Health Professional Practice	3	This course examines the historical and chronological milestones of the field of public health; provides an overview of the goals and guidelines for public health practice through the next decade; provides an evaluation of ethical choices, values and professional practices implicit in public health decisions; considers the effect of public health choices on community stewardship and highlights fair treatment, social responsibility and accountability in decision-making processes.
MPH 520	Social and Behavioral Aspects of Public Health	3	This course focuses on concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. It addresses the behavioral, social and cultural factors related to individual and population health over the life-time. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.
MPH 530	Epidemiology Concepts and Public Health Diseases	3	This course provides an introduction to the skills needed by public health professionals to critically interpret disease. The main concepts of this course will cover distributions and determinants of disease, disabilities, injury, and death in human populations. This course provides an opportunity for learners to apply epidemiology concepts to case studies.
MPH 540	Environmental and Occupational Health Management	3	This course provides a foundation to the ecological basis of health and disease. The application of the principles and framework of ecosystems in managing public health initiatives are addressed, including the social, biological, physical, and chemical factors that affect the health of organizations and communities. Hazardous agents found in occupational environments are reviewed for their potential health effects, and procedures for prevention of occupational illnesses and injuries are examined.
MPH 550	Public Health Statistics	3	This course focuses on the development and application of health statistics and reasoning; and will discuss methods of addressing, analyzing, and solving problems in public health. The collection, storage, retrieval, analysis and interpretation of health data, and the design and analysis of health-related surveys and experiments are central to the practice of health data analysis.
MPH 560	Public Health Systems and Services Administration	3	This course will introduce U.S. public health delivery systems and administration and management of these systems. Major components of administration and management principles within a health system or organization are examined, including the organization and financing of health care systems, access to health care, regulation and policy issues, and the health care workforce.

MPH 570	Public Health Policy and Leadership	3	This course examines public health approaches to improve health through policy change. Theoretical and practical applications of legislative advocacy in the area of health policy are explored, along with the implications of research on public health policy development. Learners will evaluate the collaborative efforts between community groups, institutions, and local and state-level governments to make sustainable changes for improved health outcomes.
MPH 600	Community Resiliency and Response Preparedness	3	This course examines the ability of a community to use its assets to strengthen public health and healthcare systems and to improve the community's physical, behavioral, and social health to withstand, adapt to, and recover from adversity. This course provides learners with opportunity to expand their knowledge beyond the traditional preparedness approach by creating actions that build readiness while also promoting strong community systems and addressing the many factors that contribute to health. Key preparedness activities are reinforced with resilience factors to improve everyday health, wellness, and community systems.
MPH 601	Public Health Promotion and Education	3	This course examines health education theories and practices. Learners are given opportunity to create goals and objectives and apply theories and models of instructional strategies. Learners will create units of instruction for community health settings and populations. Strategies that enhance health education and health promotion for special populations are emphasized.
MPH 602	Public Health Communication and Advocacy	3	This course is designed to provide learners with a critical understanding of the effects of media as a vehicle to promote and impede the achievement of public health goals. Learners will develop communication skills to use a variety of media strategies to advance public health policies and promote social change. Learners are provided with opportunity to advance their personal presentation and communication skills.
MPH 680	Community Health Leadership Experience I	3	This course will provide learners with an opportunity to apply the Community Health Leadership concentration competencies within a community health setting. In this first course of the two-part Field Experience, students should plan to complete approximately 100 of the total 200 required hours, including the following activities: submit an action plan and timeline in the first week; complete approval and tracking forms; submit a proposal of how the concentration competencies will be applied to their development of a capstone project and how this project will be implemented during MPH/690. Weekly student assignments throughout the course all contribute to the proposal due at the end of this course. Additionally, feedback received from faculty, peers, and the site supervisor each week will be integrated into the final product. A part of the student's grade on their project proposal will address how feedback received from all sources was incorporated.
MPH 690	Community Health Leadership Experience II	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this second course of the two-part Field Experience, students are required to complete the remaining of the total 200 required hours of practicum work; complete tracking forms; complete a final summary report of practicum experience; evaluation of practicum experience; PowerPoint presentation of practicum experience; and a culminating project summary to include how the learner will utilize the practicum experience as part of their community health leadership portfolio or as a presentation at a public health conference or meeting.
MTE 001	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.

MTE 507	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program?s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes are examined.
MTE 512	Teaching the Exceptional Learner	3	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and recognizing individual learning patterns for the purpose of planning, instruction, and assessment when teaching varied student populations. Historical perspectives and information related to special education law and current policies and practices are examined.
MTE 513	Evaluation and Data Literacy	3	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
MTE 517	Technology Integration for Educators	3	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.
MTH 110	History of Mathematics	1	This one-credit course introduces students to a survey of the history of mathematics, including the background of 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.
MTH 210	Fundamentals of Geometry	3	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 213	Mathematics for Elementary Educators I	3	This is the first course of a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214	Mathematics for Elementary Educators II	3	This is the second course in a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.
MTH 215T	Quantitative Reasoning I	3	In this course, you will learn important mathematical concepts that prepare you for success in future courses, your professional career, and your everyday life. You will review basic mathematical concepts, explore how to solve problems with shapes, and learn the principles of basic algebra in an environment that demonstrates how all these concepts are applied in the real world.
MTH 216T	Quantitative Reasoning II	3	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 217	Statistics I	3	In Statistics I, the first introductory statistics course, students define concepts from basic statistics, including variables, distribution, probability, parameters, sampling, central tendency measures, and hypothesis testing. The importance of generalization, estimation, and causation in statistics is discussed. Students synthesize course knowledge by conducting comparison and analysis of two proportions and two means.
MTH 218	Statistics II	3	In Statistics II, the second introductory statistics course, students use and analyze tests comparing more than two proportions, including the chi-square test, and more than two quantitative variables, including analysis of variance and regression. Students also interpret concepts of probability in the context of statistical distribution and sampling.
MTH 219T	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 220T	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTH 221	Discrete Math for Information Technology	3	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 280	Calculus I	4	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.
MTH 290	Calculus II	4	This course is a second course in calculus. Course topics include integration, techniques of integration, first-order differential equations, sequences, series, parametric and polar coordinates.
MTH 360	Linear Algebra	3	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	Calculus III	3	This course builds on the concepts presented in MTH/280 Calculus I and MTH/290 Calculus II. Students examine vectors in space, vector-valued functions, differential functions of several variables, multiple integration, vector calculus, and second-order differential equations. Applied concepts from physics and computer science are explored.

MTH 540	Statistics	3	This course provides an in-depth exploration of descriptive and inferential statistics with a strong emphasis on practical application and data analysis. Students will use Python to apply descriptive statistics, data visualization techniques, and inferential methods to real-world data. Key topics include data and sampling, data visualization, descriptive statistics, probability distributions, inferential statistics, chi-square tests, linear and multiple linear regression, logistic regression, non-parametric analysis, and ethical considerations in data analysis. The course also covers data mining concepts, data cleansing and preparation, and the use of various tools and techniques to enhance data analysis skills.
MTH 575	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state and local mathematical standards used to deliver content instruction, in the area of mathematics to varied learners. In addition, this course will provide the learners the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction and professional practices.
MTHDA 215	Quantitative Reasoning I	3	In this course, you will learn important mathematical concepts that prepare you for success in future courses, your professional career, and your everyday life. You will review basic mathematical concepts, explore how to solve problems with shapes, and learn the principles of basic algebra in an environment that demonstrates how all these concepts are applied in the real world.
MTHDA 216	Quantitative Reasoning II	3	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTHDA 219	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTHDA 220	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTHDA 221	Discrete Math for Information Technology	3	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
NRP 507	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.

NRP 511	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	Clinical Applications of Theory and Research	4	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 content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.
NRP 531	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 543	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical 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. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 555	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course that focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 556	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.

NRP 563	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 571	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSG 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSG 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSG 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.
NSG 456	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSG 468	Influencing Quality within Healthcare	3	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.

