

## Chapter 1 : University of Phoenix Careers - Home

*The University of Phoenix reserves the right to modify courses. While widely available, not all programs are available in all locations or in both online and on-campus formats. Please check with a University Enrollment Representative.*

As technology has improved, the University has kept pace. The University of Phoenix prides itself on catering to all types of students, at all levels of education and with all levels of educational needs. Students can choose from any of the following options: Individual courses that cover everything from business and finance to nursing and health administration. These courses are credit bearing and typically come from degree programs. General electives courses that may be transferable to a degree program. Courses for educators for meeting potential endorsement, recertification or professional development requirements. Test-preparation courses for industry-recognized exams for human resource managers, project manager professionals and prospective teachers in certain states. Non-credit professional development courses for managers. Certificate programs that provide a deeper exploration into areas such as human resources, project management, accounting and technology. These are credit-bearing collections of courses. The University is committed to assisting all students, with its flexible schedules and liberal policy of granting credit for prior work. Students are eligible to transfer credits from regionally accredited or nationally accredited degree-granting institutions, or credit earned through a national testing program such as CLEP, DANTES or Advanced Placement. Further, the University has instituted the Prior Learning Assessment PLA process, through which students may apply workplace and military training, and life experience , towards college credit. The University will allow up to half of the required credits in elective, interdisciplinary or general education courses for an associate or bachelor degree through PLA. To apply for credit, a student must: Create a Professional Training Portfolio , or Write an experiential learning essay on an approved topic. The University aids those in the military through: A dedicated Military Division â€” nearly 1, strong and most with military backgrounds. Convenient local campus and online learning formats with classes beginning frequently. Special military tuition rates for active duty and their spouses, financing and GI Bill benefits. Credit for military experience. A wide range of regionally accredited degree programs at all levels â€” from associate through doctorate. For students who are currently employed, the University of Phoenix has established a corporate articulation program , a partnership with private businesses. Through this program, the University agrees to grant college credit to students who complete approved and reviewed training at work. For additional information, contact The Higher Learning Commission, ncahlc.

## Chapter 2 : Top 1, Reviews and Complaints about University of Phoenix

*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.*

And I want to answer it publicly. Is the University of Phoenix a good school? Our students expect quality, career-relevant degree and certificate programs. We are online and at local campuses in more than 30 states. I came to the University of Phoenix last year from the University of Michigan. My peers in Ann Arbor came up to me and offered congratulations when they heard the news. To be sure, the institution has its complexities and challenges. Our institution is large and well-known, yes, but it need not continue serving as shorthand for larger debates about for-profit higher education, which are often politically motivated. The University of Phoenix has played an important role in higher education in this country by successfully serving nontraditional adult students at scale. Over the past seven months, I have been spending an enormous amount of time meeting with and listening to the stories of our students and our dedicated adjunct faculty. The passion our faculty have for teaching, innovation and student outcomes is palpable. It is the individual stories of our students that I wish were amplified in the media. I spent time with Vonn last week. Here is how she answers the question: Yes, University of Phoenix is a great school. Vonn has had a groundbreaking career as the most senior ranking non-commissioned female officer in the U. Her success was made possible, in part, by the three degrees earned from University of Phoenix. He deserves an answer and I have invited Reed to visit with us in Arizona. They had convened in San Antonio to hear from national leaders. I think that for-profits are not what we think they are. We have found similar leaders with open minds throughout the country. Before joining the university, he served as the executive vice president and chief financial officer at the University of Michigan.

**Chapter 3 : Essay by the University of Phoenix's new president on quality at the for-profit**

*Assessing Adult Learning for University of Phoenix [Lito Tejada-Flores Wiley] on calendrierdelascience.com \*FREE\* shipping on qualifying offers.*

I have spent 22 years in Law Enforcement. An online degree is, in my opinion, much more difficult to achieve as there is nobody there to motivate you to push on, except yourself. I have always been treated with respect and professionalism by all of the staff at UOPX and they truly seem to care about my educational goals. I Love this University and I am so very proud of my accomplishments. They just use the "for-profit" as their leverage. After a terrible experience I decided to go no further with my education with this school. I canceled all classes for the following semester before classes started. At that time it was confirmed via my student adviser that there would be no charges since I "withdrew" before the class start dates. Now 10 years later and going back to school the University is telling me I cannot have my official transcript unless I pay a past due amount for the 5 classes I never took and withdrew from according to their rules. I will tell you a real problem and yes the school is very much accredited. One class left but had to complete my dissertation. There is one class that is mandatory to turn in your dissertation to the first Review Committee which is the QRM. While in that class my professor went missing. When I say he went missing you was gone for 4 weeks which is half the class. I could not returning my dissertation because he had it in his possession therefore I could not submit to the committee. To justify the situation University of Phoenix made me repeat the class. Keep in mind they paid for the retake. Fast forward 18 months later after an expensive fight after contacting all and every institution that oversee the policies and procedures of universities I finally got my day in court so to speak. I forgot to mention that throughout all of this the school changed its program but I was not grandfathered in there for I have to take four additional classes. What can I do? I tried fighting City Hall. I won half the battle. I will say this. The courses that they present are serious. As I said before that school is extremely accredited. End result University of Phoenix is paying for those four classes. If your problem is about financial aid, the cost of the school, your grades and other things of that nature those are not real issues. University of Phoenix is a private school which means it cost money. We all have school loans. If your credit is messed up you did that to yourself by not paying your bills. Learning higher education is not easy. If you did not land a job I suggest you review your interview skills and restructure your resume.

**Chapter 4 : How does the University of Phoenix Online test students? - Ask Dave Taylor**

*Enter your mobile number or email address below and we'll send you a link to download the free Kindle App. Then you can start reading Kindle books on your smartphone, tablet, or computer - no Kindle device required.*

And with specialization in the workforce becoming more in-demand and an increase in desire for a flexible education, that dynamic is swiftly changing. Today, traditional students can be found on every campus. There are now non-traditional students taking advantage of online, hybrid, and certificate programs available to them at their convenience. A quality education may only be a few keystrokes away, anywhere in the world - not just behind university gates. One of the biggest and earliest providers of online education is University of Phoenix, maintaining its reputation as the biggest private university operating in North America. Established in 1976, the university maintains a track record of 41 plus years of excellence in providing educational options to cater to trends in the workforce as well as desires of the thousands of students the university has assisted. Aiding the adult-learner population directly, University of Phoenix maintains a reputation of excellence in helping students over the traditional university age study and open up new career paths. Alumni Interview Curious to know about the impact a UoP diploma? We got in touch with a political leader and mentor from our local community. Rick Davies, a proud alumni of the institution, was more than happy to discuss his thoughts when I asked some probing questions about his experience: What was your field of study? How long did it take you to earn your degree? What did you think of the curriculum you were studying? The curriculum I was studying was relative to the degree in computer information systems and what it was meant to accomplish. This [the particular course of study at the time] was before the time the internet was established and had better correspondence study courses. Nonetheless, the lessons that were provided to me were easy to understand. The way everything was arranged allowed me to work full-time while I studied. What did you think of the course offerings? I feel that the course offers were useful and I had plenty of options, particularly in terms of electives and exploring my personal interests. I think for any student, whether they are wanting to take electives within their field of study or just their general interests, it is important to have options. I definitely had options there. What have you done since obtaining your degree? I was a Senior Technical Lead at a big electronics-related company for over seventeen years. Currently, I work as a Senior Solution Architect for a smaller value-added reseller. In this industry, learning never ends. There is always a new software, program, or device that requires further education and training in order to master. How else did your University of Phoenix degree help you? The degree has opened doors for me in the industry that may have otherwise gone unopened. More often than not, a degree is viewed as a bare minimum for a credible resume in this field. Celebrity University of Phoenix Alumni Rick clearly had an excellent experience at the University of Phoenix, and he is in excellent company. Check out this list of famous celebrities who earned a degree from the University of Phoenix: Outlined below are the full degree offerings available directly from the University of Phoenix website. Here are some of the highlights: Curious to know if University of Phoenix is right for you? They offer a unique program that allows you to try their services before enrolling, called The Risk-Free Period Program. By selecting a participating program and declaring less than 24 credits, prospective students can test-out college courses for three weeks at no cost. Program participants are only billed once the period ends. What students are looking to get out of a college degree and what employers are expecting college graduates to know is always changing. The University of Phoenix understands that and has a consistent history of adapting and providing in-demand programs that are ready for you to take advantage of as soon as you need them. Grab a coffee, sign on to your dashboard, and take a step closer to that degree while eating breakfast. Based on 39 Reviews Alumni Healthcare Administration, Class of It has a career help site as well as a site of mentors in a similar field who will help others with questions.