NSG 482	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course requires a minimum of 45 Direct Care Hours.
NSG 482CA	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California. This course requires a minimum of 45 Direct Care Hours.
NSG 486	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course requires a minimum of 45 Direct Care Hours.
NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California. This course requires a minimum of 45 Direct Care Hours.
NSG 498	Senior Leadership Practicum	3	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 501	Pathophysiology, Assessment Variables and Pharmacology I	3	This course presents an integrated approach to advanced pathophysiology, health assessment, and pharmacology in select patient populations. Collaboration and research are used to guide analysis and evaluation of pathological and pharmacological interventions.
NSG 502	Pathophysiology, Assessment Variables and Pharmacology II	3	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 506	Transition to Advanced Practice Nursing	3	This course will explore professional role development and interprofessional collaboration of advanced practice nursing. Selected theories and frameworks that guide nursing practice will be analyzed with emphasis on implications for nursing practice. The knowledge, skills and attitudes for the advanced practice nurse are based on AACN Essentials, including person centered care, use of evidence-based guidelines, professional development, quality improvement, safety, and informatics. The course content is designed to align to the specialized advanced nursing practice role.
NSG 507	Social Justice and Information Systems for Population Health	3	This course investigates the impact of health variances and the promotion of wellness through advocacy for all individuals. Advanced analysis and evaluation of theories, concepts, and methods related to wellness and health variance will be examined. The use of technology and informatics will provide data to analyze the relationship between health outcomes and economics, social status, gender identity, sexual orientation, ancestry, and cultural background at the graduate level of nursing. Emphasis is on assessment of the social determinants of health and nurse-patient interactions related to health outcomes.

NSG 508	Leadership and Policy Development	3	This advanced leadership course focuses on the theories and practical application of leadership and healthcare policy for complex healthcare organizations. Special emphasis is placed on organizational leadership and health policy competencies that are needed for nurses to succeed as advanced practice nurse providers, educators, leaders, and managers in today's local, state, national and international health care and/or public health environment. The course content includes identifying emerging issues and the use of innovation and interprofessional relationships to meet ongoing challenges in the healthcare organizational environment.
NSG 509	Research and Applied Statistics for Quality Improvement	3	This course focuses on the integration and application of knowledge into practice. Course content will include research design, statistical methods, and strategies used to facilitate translation of evidence into practice. The Advanced Practice Nurse requires the knowledge to independently search for, review, appraise, and synthesize research literature of particular interest to nursing practice. Students will be prepared to recommend practice changes at the individual and population level on the strength of the evidence.
NSG 516AD	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 516ED	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 516IN	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 517AD	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.

NSG 517ED	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 517IN	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 518AD	Practicum	4	This course reflects the culmination of advanced nursing education to synthesize knowledge and skills acquired throughout the MSN Program. The Practicum for the Master of Nursing programs is offered in the NSG/518AD course. This course is 4 credits and requires a minimum of 15 direct and 45 indirect clinical hours. The practicum experience requires the student to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based research to practice. Students will achieve the MSN program outcomes and competencies related to the AACN 2011 The Essentials of Master's Education in Nursing and to the AACN 2021 The Essentials: Core Competencies for Advanced Professional Nursing Education.
NSG 518ED	Practicum	4	This course reflects the culmination of advanced nursing education to synthesize knowledge and skills acquired throughout the MSN Program. The practicum experience requires the student to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based research to practice. Students will achieve the MSN program outcomes and competencies related to the AACN-The Essentials-Core Competencies for Advanced Professional Nursing Education.
NSG 518IN	Practicum	4	This course reflects the culmination of advanced nursing education to synthesize knowledge and skills acquired throughout the MSN Program. The practicum experience requires the student to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based research to practice. Students will achieve the MSN program outcomes and competencies related to the AACN-The Essentials-Core Competencies for Advanced Professional Nursing Education.
NSG 521	Advanced Pathophysiology	3	This course focuses on the interrelationship between physiology and pathophysiology affecting wellness and disease states across the lifespan. Advanced practice nurses use this knowledge to understand how and why the symptoms and signs of various conditions appear, interpret changes in normal functions that indicate illness, and identify disease prevention strategies. This course serves as the foundation for clinical reasoning skills used for the advanced practice role.
NSG 522	Advanced Pharmacology	3	This advanced course fosters an in-depth understanding of pharmacological principles based on evidenced-based guidelines, cultural, socioeconomic, and legal influences and strengthens the ability to use and apply this information across the lifespan. The physiological, biochemical, and anatomical considerations for safe medication administration, including the interaction of drugs and chemicals with body systems, will be presented. Over the counter and complementary and alternative medications will be discussed for certain disease states.

NSG 523	Advanced Health Assessment	3	Advanced Health Assessment builds upon previous health assessment experience to provide the foundation for advanced roles in nursing. This course focuses on comprehensive physical assessment which includes in-depth health history, physical and psychological signs and symptoms, and psychosocial and cultural characteristics of the individual, family, and community. Advanced practice nurses use refined communication and assessment skills to adequately gather pertinent information and employ critical thinking skills in clinical decision-making.
NSG 531	Program and Course Development	3	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.
NSG 532	Innovative Curriculum Design	3	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.
NSG 533	Educational Assessment and Evaluation	3	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	Facilitating Engaged Learning	3	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 536	Practicum Elective I	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 537	Practicum Elective II	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.

NSG 541	Data Analysis and Management	3	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.
NSG 542	Information Workflow	3	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	Database Management	3	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will explored as a tool to manipulate data.
NSG 544	Evaluation and Application of Information	3	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 547	Human Resources Management	3	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.
NSG 557	Organizational Dynamics and Systems Thinking	3	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	Financial Resources Management in Health Care	3	This course engages the student in the processes of budget preparation, analysis, and monitoring. These processes are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.
NSG 577	Continuous Quality Monitoring and Outcomes Improvement	3	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSGCB 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidence-based practice, and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSGCB 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSGCB 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses legal and ethical aspects of the professional nurse's role in health care delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSGCB 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.

NSGCB 456	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidence-based nursing practice. Topics include formulating research questions; collecting, summarizing, and interpreting data; and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSGCB 468	Influencing Quality within Healthcare	3	This course examines quality management processes, functions, and tools that improve health care systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSGCB 482	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course requires a minimum of 45 Direct Care Hours.
NSGCB 482C	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California. This course requires a minimum of 45 Direct Care Hours.
NSGCB 486	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course requires a minimum of 45 Direct Care Hours.
NSGCB 486C	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California. This course requires a minimum of 45 Direct Care Hours.
NSGCB 498	Senior Leadership Practicum	3	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NTC 248T	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 260	Foundations of Cloud Services	3	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 300	Cloud Technologies	3	This course will provide the knowledge and skills required to understand foundational and advanced cloud terminologies/methodologies; to implement, maintain, and deliver cloud technologies and infrastructures (e.g., server, network, storage, and virtualization technologies); and to understand aspects of IT security and use of industry best practices related to cloud implementations.

NTC 302	Network Web Services	3	This course covers Network Web Services with a specific focus on Amazon Web services (AWS CCP). The course will help an IT professional gain knowledge and skills necessary to effectively demonstrate an overall understanding of the AWS Cloud, independent of specific technical roles.
NTC 304	Cloud Developing	3	This course provides an introduction to developing on Amazon Web Services (AWS). Covering foundational knowledge on how to configure, develop, deploy and debug secure cloud-based applications using AWS. Designed to help students gain technical expertise in development using cloud technologies, this course prepares students to take the AWS Certified Developer - Associate level AWS Certification exam.
NTC 306	Cloud Operations	3	The course will show students how to create automatable and repeatable deployments of networks and systems on AWS and covers specific AWS features and tools related to configuration and deployment. Students will learn how some AWS customers design their infrastructures and implement various strategies and services. Students will build a variety of infrastructures via guided, hands-on activities.
NTC 324	Windows Server Configuration	3	This course provides students with the knowledge and skills necessary to install and configure Windows Server. The course covers server installation and configuration, server virtualization configuration, and maintaining and monitoring server environments.
NTC 326	Administering Windows Server	3	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Managing Network Services, Server Policy Infrastructure, and Managing Directory Services Group Policy.
NTC 361	Network and Telecommunications Concepts	3	This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.
NTC 362	Fundamentals of Networking	3	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Network routing, switching, and Wi-Fi are covered. Also covered in this course is an introduction to the OSI model, the TCP/IP model, basics of wireless communications standards, and network security.
NTC 364	Network Technologies	3	This course provides comprehensive information and foundational knowledge about core Cisco technologies, helping you implement and administer Cisco solutions.
NTCDA 248	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTCDA 260	Foundations of Cloud Services	3	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTCDA 300	Cloud Technologies	3	This course will provide the knowledge and skills required to understand foundational and advanced cloud terminologies/methodologies; to implement, maintain, and deliver cloud technologies and infrastructures (e.g., server, network, storage, and virtualization technologies); and to understand aspects of IT security and use of industry best practices related to cloud implementations.

NTCDA 362	Fundamentals of Networking	3	This course provides a foundation in basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and cloud-based technologies are covered. Also covered in this course are an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.
OPS 330T	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 385	Lean Six Sigma and Process Management	3	This course introduces students to Lean Six Sigma, the art and science of designing, controlling, and improving processes. This course prepares students to understand how value-added processes work and then proactively manage them to create customer value.
OPS 395	Purchasing and Procurement	3	This course addresses the relationship between supply chain management and procurement processes. Students will address procurement from a strategic perspective as well as at the operational level.
OPS 405	Enterprise Resource Management	3	The course provides an overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, customer service, finance, and accounting. Topics include business process integration, inventory management, master scheduling, and material and capacity planning.
OPS 410	Logistics Management	3	This course introduces students to critical value-added activities that comprise logistics systems - specifically, transportation, warehousing, forecasting, and inventory. This course prepares students to make decisions across these activities to assure the efficient and timely movement and storage of goods and services across the supply chain to deliver an outstanding customer experience.
OPS 425	Project Management in Supply Chain Management	3	This course introduces students to the knowledge, skills, and tools so that they can successfully manage the diverse large-scale, unique projects encountered daily in managing today's global supply chain environment. Types of projects covered include new product development, social responsibility, technology adoption and implementation, risk mitigation, and customer value-creation projects.
OPS 445	Strategic Supply Chain Design and Collaboration	3	This course prepares students to design, build, and manage winning supply chain organizations and networks. Students will leverage analytical and creative skills to identify supply chain partners and cultivate an environment that enables them to work together effectively.
OPS 574	Creating Value Through Operations	3	This course examines the potential trade-offs between efficiency and effectiveness. Topics include process analysis and improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will examine supply chain workflows focusing on performance improvement across organizations.
OPSCB 574	Creating Value Through Operations	3	This course examines the potential trade-offs between efficiency and effectiveness. Topics include process analysis and improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will examine supply chain workflows focusing on performance improvement across organizations.

ORG 535	People and Organizations	3	This course provides students with the interpersonal skills needed to motivate people in the workplace and the human resources skills necessary to manage group dynamics and create synergy among group members. The course will help to develop high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.
ORG 716	Organizational Theory and Design	3	This course evaluates research on issues that organizations face in optimizing organizational performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 726	The Impact of Technology on Organizations	3	In this course, students evaluate the relationships among technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.
ORG 727	Organizational Diagnosis and Intervention	3	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORGCB 535	People and Organizations	3	This course provides students with the interpersonal skills needed to motivate people in the workplace and the human resources skills necessary to manage group dynamics and create synergy among group members. The course will help to develop high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.
PHL 736	Political Acumen and Ethics	3	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.
PHY 101	Fundamentals of Physics	3	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics. Students will apply these principles using practical examples, facilitated discussions, and experiments.
PHY 201	General Physics I with Laboratory	4	This is the first part of a two-part survey of algebra-based general physics with integrated laboratory recommended for students majoring in a science other than physics, including students of premedical programs. Topics include kinematics; momentum, collisions, work, and energy; gravitation; and circular, angular, and harmonic motion.
PHY 202	General Physics II with Laboratory	4	This is the second part of a two-part survey of algebra-based general physics with integrated laboratory recommended for students majoring in a science other than physics, including students of premedical programs. Topics covered include fluid dynamics, electricity, magnetism, optics, atomic, and nuclear physics.
PM 300	Project Management Principles and Standards	3	This course provides an overview of the standard for project management, with a focus on project management principles and guidelines for strategic development, decision making, and problem solving. Students will examine contexts, factors, and functions related to value delivery, governance, project environments, and product management.
PM 310	Project Planning and Performance	3	This course provides an overview of project planning and performance, with a focus on stakeholders, teams, development approach and lifecycle, and planning performance domains.

PM 340	Project Delivery and Measurement	3	This course provides an overview of project delivery and measurement, with a focus on project work, delivery, measurement, and uncertainty performance domains.
PM 350T	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 360	Models, Methods, and Artifacts	3	This course explores models, methods, and artifacts commonly used in the management of projects. Students will have the opportunity to apply a variety of models, methods, and artifacts across performance domains to support project requirements.
PM 400	Agile Management and Tailoring	3	This course examines tailoring practices used to adapt project management approaches, governance, and processes to individual project needs. Students will also review agile methodologies used to improve collaboration, performance, and responses to change within various project phases.
PM 410	Business Analytics Project Management	3	This course focuses on managing analytics projects within business environments. Students learn how to plan, execute, and monitor analytics initiatives that support organizational decision-making. Topics include project scoping, stakeholder coordination, resource planning, and delivery of analytical insights. Emphasis is placed on aligning analytics work with business objectives and ensuring that project outcomes support actionable decision-making.
PM 490	Project Management Capstone	3	The project management capstone provides students with an opportunity to apply project management principles and methodologies in the completion of projects that deliver value and support a variety of organizational needs.
PM 570	Projects, Programs, and Portfolios	3	This course covers best practices needed to lead a project, and a project team, through the project lifecycle to meet strategic organizational objectives. Additional topics include effective program management, portfolio management, and business value delivery.
PM 583	Organizational Transformation and Governance	3	This course covers principles of organizational governance, strategic development, and transformation. Topics include change management principles and the alignment of projects and teams with organizational needs.
PM 585	Project Scheduling and Value Management	3	This course provides an overview of strategic planning, development, monitoring, controlling and communication tactics used in project scheduling. Students will examine tools and artifacts used in project management with a focus on Work Breakdown Structure (WBS), project estimation, project requirements, and earned value analysis (EVA).
PM 587	Project Risk Management and Quality Assurance	3	This course involves the identification and assessment of project risk. Students will evaluate potential risks and develop potential responses to mitigate external threats and internal workflow issues. Topics include the management of organizational complexity and benefits realization.
PM 591	Agile Project Management	3	This course evaluates agile approaches and tailoring methods used to manage teams, projects, programs, and portfolios to improve value delivery.
PMH 501	Neuropsychiatric Disorders	4	Building on diagnostic skills learned in Advanced Health Assessment, this course focuses on the etiology and epidemiology of selected neurological and psychiatric disorders and the assessment and diagnosis of common clinical variations in the presentation of adults and children with mental illness.
PMH 502	Neuropsychiatric Pharmacology	4	Presents advanced concepts of the neuropathophysiology of mental illness, and the pharmacokinetics and pharmacodynamics of drugs used in the treatment of individual patients diagnosed with one or more mental disorders across the lifespan.

PMH 503	Psychotherapy For Individuals, Families, And Groups	4	The course builds upon previous courses and focuses on psychotherapeutic interventions and theories that are utilized by the advanced practice psychiatric nurse in planning, implementing and evaluating the care of adults and children with mental disorders. The clinical component focuses the nurse practitioner student on primary assessment and diagnostic skills needed to determine the appropriate individual, family, and/or group therapy for the care of adults and children with neuropsychiatric/mental disorders.
PMH 504	Psychiatric Management Of Adult And Geriatric Patients	4	The course builds upon previous courses with an emphasis on the differential diagnosis of and interventions for the care of adult and geriatric patients with psychiatric symptoms. The clinical component focuses the nurse practitioner student on the primary assessment and diagnostic skills needed to determine the appropriate therapeutic interventions for adults and geriatric patients with neuropsychiatric/mental disorders.
PMH 505	Psychiatric Management Of Children And Adolescents	4	The course builds on previous courses and has an emphasis on the differential diagnosis of and interventions for the care of children and adolescents with psychiatric symptoms. The clinical component focuses the nurse practitioner student on primary diagnostic and assessment skills needed to determine appropriate therapies for children and adolescents with neuropsychiatric/mental disorders.
PMH 506	Psychiatric Mental Healthcare Across The Life Span	8	The course builds on previous courses and has an emphasis on the care of patients with psychiatric symptoms across the lifespan (i.e., children, adults, and geriatric). The clinical component focuses the nurse practitioner student on primary diagnostic and assessment skills needed to determine appropriate therapies for patients with neuropsychiatric/mental disorders.
POL 115	American National Government	3	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.
POL 215	State and Local Political Processes	3	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.
POLDA 215	State and Local Political Processes	3	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.
POS 355	Introduction to Operating Systems	3	This course provides an introduction to Operating Systems. Topics covered include Operating System concepts, program execution, and Operating System internals such as memory, processor, device, and file management. A variety of Operating Systems are compared and contrasted.
POS 408	.NET I	3	This course introduces C# development in the context of developing business applications. Students develop the knowledge and skills necessary to produce event-driven programs using Microsoft Visual Studio for the .NET environments. Topics include writing a C# program, variables and expressions, flow control, debugging error messages and programing in the .NET environment.
POS 409	.NET II	3	This course explores advanced development using C# and the .NET platform. Topics include working with .NET components and types, file and data serialization, database access with Entity Framework Core and LINQ, and building modern web applications using ASP.NET Core and Blazor. Students also develop and consume web services while integrating data-driven application components.
PRG 211T	Algorithms and Logic for Computer Programming	3	This course provides students with a basic understanding of foundational programming concepts and development practices. Concepts covered include the application of algorithms, logic, and computational thinking to the design and analysis of solutions for business information systems. Students learn to model and evaluate program logic using tools such as flowcharts and pseudocode before implementing procedural and object-oriented programming concepts, including data types, control structures, functional decomposition, arrays, classes, and objects.