*Acknowledged author Lito Tejada-Flores Wiley wrote Assessing Adult Learning for University of Phoenix comprising pages back in Textbook and etextbook are published under ISBN and*

Phoenix, AZ Opportunities are everywhere. Our President answers questions about how University of Phoenix is moving forward and what that means for faculty members, staff and you. We asked and President Peter Cohen answered. Where is University of Phoenix going? University of Phoenix is a national leader in helping working adults and nontraditional students achieve their higher education goals. We continue to build on this legacy with a relentless focus on student outcomes and by refining and improving how we serve and support our students every day. We strive to provide educations that are career-relevant and that helps employers and employees address critical skills gaps all around the country. What would you say are the most compelling reasons for talented people to consider a career with University of Phoenix? A career with University of Phoenix is an opportunity to make a positive difference in the lives of students who are determined to create a better future. It also offers the chance to be a part of an organization with significant social impact, both through the achievements of our graduates and the positive role we play in communities across the country. We cultivate a strong company culture of respect and support for our employees and faculty membersâ€”not only because we know we cannot accomplish our mission and vision without their hard work and commitment, but because we believe it is the right thing to do. Listening to the voices of our people is deeply important to us. We go to great lengths to live up to our Core Values by regularly soliciting their input and by maintaining transparent and honest communication in all our operations. Why did you choose to join University of Phoenix? We get to be a part of that magical experience every day at University of Phoenix. But what really drew me here more than anything else was the fact that innovation and trailblazing has always been central to everything we do. The University has been at the forefront of so many trends and it has done so, in large part, to make higher education more accessible to historically underserved communities. This combination really appealed to me. Our student success stories and my coworkers make me proud to be a part of University of Phoenix. We are many things to many people. Diverse people with unique perspectives make University of Phoenix their employer of choice for different reasons. University of Phoenix staff and faculty are ambitious, go-getters who believe deeply in lifelong learning. They have professional and personal goals and are willing to overcome challenges to achieve them. The men and women who have made us their employer of choice are inspired knowing what they do enables people from all walks of life to learn and grow. They are motivated and talented. All have the will to rise. Our online degree programs create a global workforce and our campuses are nationwide â€” yet we remain a singular and unified team of extraordinary individuals. These men and women are good at what they do, generous with their time and expertise, open to discussion and put students first in every decision. Our faculty ranges from elementary school principals, district attorneys, CEOs, counselors and nurses to professionals from Fortune corporations and local governments. Being immersed in community is in our DNA. We volunteer, support organizations, and donate generously. Giving back is what we do.

**Chapter 6 : The Information Literacy Land of Confusion: The University of Phoenix and Football?**

*Individuals searching for University of Phoenix found the links, articles, and information on this page helpful. Adult Education and Training; assessing and evaluating may be incorporated.*