PRG 310	Programming in Python	3	This course provides an introduction to the Python programming language. Students will review the function and use of variables, data types, lists, tuples, functions, classes, files, exceptions, search/sort algorithms, memory management, and code testing. Additional topics may include Integrated Development Environments (IDEs), data visualization, global data sets, and Web Application Programming Interfaces (APIs).
PRG 315	R for Data Science	3	This course provides an overview of R, which is a programming language commonly used for data science, statistical analysis, and data visualization. Topics include syntax, variables, operators, functions, data structures, statistical data sets, and graphical presentation.
PRG 420	Java Programming I	3	This course is a study in Java programming. It covers topics around Java programming, variables, expressions, using branches and loops, storing data in arrays and using methods.
PRG 421	Java Programming II	3	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications, the use of data files and other advanced topics.
PRG 430	Programming Project Capstone: Web or Cloud Application	3	In this hands-on project course, students use Python or Java skills to develop an application for web or cloud.
PRGDA 211	Algorithms and Logic for Computer Programming	3	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts, including data types, controls structures, functional decomposition, arrays, files, classes, and objects.
PSY 110	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 203T	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and cognitive aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and individual differences. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205T	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 250	Psychology of Personality	3	This course examines how psychologists explain the development of personality and the sources of individual differences. Students explore major perspectives that consider the roles of motivation, relationships, biology, learning, and culture in shaping behavior. Emphasis is placed on comparing viewpoints and applying personality concepts to everyday situations, including communication, teamwork, and personal growth. The course highlights how understanding personality can deepen insight into everyday interactions and human behavior.
PSY 275	Introduction to Abnormal Psychology	3	This course introduces the study of major psychological disorders as defined in the DSM, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as individual and cultural variations.

PSY 301	Emotional Intelligence	1	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 315	Statistical Reasoning in Psychology	3	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.
PSY 335	Research Methods	3	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.
PSY 340	Biological Foundations in Psychology	3	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 355	Motivational Processes in Human Psychology	3	This course examines theories and research results pertaining to the structures (self-, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self- and person perception.
PSY 390	Learning and Cognition	3	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.
PSY 400	Social Psychology	3	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	Theories of Personality	3	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.
PSY 420	Theories of Behavior	3	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.

PSY 435	Industrial/Organizational Psychology	3	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 451	Multicultural Psychology	3	This course provides students with an overview of multicultural topics and perspectives in the field of psychology. Students learn to identify and consider cultural variables in psychological theory and research. Cultural and social implications are viewed across multiple contexts.
PSYCH 599	Foundations of Graduate Study in Psychology	3	This course prepares students for academic and professional success in graduate-level psychology. Students will explore historical and foundational concepts of psychology while enhancing their oral and written communication skills. Topics also include critical thinking, stress and time management, and collaborative processes.
PSYCH 600	Developmental Psychology	3	This course examines the biological and environmental influences on human development across the lifespan. Students will study of the relationship between behavior, emotion, and cognition on the one hand, and the brain function on the other from Childhood to Adulthood. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face
PSYCH 614	Social Psychology	3	This course examines how situations and the environment influence our thoughts, feelings, and behaviors. Students will learn about the social psychological concepts such as attitudes, conformity, social conditioning, cognition, and influence.
PSYCH 620	Multicultural and Social Issues in Psychology	3	This course provides students with an in-depth investigation of cross-cultural topics and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research, and practice. Multicultural topics and social dynamics are emphasized.
PSYCH 629	Introduction to Industrial/Organizational Psychology	3	In this course, students will be introduced to the domains of Industrial Organizational (I- O) Psychology. Topics include Human Resource Management, factors influencing employee performance, organization development, and research. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to present day and the various ways that I-O psychologists contribute to organizations.
PSYCH 634	Biological Basis of Behavior	3	This course emphasizes the biological and biochemical correlates of behavior. The course focuses on the structure and function of the human nervous and endocrine systems as they relate to human behavior, emotion, and cognition.
PSYCH 639	Ethics and Professional Skills in I-O Psychology	3	Learners will review pertinent legal and ethical issues related to Industrial and Organizational (I/O) Psychology. Learners will develop an initial ethical framework and gain the necessary tools for making decisions within an organizational structure.
PSYCH 642	Personnel Psychology	3	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.
PSYCH 644	Psychology of Learning and Cognition	3	This course covers the elements of learning and cognitive psychology. The course includes research related to the theories of learning, problem solving and reasoning, attention, memory, knowledge representation, and language. Strategies and methods for applying principles of learning and cognition to various life and career settings are also addressed.

PSYCH 645	Personality Theories	3	This course enables students to differentiate among the primary theoretical approaches to the study of personality. Students will examine the biological and social determinants of personality; appraisal of personality; the role of personality in behavioral reactions. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.
PSYCH 647	Human Performance, Assessment, and Feedback	3	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	Psychopathology	3	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders will be conceptualized from different clinical and socio-cultural perspectives, including the role of genetic, chemical, and environmental influences. Ethical and legal considerations will be addressed. Students will consider various definitions of normality/abnormality, the symptoms of commonly occurring issues related to behavioral health, and the process of rendering a diagnosis for mental disorders.
PSYCH 655	Psychometrics	3	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the validity and reliability of various psychological assessments. Students examine the psychometric properties and appropriate applications of commonly used educational, intelligence, career, and personality assessment instruments. Students will learn how to bridge the gap between diagnostic interpretations and social, ethical, and individual considerations in assessment when working with different groups of people.
PSYCH 658	Work Motivation and Job Attitudes	3	This course will allow students to evaluate various theories of motivation and develop a familiarity with, and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 660	Ethics and Professional Issues	3	This course reviews various professional and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, and the application of ethical decision-making models.
PSYCH 664	Research Methods and Statistics in Psychology	3	This course presents the fundamentals of research methods and statistics applicable to the field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically evaluate, analyze, and interpret data from empirical psychological studies.
PSYCH 668	Organizational Development, Leadership, and Management	3	This course examines major theoretical leadership and management models. Students learn how to differentiate various perspectives on leadership and management and how these approaches play a vital role in the achievement of organizational, group, and team goals. Furthermore, the course discusses Organizational Development interventions, types of change, related to leadership development, motivation, interpersonal influence, group effectiveness, conformity, and conflict resolution.
PSYCH 678	Consulting and Business Skills	3	This course applies Industrial/Organizational Psychology principles to identify improvement areas within an organization. Students will develop business consulting strategies and processes and learn how to present their proposal to a business audience.

PSYCH 694	Specialty Areas in Applied Psychology	3	This course will introduce students to different areas of applied psychology, such as clinical, counseling, industrial/organizational, forensic, and educational psychology. Students will apply psychological research and principles from their program to a selected specialty area and explore human behaviors related to health, personal relationships, education, and the workplace. This application will guide students in their exploration of career opportunities within the broad field of psychology.
PSYDA 110	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSYDA 250	Psychology of Personality	3	Introduction to the study of personality. An examination of classic theoretical explanations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSYDA 599	Foundations of Graduate Study in Psychology	3	This course prepares students for academic and professional success in graduate-level psychology. Students will explore historical and foundational concepts of psychology while enhancing their oral and written communication skills. Topics also include critical thinking, stress and time management, and collaborative processes.
PSYDA 600	Developmental Psychology	3	This course examines the biological and environmental influences on human development across the lifespan. Students will study of the relationship between behavior, emotion, and cognition on the one hand, and the brain function on the other from Childhood to Adulthood. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age.
PSYDA 614	Social Psychology	3	This course examines how situations and the environment influence our thoughts, feelings, and behaviors. Students will learn about the social psychological concepts such as attitudes, conformity, social conditioning, cognition, and influence.
PSYDA 620	Multicultural and Social Issues in Psychology	3	This course provides students with an in-depth investigation of cross-cultural topics and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research, and practice. Multicultural topics and social dynamics are emphasized.
PSYDA 634	Biological Basis of Behavior	3	This course emphasizes the biological and biochemical correlates of behavior. The course focuses on the structure and function of the human nervous and endocrine systems as they relate to human behavior, emotion, and cognition.
PSYDA 644	Psychology of Learning and Cognition	3	This course covers the elements of learning and cognitive psychology. The course includes research related to the theories of learning, problem solving and reasoning, attention, memory, knowledge representation, and language. Strategies and methods for applying principles of learning and cognition to various life and career settings are also addressed.
PSYDA 645	Personality Theories	3	This course enables students to differentiate among the primary theoretical approaches to the study of personality. Students will examine the biological and social determinants of personality; appraisal of personality; the role of personality in behavioral reactions. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYDA 650	Psychopathology	3	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders will be conceptualized from different clinical and socio-cultural perspectives, including the role of genetic, chemical, and environmental influences. Ethical and legal considerations will be addressed. Students will consider various definitions of normality/abnormality, the symptoms of commonly occurring issues related to behavioral health, and the process of rendering a diagnosis for mental disorders.
PSYDA 655	Psychometrics	3	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the validity and reliability of various psychological assessments. Students examine the psychometric properties and appropriate applications of commonly used educational, intelligence, career, and personality assessment instruments. Students will learn how to bridge the gap between diagnostic interpretations and social, ethical, and individual considerations in assessment when working with different groups of people.
PSYDA 660	Ethics and Professional Issues	3	This course reviews various professional and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, and the application of ethical decision-making models.
PSYDA 664	Research Methods and Statistics in Psychology	3	This course presents the fundamentals of research methods and statistics applicable to the field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically evaluate, analyze, and interpret data from empirical psychological studies.
PSYDA 694	Specialty Areas in Applied Psychology	3	This course will introduce students to different areas of applied psychology, such as clinical, counseling, industrial/organizational, forensic, and educational psychology. Students will apply psychological research and principles from their program to a selected specialty area and explore human behaviors related to health, personal relationships, education, and the workplace. This application will guide students in their exploration of career opportunities within the broad field of psychology.
QNT 375T	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
RDG 201CA	Reading and Writing Concepts	3	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	Children's Literature	3	This course examines the use of Children's literature in the elementary school classroom. Various genres are studied, as well as the application of Children's literature to instruction and to assessment in reading. Methods for integrating the use of Children's literature in all content areas are examined.
RDG 351	Early Childhood Literacy Development	3	In this course, students learn about creating an environment in the early childhood setting that promotes literacy skill development. Students examine theories and strategies for language development; strategies and assessments to support literacy learning; and strategies to support vocabulary learning, reading comprehension, and family involvement in literacy instruction. Students gain the necessary knowledge and skills to create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.

RDG 415	Diagnosis and Remediation of Reading Difficulties	3	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about the science of reading and structured literacy, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.
RDG 416	Methods of Teaching in Early Childhood Language and Literacy	3	In this course, students learn about children's language and literacy development from birth to age 8. Students examine theories of language development and second language acquisition; the needs of English learners; and strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards, development of hands-on learning experiences, and developmentally effective assessments as a means of informing instruction are also emphasized.
RDG 420	Elementary Methods - Reading/Language Arts	3	This course focuses on the most current research, theory, methods, and state standards related to the science of reading and structured literacy. This focus includes phonological awareness, systematic phonics and spelling, vocabulary and oral language, and text reading fluency, all leading to reading comprehension and literacy development. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. This course provides teacher candidates with the background knowledge in the science of reading necessary to prepare comprehensive research-based and standards-based lesson plans, as well as integrated units of instruction. Effective instructional, assessment, and differentiation techniques are also discussed.
RDG 420CA	Elementary Methods: Reading and Language Arts	3	This course focuses on the five key themes of English language arts (ELA) and literacy - meaning making, language development, effective expression, content knowledge, and foundational skills - as well as English language development (ELD) instruction in multiple-subject classrooms. Candidates develop their knowledge of phonemic awareness, spelling patterns, implementing multi-tiered systems of support (MTSS), and the literature, language, and comprehension components of literacy instruction. Emphasis is placed on applying interdisciplinary teaching strategies, utilizing universal design for learning (UDL) principles, and supporting all learners, including English learners and students who have dyslexia. In addition, the course includes a literacy instruction field experience in a lower elementary (K-2nd grade) classroom.
RDG 556	Elements of Literacy Content and Pedagogical Knowledge	3	This course focuses on the five key themes of English language arts (ELA) and literacy--meaning making, language development, effective expression, content knowledge, and foundational skills--as well as English language development (ELD) instruction in multiple subject classrooms. Candidates develop their knowledge of phonemic awareness, spelling patterns, implementing multi-tiered systems of support (MTSS), and the literature, language, and comprehension components of literacy instruction. Emphasis is placed on applying interdisciplinary teaching strategies, utilizing universal design for learning (UDL) principles, and supporting diverse learners including English learners and students who have dyslexia. In addition, the course
RDG 558	Secondary Content Area Literacy	3	This course focuses on the key principles of a comprehensive approach to teaching content-based literacy strategies in a single-subject classroom. Emphasis is placed on the development of students' literacy skills through content-specific academic language; designing and differentiating curriculum and instruction; incorporating new literacies and assessment; and showcasing literacy through speech, writing, listening, and reading. In addition, students are required to complete a clinical experience based on observations in a single-subject classroom.

RDG 570	Curriculum Const and Assmt: Reading and Lang Arts for SPE	4	This course focuses on the most current research, theory, and methods of reading instruction, including the science of reading. Teacher candidates will implement research-based instruction, including strategies that enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Instruction and assessment techniques, including intervention practices and strategies for teaching learners with dyslexia, are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.
RDNG 500	Reading Methods: Primary	3	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of varied learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, pre-reading
RDNG 502	Reading Methods: Secondary	3	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 504	Phonological Theory and Application	3	This course addresses the linguistic, neurological, cognitive, and sociocultural factors that influence readers and writers. Participants study relevant research, theories, and instructional approaches proposed by the science of reading research, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs. An emphasis is placed on explicit, sequential instruction in phonemic awareness and phonics, with the support of technology and multimedia, to promote early literacy development. National and state standards in literacy and the role of phonics in students' reading and writing achievement are discussed.
RDNG 505	Children's Literature	3	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.
RDNG 506	Elementary Reading and Writing Strategies	3	This course empowers participants to support elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	This course focuses on methods and materials for teaching elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.

RDNG 508	Adolescent Literature	3	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate language and individual preferences in adolescent literature. Participants also analyze techniques and formats for teaching varied learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.
RDNG 510	Content Area Reading and Writing for Adolescents	3	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.
RDNG 511	Reading Assessment	3	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, response to intervention for struggling readers, and ethical and legal considerations.
RDNG 515	Diagnosis, Remediation, and Differentiated Instruction	3	This course focuses on the assessment and correction of reading and writing difficulties in the K-12 classroom setting. Participants identify factors that affect reading performance, explore formal and informal literacy assessments, and examine strategies for the diagnosis and remediation of struggling readers and learners with literacy difficulties, including students with dyslexia. An additional focus is on differentiated instruction with an emphasis on phonics, fluency, vocabulary, and comprehension. Interest inventories, English language learner screening, visual and auditory discrimination tools, language expression and processing screening, and spelling and writing assessment tools are also addressed.
RDNG 516	Science of Reading and Systematic Phonics Instruction	3	This course examines the science of reading and its application to evidence-based literacy instruction. Learners explore research on how children learn to read and the cognitive, linguistic, and instructional foundations of skilled reading. Emphasis is placed on foundational reading skills, including phonological and phonemic awareness, the alphabetic principle, decoding, encoding, and word recognition. Learners apply principles of explicit and systematic instruction to the design and delivery of phonics instruction, including instructional routines for teaching sound-symbol correspondences, blending, segmenting, word analysis, and increasingly complex orthographic patterns. The course also examines the relationship among word recognition, language comprehension, fluency, vocabulary, and reading comprehension within models of skilled reading.
RDNG 570	Curriculum and Assessment: Reading and Lang Arts for SPE	3	This course examines evidence-based literacy instruction grounded in the science of reading for exceptional learners in P-12 settings. Candidates explore literacy development, oral language, structured literacy, phonics, fluency, vocabulary, comprehension, writing, assessment, and intervention practices designed to support students with diverse learning needs, including students with dyslexia. Emphasis is placed on designing, implementing, and evaluating literacy instruction using research-based strategies, formative and summative assessment, and reflective practice.