John Sperling in at his home in Phoenix. He has a Ph. Jeff Noble He did not expect to go. Sperling was born in in the Missouri Ozarks. His family was poor. At one point he "sold drinks and snacks on a train that ran between Kansas City and somewhere," writes Sperling. After high school Sperling joined the Merchant Marine. It was , the tenth year of the Great Depression, and he writes that his fellow seamen were "socialists plus a sprinkling of communists. Socialism ignited an intellectual curiosity in Sperling that led him to enroll at a community college in San Francisco when he got out of the Merchant Marine. He went to class during the day and worked at a gas station at night. He had always hated school, but "this time school was different," he writes in his memoir. He had started in the fall of While he waited to be called, he enrolled at Reed, a prestigious liberal arts college in Portland, Oregon; his family was now living in Portland. His classmates were from private high schools or very good public schools, and they were much better prepared than he was. In his memoir Sperling writes that he spent a lot of time "brooding over the fact that, as someone born poor with a lousy education, I was in an unfair competition Sperling went to the University of California, Berkeley for a Ph. He says the only thing all that education prepared him for was life as a professor. He got a faculty job in the humanities program at San Jose State in California. But he was perpetually unhappy in what he saw as the bourgeois world of academia. It was a huge failure. Very few professors were willing to walk. Sperling says he become the most hated man on campus because of all the trouble he had caused with the administration. But he learned a valuable lesson that he says later allowed him to become a successful entrepreneur. He was convinced the establishment would always be against the things he believed in. The only way forward was to fight. And he decided he was going to find a way out. The opportunity to leave traditional academia arrived in the form of a federal grant designed to lower the juvenile delinquency rate among working-class kids in the city of Sunnyvale, Calif. Sperling thought the best way to do that would be to work with local teachers and police officers. He enrolled 30 teachers and police officers in a class and divided them into groups. Each group had to design, conduct and evaluate a project that addressed the problem of juvenile delinquency. Sperling encouraged them to use their experiences at work to inform their research. At the end of the class, all but two of the students signed up for another class. When that class was done, they told Sperling they wanted to take more classes. And we want to stay. Not only do we want to stay, we want degrees. A photograph of University of Phoenix students in , posted on a bulletin board at Apollo Group headquarters in San Francisco. Emily Hanford "In , adults lacked effective access even to ineffective higher education," writes Sperling. With great persistence, an adult learner could expect to earn a degree in 6 to 10 years -- for some, it took But when he went to San Jose State administrators with his idea, they said no. A colleague told Sperling that if he wanted to invent something new in higher education, he was going to have to find a school that was struggling and needed new students. At the time, an established university like San Jose State had plenty of taxpayer funding and plenty of students who wanted the degrees they already offered. So he took his idea to a Jesuit university in California that was in financial trouble and needed new students. Soon Sperling got a contract with another struggling college, and then another. At the age of 53, Sperling had begun his career as an entrepreneur. By the time Sperling started IPD, he was no longer a socialist. He believed the free market was the best way to bring innovation to higher education. He writes that being for-profit imposed a kind of "discipline" that was missing at traditional universities. He writes in his memoir: The battles fought by IPD To me, the defenders of academic traditions were protecting undeserved middle-class entitlements. Sperling eventually decided that the only way he would be successful was to start his own university. That is no small task. The layers of regulatory and political approval are immense. Sperling determined there was no way he would be able to do it in California, where the higher education accrediting association was already against him. So he moved to

Arizona, where a different accrediting body had control and where laws made it easier to start a new university. He had eight students to start. They were all working adults who had some college already and were looking for a way to finish their degrees. Muriel Duncan was one of the first students. She had started college when she was 18 but quit because it was too expensive. She was working for the Arizona Department of Juvenile Corrections. Her husband was on disability and they relied mostly on her income. But the University of Phoenix made her think again. Classes were just one night a week. She could manage that with her travel schedule and family demands. And Phoenix was offering her college credit for her work experience. It was an opportunity too good to pass up. She paid cash for the classes because when Sperling opened for business the University of Phoenix was not yet accredited. It was worth it for Muriel Duncan. She was a member of the first graduating class, in 1982. She says her University of Phoenix degree allowed her to move up at work. A decade after opening, Phoenix had 6,000 students -- more than many colleges in America. But John Sperling wanted his university to get much bigger. Phoenix started online classes in 1991, long before most other universities were doing it. Sperling tapped Bishop to start the online program. Bishop developed an online MBA program and targeted the growing community of Prodigy users. She took out what she calls a "teeny, tiny ad" on Prodigy. In 1995, he decided to take the Apollo Group public. The security operations center at the University of Phoenix headquarters in Phoenix, Ariz. Emily Hanford "Apollo was a rocket ship of a stock," says Trace Urdan, an equity analyst at Wells Fargo Securities who covers the for-profit education sector. The capital from Wall Street allowed the University of Phoenix to grow quickly. Within five years of going public, the school had more than 100,000 students. Enrollment was growing by more than 25 percent a year. Seeing the success of the University of Phoenix, several other for-profit colleges went public during the 1990s, too. Many of them were small trade schools that had been around for decades -- even longer. The University of Phoenix proved higher education could be big business. Phoenix and other for-profits rode a huge wave propelled by the rising demand for higher education and one of the greatest bull markets in U.S. history. Once it went public, the University of Phoenix was under intense pressure from investors to keep growing. By the year 2000, Apollo stock had increased in value by 1,000 percent since its IPO. John Sperling was a billionaire. These degrees -- which typically cost less and take less time to earn -- had been gaining in popularity as more people began to pursue postsecondary education. The degrees were priced so that students could cover the full cost using just government grants and loans. But Axia ended up causing a big problem -- one the University of Phoenix is still trying to recover from. An investigation by the U.S. Department of Education. A year later, 66 percent of them had left. Senator Harkin says the business model of the University of Phoenix -- and the business model at other for-profits -- is to sign up as many students as possible. They pay their shareholders, they pay their school administrators. And the student drops out and has this debt hanging over his or her head for the rest of their life," says Harkin. In 2000, 86 percent of revenue at the University of Phoenix came from the federal government in the form of student loans and Pell Grants. That total includes federal loans and Pell Grants, as well as government money that helps military members and veterans pay for school.

## Chapter 7 : AETCA Assessment And Evaluation In Adult Learning Course - University of Phoenix

*University of Phoenix was placed on Notice by The Higher Learning Commission, effective June 27, Notice is a Commission sanction indicating that an institution is pursuing a course of action that, if continued, could lead it to be out of compliance with one or more Criteria for Accreditation.*

Blog of Michael Lorenzen discussing library user education, library instruction, librarianship, information literacy, education, and search engines. Also covers other observations on life in general. The University of Phoenix does not have a football team. In fact, it has no athletic teams at all. It concentrates all of its efforts in online and regional centers which offer pre-packaged degree programs. Student support services are less than those offered at other more traditional universities allowing the Apollo Group the owners of the University of Phoenix to reap higher profits by not spending money on things like coaches, counselors, and librarians. Many people including educators in higher education question the University of Phoenix model. Many are reluctantly accepting online degree programs from traditional campus based institutions such as Central Michigan University and Penn State. However, Phoenix and other similar schools are not as accepted and are seen by many as being little better than glorified diploma mills. Big time college athletics is one of the main ways many in the United States see higher education. Most Americans do not have a college degree. However, many of these non-college degree holders avidly follow college athletic teams. Outside of the Final Four, the BCS Bowl games including the rotating national title game are among the biggest sporting events in college athletics. Millions will view the Fiesta Bowl being played in Arizona. Without a doubt, this will help to legitimize a University of Phoenix degree for many. A student considering college will see the game played with the Phoenix name on the screen. Employers will think that Phoenix degree is as legitimate as more traditional degree from schools that are playing in the University of Phoenix Stadium. Perhaps this will make them more willing to hire a Phoenix graduate? And for the University of Phoenix, this twenty year deal is a real bargain. Supporting a Division 1 athletic program would be far more expensive over the same period of time and would bring in less visibility. The University of Phoenix is competing with traditional schools for students. In the past, it could not compete with the good PR that these schools get from their televised athletic events. This helps the University of Phoenix close the gap on this with these schools. In addition, it clearly shows that the University of Phoenix is the strongest and most prestigious of the mostly online schools. How can Walden University and other similar schools compete with the U of P marketing wise? The University of Phoenix has claimed some prime football real estate without having a football team. The national college football game will be held at their stadium as will the Super Bowl in With this comes a great marketing opportunity which may help to legitimize a Phoenix degree. Can the traditional schools respond? Can the other non-traditional degree providers find a similar marketing opportunity to keep up with Phoenix? Arena name could change soon. Arizona Republic, accessed at <http://> Posted by M at.