REC 510	Introduction to Sports and Recreation	3	This course introduces the foundations, organization, and delivery of sport and recreation across community and educational settings. Learners examine the roles and responsibilities of organizations that provide youth sports, K-12 interscholastic athletics, and community recreation programs. Topics include organizational structures, participation and access, program development, leadership, safety and risk management, ethical considerations, and current issues affecting sport and recreation. Learners explore how schools, state and national high school associations, youth sport organizations, and local park and recreation districts contribute to safe, inclusive, and meaningful sport and recreation experiences.
REL 133	World Religious Traditions I	3	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Daoist, Confucian, and Shinto traditions.
REL 134	World Religious Traditions II	3	This course introduces the main ideas and beliefs of Judaism, Christianity, and Islam. Students will learn about the origins and important practices of each religion. By comparing their rituals and beliefs, students will understand how these religions interact and share common traditions. This course aims to help students appreciate the diversity of religions and their impact on people's lives.
RELDA 134	World Religious Traditions II	3	This course introduces the main ideas and beliefs of Judaism, Christianity, and Islam. Students will learn about the origins and important practices of each religion. By comparing their rituals and beliefs, students will understand how these religions interact and share common traditions. This course aims to help students appreciate the diversity of religions and their impact on people's lives.
RES 709	Research Conceptualization and Design	3	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	Statistical Research Methods and Design I	3	Doctoral practitioners are resolute in their commitment to identifying, informing, and affecting both individual and organizational change and innovation. Generating actionable interventions requires an extensive investigation of situational factors and a foundational understanding of research methodology. In this course, students explore the foundations of statistics used in quantitative research by actively engaging in processes focused on evaluation, appraisal, and application.
RES 720	Statistical Research Methods and Design II	3	In this course, students expand their understanding of research methodology by exploring advanced statistical procedures. Students leverage investigative processes to demonstrate their understanding of, and ability to apply, interpret, and draw conclusions from complex approaches to quantitative research.
RES 724	Qualitative Methods and Design	3	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this preexisting foundational understanding, the purpose of the class is to enhance students' understanding and craft through reading, application, and reflection on the practice of qualitative inquiry.
RES 728	Qualitative Case Study	3	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RHET 300	Rhetorical Theories	3	In this course, students expand their understanding of rhetoric and argumentation. Key principles in rhetorical theory will be examined, and students will link those theories to practice using critical analysis and evidence to support claims.
RHET 475	Rhetoric and Social Media	3	This course explores the use of rhetoric in contemporary social media.
SCH-CN 501	School Counseling: Delivery of Services	3	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student¿s academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCI 112	Myth Busting the Scientific Method	1	Ever wondered if science is just a collection of facts or if scientists always follow a strict method? This course is perfect for those who might feel a bit intimidated by science but are curious to explore its deeper nature. This course introduces the foundations of the philosophy of science, debunking common myths about how science works and uncovering the true principles behind scientific inquiry.
SCI 163T	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 220T	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 250	Microbiology	4	This course explores microbiology with an integrated laboratory component, focusing on the cellular biology and classification of microorganisms, microbial metabolism and genetics, and factors influencing microbial growth. Topics include microbial pathogenicity, interactions with the human immune system, and the characteristics of microbial diseases in various body systems. Students will also study antimicrobial therapies, disease control, and diagnostic techniques.
SCI 256	People, Science and the Environment	3	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SCI 362	Environmental Issues and Ethics	3	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SCIDA 163	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.

SCIDA 220	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCIDA 256	People, Science and the Environment	3	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SEC 351	Legal and Regulatory Issues in Security Management	3	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 391	Organizational Behavior and Management	3	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.
SEC 401	Threat and Vulnerability Management	3	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.
SEC 411	Physical Security	3	This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property, and data housed in physical facilities.
SEC 421	Personnel Security and Executive Protection	3	This course provides the student with an understanding of the procedures, techniques, and technology associated with the protection of executives, employees, customers, and the general public from intentional harm, accidents, and naturally occurring emergencies.
SEC 431	Principles of Investigation	3	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 441	Security of Networks and Enterprise Systems	3	This course reinforces student's knowledge and comprehension of the security issues associated with computer network systems. The course also explores security measures intended to protect the software, hardware, and data associated with computer systems and include practices that security professional employ to harden their organization's information systems against attack.
SEC 451	Global Security Issues	3	This course introduces the student to the evolutionary changes to the global security environment. The course will help the student understand the dynamic nature of global factors influencing security strategies and how domestic security policy integrates these global strategies.
SEC 471	Critical Incident Management	3	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning, and recovery, as well as inter-agency coordination and response.

SEC 481	Security Capstone	3	This is the capstone course for the Security Management undergraduate program. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner with regard to the areas of risk and threat assessment, physical, personal, and information system(s) security, emergency and critical incident response, and administration and management. Students will evaluate and demonstrate their professional growth with the development of an effective security plan.
SEC 530	Instruction and Assessment for All Learners	3	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine methods for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.
SEC 532	Secondary - Creating an Effective Learning Environment	3	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's varied student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 534	Reading in the Content Area	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.
SEC 535	English/Language Arts Content and Curricular Knowledge	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for individual students and student populations.
SEC 536	Social Studies Content and Curricular Knowledge	3	This course explores the application of instructional methods and strategies for teaching history and social sciences in middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom in a professional portfolio.

SEC 537	Secondary Content and Curricular Knowledge	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of all learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
SEC 539	Physical Education Content and Curricular Knowledge	3	This course explores the content standards, concepts, and instruction and assessment strategies for teaching physical education in the K-12 educational setting. Candidates examine topics including motor skill development, human movement principles, physical fitness, social skills development, and the value of fair play in games and sports. Candidates will also investigate classroom and field management, student safety strategies, and the process of selecting, designing, and adapting instruction for all student populations.
SEC 540	Science Content and Curricular Knowledge	3	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for all student populations.
SEC 541	Visual Arts Content and Curricular Knowledge	3	This course explores the theory, application, and strategies for teaching visual arts in the K-12 educational setting. Candidates examine topics including current instructional theory, state and national standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates will also investigate classroom engagement and management strategies, the use of technology in teaching and learning visual arts, and ways to adapt instruction for individual students and all populations.
SEC 545	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 586	Secondary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SEC 587	Secondary Clinical Practice B	3	This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. The course provides practical guidance for candidates seeking a teaching position, and serves as a forum for open discussion and problem solving based on their classroom experiences and abilities to use and apply the full-range of Teaching Performance Expectations. Teacher candidates finalize and submit their completed teacher performance assessment.
SEI 300	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 301	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is the second of two courses required to earn a Structured English Immersion (SEI) endorsement, combined with SEI/300. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 500	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 503	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 504	Structured English Immersion-Elementary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in elementary settings. This course is designed to meet the standards set by the Arizona Department of Education.

SEI 506	Structured English Immersion - Secondary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SOC 100	Introduction to Sociology	3	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 experiences of our lives are part of group dynamics, of social institutions, and 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.
SOC 110	Teamwork, Collaboration, and Conflict Resolution	3	This course takes a practical approach to building effective teams, fostering collaboration, and resolving conflict constructively. Students apply teamwork principles in academic and professional environments while developing strategies for long-term success. The course also explores how backgrounds, perspectives, and differences among individuals influence group dynamics and outcomes.
SOC 121	Social and Cultural Perspectives in the United States	3	This course examines patterns of identity, group membership, and social experience in the United States. Students will explore how cultural background, social roles, and institutional factors shape access, opportunity, and lived experiences across different population groups.
SOC 262	Contemporary American Society	3	This course examines the challenges shaping life in the United States today and how sociology helps explain them. Students apply theory to issues that affect individuals, communities, and institutions, exploring their causes and possible responses. By working with current examples, students build skills in communicating ideas, comparing perspectives, and applying sociological thinking to better understand today's society.
SOC 316	Workforce Culture and Organizational Practices	3	This course looks at how today's changing workforce shapes the way organizations operate. Students examine how individual viewpoints influence communication and teamwork, consider strategies for navigating workplace laws and policies, and analyze the challenges and opportunities that come with a varied workforce. Along the way, they build skills in communication, analysis, and decision-making that support success in organizational settings.
SOCDA 100	Introduction to Sociology	3	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 experiences of our lives are part of group dynamics, of social institutions, and 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.
SOCDA 110	Teamwork, Collaboration, and Conflict Resolution	3	This course takes a practical approach to building effective teams, fostering collaboration, and resolving conflict constructively. Students apply teamwork principles in academic and professional environments while developing strategies for long-term success. The course also explores how backgrounds, perspectives, and differences among individuals influence group dynamics and outcomes.
SPAN 110	Conversational Spanish I	3	SPAN/110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar with an emphasis on the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPAN 114	Conversational Spanish II	3	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 520	Spanish for Educators, Basic	3	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.
SPE 300	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of varied populations. Historical perspectives and information related to special education law and current policies and practices are examined.
SPE 300CA	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of varied populations. Historical perspectives and information related to special education law and current policies and practices are examined.
SPE 512	Special Education Assessment and Interpretation	3	This course focuses on the task of assessing the exceptional learner and diagnosing his or her strengths and needs. The course will examine the common tests and evaluation systems used in public school special education and their relationship to writing and monitoring an IEP. Emphasis is placed on the continuous use of assessment, specific diagnostic procedures, and the evaluation of data as part of the instructional process.
SPE 513	Orientation to the Exceptional Child	3	This course provides an overview of special education and the characteristics of exceptional learners. Candidates are introduced to special education laws and their implications for identification and eligibility, service delivery options, and the Individualized Education Program (IEP). In addition, the use of technology, collaborative practices, and transition planning requirements are examined. Candidates will also reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
SPE 544	Characteristics of Emotional & Behavioral Disorders	3	This course examines the characteristics and instruction of learners with emotional and behavioral disorders (EBD). Emphasis is placed on assessment and legal requirements, learner characteristics, and research-based teaching strategies. Included is an examination of functional behavior analysis, positive behavior intervention supports, and the use of proactive and preventive classroom management systems.