**Chapter 8 : Assessing Student Learning Outcomes | University of Phoenix Research Hub**

*University of Phoenix is not interested in education in any sort of valid method. Instructors are for the most part unavailable to speak to students and uninterested in students. Their refund.*

Identify data sources for evaluation. Explore data analysis for evaluation. Examine the purpose and process of evaluation reporting. Using Assessment to Improve Instruction Analyze the use of assessment to improve instruction and learning. Describe effective assessment techniques. Examine the guiding principles of evaluation. Explore the purposes of evaluation in training. Examine decision-making in evaluation. Using Assessment to Improve Instruction Examine appropriate monitoring and feedback techniques. Summarize effective grading techniques. Identify what assessment is and how it is used in learning environments. Differentiate between assessment, evaluation, measurement, and testing. Compare and contrast formative and summative assessment. Assessment in Adult Education Explore the purposes of assessment in adult education. Analyze the types of summative assessment. Analyze ethical standards for assessments. Tuition for individual courses varies. For more information, please call or chat live with an Enrollment Representative. Please ask about these special rates: For some courses, special tuition rates are available for current, certified P teachers and administrators. Please speak with an Enrollment Representative today for more details. For some courses, special tuition rates are available for active duty military members and their spouses.

**Chapter 9 : Faculty Directory | Houston TX Catholic University**

*In May , the university announced the formation of the University of Phoenix National Research Center, designed to study which teaching methods work best for nontraditional students. The university requires students to collaborate by working on learning team projects.*

TableBase, a database of statistical tables drawn from a variety of sources; Business and Management Practices, an index of solutions to common workplace issues; and Business and Industry, a database of articles from trade journal and industry newsletters. All three are available through a unique interface that allows highly advanced searching. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in business. Roll Call Roll Call is a leading publication covering Congressional news and information. Roll Call provides up-to-the-minute news of the legislative and political events on Capitol Hill. The online version provides not only the full content of the print edition but also breaking news stories. All journals in Sage Full-Text Collections are considered peer-reviewed. Security Management Practices Security Management Practices, produced by Faulkner Informa tion Services, provides full-text reports on topics as protecting organizational assets, implementing security measures, developing security strategy, enforcing security standards, maintaining relationships with law enforcement and other security-related agencies, conducting security audits, and other matters related to security for businesses and organizations. This resource is recommended for courses in criminal justice, information technology, security management, and technology management. It is directed especially at economics students and business schools as well as at business professionals. It is a learning-support tool that also incorporates useful information for professional practice like the macro figures and micro economics of various countries-with emphasis on Spanish-speaking countries. This database concentrates information from various sources, offering a complete vision, both theoretical and practical, of the subject as it relates to business administration and economics. It includes reference information, specialized books, teaching works, specialized serial publications, economic indicators, and dictionaries. Ocenet Consulta is a database containing more than , articles in Spanish with contents from all Spanish speaking countries. Its reference information is based fundamentally in the editorial resources of Oceano, also including magazine articles and specialized publications revised and indexed daily by professional editors. It has a special section of basic resources including original historical documents and key works in universal literature. It also provides a 65,entry dictionary, a world atlas, and historical chronologies. It is an excellent resource for Spanish-speakers, bilingual students, and students learning Spanish. Fuente Academia contains over Spanish language, scholarly academic journals from Latin and South America. This database offers full text content in academic areas including business and economics, medical sciences, political science, law, computer science, library and information sciences, literature, linguistics, history, philosophy, and theology. The interface is in Spanish; database content is predominantly Spanish with some additional content in Portuguese and English. Ocenet Medicina y Salud is a resource center containing special ized information on medicine, healthcare facilities, and health. It is directed at medical students, healthcare facilities, and careers related to healthcare. It combines various sources of information to offer a compete vision of all subjects of interest to healthcare professionals, in both theoretical and practical points of view. It includes materials for physicians, teaching materials, specialized serial publications, healthcare facility protocols, an anatomical atlas, and medical dictionaries. Specific titles cover topics in critical care, pediatric nursing, emergency medicine, pharmaceutical drug references, nursing research, and theory. The complete text of each book is viewed in an interlinked interface, giving quick access to research and reference information. While Books Ovid is a searchable database of book content for in-depth research, the contents are not downloadable electronic books.