SPE 556	Characteristics of Physical & Health Disabilities	3	This course examines the characteristics and instruction of learners with physical and health disabilities including individuals with sensory, orthopedic, and other health impairment (OHI). Attention is given to federal and state regulations as they pertain to assessment, eligibility, and the provision of special education services within the schools. Service delivery options, curriculum and program models, and appropriate supports and accommodations will also be examined.
SPE 574	Characteristics of Intellectual/Developmental Disabilities	3	This course examines the characteristics and instruction of learners with intellectual and developmental disabilities, including traumatic brain injury (TBI). Emphasis is placed on learner characteristics, instructional strategies, assessment measures, and technology integration. Supports, accommodations, and curricular modifications will be analyzed among various service delivery options.
SPE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with autism spectrum disorders (ASDs). It is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
SPE 577	Special Education Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SPE 578	Models, Theories and Instructional Strategies for SPE	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
SPE 584	Learning Disabilities and Language and Development Disorders	3	This course examines the characteristics of students with general learning disabilities, such as dyslexia, and language and development disorders. Emphasis is placed on evidence-based instructional practices, assessments, and intervention strategies to support special education students with difficulties in literacy. Candidates will examine technology supports, strategies for analyzing assessment data, and the implementation of targeted interventions for students who struggle with language and literacy learning.
SPE 594	Special Education Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 595	Special Education Student Teaching: Part B	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 596	Special Education Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SPED 514	Adapted Curriculum Methods for Moderate to Severe SPE	3	This course prepares learners to design and deliver instruction for students with disabilities who require an adapted curriculum. Learners apply methods for providing access to the general curriculum based on individual student characteristics and needs, including modifications, adaptations, specialized instructional strategies, and research-based interventions. Emphasis is placed on evidence-based literacy, mathematics instruction, assessment and progress monitoring, assistive and instructional technologies, alternative and augmentative communication, and strategies that promote student learning and independence. Learners also examine alignment with state academic standards and assessments and collaboration across educational settings to support access, participation, and progress in the curriculum.
SPED 530	Introduction to Learners with Special Needs	3	This course provides an overview for working with exceptional learners ages 3 to 21 years in educational settings. Participants examine varied areas of disabilities and common characteristics supporting effective implementation of specially designed instruction within individualized education programs (IEPs) for students with special needs. Historical perspectives, special education law, and current policies are also examined. Participants learn best practices and supports for student academic and personal success across grade levels, including IEP development and family-school partnerships.
SPED 531	Special Education Teaching Methods	3	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.
SPED 532	Special Education Assessment	3	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.
SPED 533	Mainstreaming and Inclusion	3	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.

SPED 534	Speech and Language Disorders	3	This course provides educators with an overview of speech and language disorders. Participants will examine language acquisition, language development, and the influence of language and communication disorders on children's literacy learning. In addition, participants will explore various hearing, speech, and language disorders as well as appropriate instructional strategies, accommodations, and assessment methods for students. Professionals, resources, and organizations that provide support for students and caregivers, and the use of augmentative and alternative communication will also be explored.
SPED 536	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.
SPED 537	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	This course helps prepare participants to support the development and learning of young students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 541	Characteristics of Emotional and Behavioral Disorders	3	This course examines the identification, characteristics, and educational support of students with emotional and behavioral disorders in K-12 settings. Emphasis is placed on legal and ethical considerations, screening and assessment practices, causal factors, proactive behavior support, classroom environment, and research-based instructional approaches. Candidates also explore functional behavioral assessment, behavior intervention planning, social skills instruction, and reflective practices used to support student learning and behavior.
SPED 557	Collaboration with Families of Students with Disabilities	3	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPED 560	Teaching Learners with Disabilities	1	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.
SPED 591	Characteristics of Exceptionalities	3	This course examines the education of students with mild disabilities. Special emphasis is placed on mild disabilities including intellectual and developmental disabilities, emotional disturbance, and specific learning disability. The etiologies, learning characteristics, and key legislation related to these mild disabilities will be discussed. Students will also explore educational planning considerations, methods of instruction and assessment, service delivery models, and effective behavior management techniques.

STR 581	Strategic Planning & Implementation	3	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
STRCB 581	Strategic Planning and Implementation	3	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
SUS 300	Environmental Sustainability	3	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.
SWRK 200	Introduction to Social Work	3	This course introduces students to the foundations of social work and social justice. Students examine the professional dispositions of social work, the scope of practice, National Association of Social Workers (NASW) Code of Ethics, and professional identity. Students also identify careers within social work, boundaries, other professionals, and cultural competence. This course has a minimum grade requirement. Students must achieve a "B" or better in this course.
SWRK 220	Professional and Ethical Behaviors for Social Work Practice	3	Students will use the National Association of Social Workers (NASW) Code of Ethics to navigate ethical issues and dilemmas faced by social workers throughout their careers. Students will gain exposure to these ethical and legal aspects in social work, learn proper self-care, and how to support the discipline's role and responsibilities.
SWRK 301	Communication Techniques	3	This course introduces students to social work communication theory and techniques, including verbal, non-verbal, and written communication. Students develop an understanding of culturally appropriate and professional communication. Students develop verbal and written communication skills to develop professional relationships.
SWRK 310	Human Behavior and the Social Environment I	3	This course equips students to navigate the complexities of close professional relationships. It offers a comprehensive understanding of human development from early life through older adulthood, emphasizing developmental psychology and ecological frameworks within family and individual life cycles across generations and cultures. Students explore the lifespan development model through a multidisciplinary lens. Topics such as trauma, loss, grief, violence, homelessness, and lifestyle changes are examined in depth. The course also addresses the philosophical, cultural, medical, psychological, and spiritual dimensions of human experience, along with approaches to working with individuals across different age groups and the evaluation of complex grief responses.
SWRK 311	Human Behavior and the Social Environment	3	This course introduces students to human development and functioning across the lifespan using a strengths-based biopsychosocial approach. Consideration is given to the person-in-environment and ecosystems theory as students study developmental content in preparation for professional social work practice.
SWRK 321	Social Work Policy	3	This course focuses on utilizing rights-based, anti-racist, and anti-oppressive lenses to assess how social welfare policies influence the delivery of and access to social services. Students apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

SWRK 330	Social Work Practice: Individuals and Families	3	This course prepares students for professional practice with children, adults, and family units. Students apply previously acquired knowledge to strengthen their ability to work effectively with families and explore how traditions, beliefs, and societal expectations influence family dynamics.
SWRK 340	Social Work Practice: Groups	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.
SWRK 345	Social Advocacy: Child Endangerment and Global Factors	3	Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.
SWRK 346	Social Work Advocacy	3	Students are introduced to the role of the social work advocate. The role includes acting as advocates for their clients in multiple facets that advance human rights and social, racial, economic, and environmental justice. Students learn advocacy skills such as communication, collaboration, presentation, and maintaining professional relationships.
SWRK 351	Social Systems and Human Rights in Practice	3	Students learn to promote fundamental human rights and fairness by examining effective approaches for working with individuals and communities facing hardship related to cultural background, age, ability, or economic circumstances. The course encourages students to understand how societal systems and prevailing values can contribute to varied experiences of certain groups.
SWRK 360	Social Work Practice: Communities and Organizations	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at community and organizational levels, as well as how to assess community needs and identify community resources. Students gain professional skills for initiating change in organizations and communities, understanding issues of social stratification, conflict, resistance to change, and methods for overcoming resistance.
SWRK 380	Applying Social Work Practice Skills	3	Students build on their professional values, ethics, principles, practice methods, and strengths-based skills learned in the Social Work Practice courses. Students gain an understanding of the application of advanced social work skills.
SWRK 390	Social Welfare Policy Application	3	Social welfare policies and legislation are explored in terms of historic rationale, implementation, and effectiveness. Students gain an understanding of concepts and frameworks for analyzing social welfare policies and programs, including their effects on oppressed and at-risk populations. Students recognize the role of social workers as agents of change and learn to advocate for social welfare policies that improve the lives of individuals, families, and groups.
SWRK 399	Research and Evaluation in Social Work Practice	3	Students will learn ethical and contextually aware approaches to critically evaluate research and apply findings to inform sound decision-making in professional settings. The course emphasizes the connection between practice experience and research, helping students understand how real-world insights can shape evaluation strategies. Students will also explore ways to identify limitations and underlying assumptions in existing literature. Emphasis is placed on presenting research outcomes clearly and effectively for a range of individuals and groups.
SWRK 401	Social Work Practice: Engage	3	Students learn to engage with and on behalf of individuals, families, groups, organizations, and communities. Students reinforce the theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Students will learn to be self-reflective and understand bias, power, and privilege to advocate for human rights. Students will utilize an anti-racist and anti-oppressive framework to evaluate how their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

SWRK 402	Social Work Practice: Assess	3	Students will learn that assessment is an ongoing component of the dynamic and interactive process of social work practice. Students will understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they will critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, groups, organizations, and communities. Students will demonstrate self-reflection and develop an understanding of how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.
SWRK 403	Social Work Practice: Intervene	3	Students will understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, organizations, and communities. Students understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions. Students understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve goals.
SWRK 404	Social Work Practice: Evaluate	3	Students will understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, organizations, and communities. Students evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Students apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Students understand theories of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, and critically analyze and apply this knowledge in evaluating outcomes.
SWRK 405	Field Education I	3	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.
SWRK 420	Field Education II	3	A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community.
SWRK 421	Human Behavior and the Social Environment II	3	This course prepares students to navigate complex relationships at the organizational and community levels. Students examine how individuals function within larger systems and the groups that shape them, drawing from social psychology to understand group dynamics. An ecological and interactionist lens is used to study human behavior in broader social settings. The course incorporates principles that emphasize personal agency and resilience within interconnected systems. Topics include the influence of global trends on local communities, the relationship between society and the natural environment, and the integration of restorative approaches and foundational human rights. Connections between spiritual beliefs and environmental responsibility are also explored.
SWRK 425	Field Education Block	6	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework in a supervised generalist practice placement within the community. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.

SWRK 430	Social Work, Welfare, and Policy: Connections	3	Social work practice integrates social welfare theories with policy analysis in the context of a wide range of settings. Implicit in the social work approach is the commitment to economic and social justice. Students learn how to leverage their integrated approaches to affect the high level of interdisciplinary practice they must perform.
SWRK 460	Integration of Social Work	3	This course offers a comprehensive review and integration of key social work content areas within a generalist practice framework. Areas of focus include ethics, critical thinking, human development, foundational rights, responsible use of research, policy analysis, and practical application in various settings. The course emphasizes the interconnectedness of social concerns and the importance of informed, principled decision-making.
SWRK 470	Social Work Capstone and Portfolio	3	This course is the culmination of a student's undergraduate work, a full integration of knowledge, skills, language, and practice exemplary of a social worker prepared to enter the workforce as a general practitioner. This course demonstrates the student's knowledge of the demands of client work, continuing education, the ethical and legal standards involved, self-care, advocacy, and basic research and evaluation.
TCH 501	Teaching Methods: Elementary Art	3	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on students from various backgrounds, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.
TCH 503	Teaching Methods: Elementary Mathematics	3	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, all learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.
TCH 511	Teaching Methods: Secondary Art	3	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a varied student population. Promotion of the arts, assessing student art, incorporating art from multiple viewpoints, creativity, art classroom management, and using technology in the art classroom are also explored.

TCH 513	Teaching Methods: Secondary Mathematics	3	This course equips participants with knowledge of research-based and standards-aligned pedagogical practices that facilitate learning in the secondary mathematics classroom. Participants explore inclusive approaches, mathematics standards and curriculum, and technology integration, as vital components of planning and implementing mathematics instruction and assessment. Additionally, participants examine the significance of teacher reflection, instructional leadership, and professional development for continuously enhancing one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for varied student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for varied individual students and student populations.
TCH 535	English Language Arts Content and Curriculum Methods	3	This course examines instructional planning and evidence-based teaching practices for English language arts in secondary classrooms. Teacher candidates explore literacy instruction, curriculum design, instructional strategies, assessment practices, and standards-based planning to support diverse learners. Candidates also develop skills for teaching reading, writing, speaking, listening, and language while integrating technology, reflective practice, and collaboration to improve student learning.
TCH 536	Social Studies Content and Curriculum Methods	3	This course examines instructional methods, curriculum design, and assessment practices for teaching history and social studies in secondary classrooms. Teacher candidates explore state and national standards, inquiry-based learning, instructional technology, disciplinary literacy, and assessment strategies that support meaningful learning experiences. Emphasis is placed on developing standards-based instruction, selecting instructional resources, integrating literacy across the curriculum, and creating engaging social studies units that meet the needs of diverse learners. Candidates also complete a standards-aligned instructional unit suitable for classroom implementation.
TCH 538	Mathematics Content and Curriculum Methods	3	This course examines pedagogy and assessment strategies for teaching mathematics in middle and high school settings. Teacher candidates analyze national, state, and professional mathematics standards, current theories and instructional models, and research-based strategies for meeting the needs of all learners. Emphasis is placed on strengthening mathematical understanding, developing critical thinking through problem solving and connections to other disciplines, and creating real-world learning experiences.
TCH 539	Physical Education Content and Curriculum Methods	3	This course examines standards-based curriculum, instructional planning, assessment, and teaching practices for K-12 physical education. Teacher candidates explore physical literacy, motor skill development, movement concepts, physical fitness, health and wellness, classroom management, and strategies for creating safe and inclusive learning environments. Candidates develop the knowledge and instructional skills needed to design, implement, assess, and adapt physical education instruction for diverse learners.

TCH 540	Science Content and Curriculum Methods	3	This course prepares teacher candidates to teach secondary science through inquiry-based instruction, standards-based planning, and responsive assessment. Candidates examine science education theory, national and state standards, and classroom factors that influence student engagement and achievement. Emphasis is placed on designing lessons, assessments, and learning experiences that support active learning, evidence-based reasoning, and access for diverse learners.
TCH 541	Visual Arts Content and Curriculum Methods	3	This course examines instructional practices, curriculum design, and assessment strategies for teaching visual arts in K-12 educational settings. Teacher candidates explore artistic processes, visual arts standards, historical and cultural influences, aesthetic understanding, arts integration, and instructional planning. Emphasis is placed on designing engaging learning experiences that promote creativity, artistic literacy, critical thinking, technology integration, and equitable access for diverse learners.
TCH 543	Teaching Methods: Remedial Mathematics	3	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting varied learning needs is also explored.
TCH 545	Methods for Teaching in the Self-Contained Classroom	3	This course prepares learners to apply instructional methodologies appropriate for teaching in a self-contained classroom. Emphasis is placed on planning and delivering standards-aligned instruction across multiple content areas, integrating curriculum, differentiating instruction for all learners, organizing the elementary learning environment, and using assessment to inform instruction. Learners develop strategies for managing the instructional responsibilities of a self-contained classroom while promoting student engagement and access to learning.
TECH 510	Using Apps in the Classroom	1	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.
TECH 511	Using Google Tools in the Classroom	1	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.
TECH 519	Using Social Media in the Classroom	2	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a varied student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.

TECH 522	Technology Integration for Educators	3	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student-centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.
TECH 524	Technology Survival for Educators	3	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.
TECH 525	Becoming a Connected Educator	3	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	This course is designed to introduce participants to the history, laws, and theories of education for English language learners. Participants identify effective instructional models and teaching practices appropriate for culturally and linguistically diverse students. Participants also develop content area lesson plans and assessments, including appropriate materials, technology tools, and resources for English language learners. Cultural diversity, language acquisition, differentiated instruction, and TESOL program models are also addressed.
TESOL 571	Instructional Techniques and Methods	3	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.
TESOL 572	Assessment	3	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.
TESOL 573	Applied Linguistics	3	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally aware teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, individual differences, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.

TPA 100	TPA Planning and Instruction	1	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. This course emphasizes some of the key themes that surround Tasks 1 and 2, which focus on planning and teaching literacy instruction aligned with the California ELA/ELD framework and supported by MTSS principles.
TPA 200	TPA Instruction and Assessment	1	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. This course emphasizes some of the key themes that surround Task 3, which focuses on assessing student learning and providing meaningful student-directed feedback.
WEB 240T	Web Design Fundamentals	3	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language (HTML), scripting, and presentation technologies to create websites.
WRIT 310	Creative Writing: Personal Essays and Creative Non-Fiction	3	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 330	Research and Writing for Professions	3	This course introduces students to the purpose and practice of professional writing and research. Students explore a variety of professional writing situations and conventions and learn approaches to conducting research and creating documents that address specific professional needs.
WRIT 350	Writing for Social Media	3	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.
WRIT 480	Applied Portfolio Seminar	3	In this course, students select and revise prior work to create a collection of pieces that, when modified for specific audiences, represents the student's abilities as a writer.
WRITDA 310	Creative Writing: Personal Essays and Creative Non-Fiction	3	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.