



2021-2022

Academic Catalog Supplement

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Course Descriptions

(Includes only new, revised or discontinued)

Please see the [Course Descriptions](#) section in the Online Catalog for course descriptions not listed below. Revised course descriptions will be shown in italics, discontinued courses will be indicated with a strikethrough. New course descriptions will be standard font.

ABS 400 Counseling in Behavioral Sciences 3 Credits

This course is designed for students interested in a wide-range of helping professions. Students compare and contrast behavior change theories and models, determine client needs, apply motivational strategies and counseling skills, and evaluate ethical issues associated with counseling interventions for common behavioral health concerns. The impact of client substance abuse on the intervention process is addressed. Concepts related to cultural competent service provision are also discussed. This course does not lead to certification or licensure. *Prerequisite: PSY 303*

ABS 497 Applied Behavioral Sciences Capstone 3 Credits

This course provides the opportunity for the synthesis and application of content learned throughout the degree program. Students complete a project that demonstrates application of concepts presented throughout the degree coursework. *Prerequisites: Successful completion of the General Education Capstone course. General Education Capstone course and completion of BAABS program core courses.*

ANT 202 Human Origins & Prehistory 3 Credits

This course is no longer offered. The last offer date was 10-18-2021.

ANT 234 Family, Kin, & Groups 3 Credits

This course will explore the central problems of cultural anthropology, such as family, economic and political systems, ethnicity, symbolic meaning, and the backgrounds of inequality. Students will study the central concepts and issues of cultural anthropology on a cross-cultural and worldwide basis, relating the material back to their own culture.

~~The course explores kinship systems, ethnicity, neighborhood and other social arrangements in various cultural settings through the reading of selected ethnographic materials. Students will study the kinship on a cross-cultural and worldwide basis, beginning with immediate social ties in familial contexts to broad connotations in ethnic, national, and universal domains.~~

ANT 307 Anthropology of War 3 Credits

An examination of the nature of war, as it occurs in societies from the pre-industrial to the postmodern. The course surveys anthropological explanations regarding the phenomenon of war. Emphasis is on understanding the complexity, variability, and cultural persistence of war as it occurs around the world.
~~An examination of the nature of war, primarily as it occurs in preindustrial societies, and a survey of the anthropological explanations regarding this phenomenon. Emphasis is on understanding the complexity, variability, and cultural embeddedness of war as it occurs around the world.~~

ANT 340 Anthropological Theory 3 Credits

Anthropological theory is a vast subject with many branches and sub-branches. In order to introduce students to key figures, historical trends, and major theoretical families relevant to the study of anthropological theory, this course will explore main theoretical approaches that are crucial to understanding anthropological theory. These theoretical approaches include evolution, culture, structure, function, and relativism. In order to familiarize students with the origins of these social theories, the course focus on some of the most important theorists in the history of anthropology and their social context.

~~This course explores anthropological theory in a historical perspective focusing on the rise of a distinct anthropological perspective on the comparative study of human societies and cultures. The course will detail various theoretical models developed in the 19th and 20th centuries to explain the similarities and differences in cultural systems.~~

ANT 353 Anthropology of Gender 3 Credits

This course examines the cultural and biological aspect of categories of sex and gender and the diverse ways in which sex and gender roles are culturally constructed in both modern and historical contexts across cultures. Students will use the anthropological perspective to examine the role of culture and society in constructing sexual identities and gender ideologies within households and communities globally and through time.

~~This course examines cross-cultural analysis of gender roles while focusing on non-Western societies, using data from other societies to better understand the gender system of our own culture. Issues include status of women and men, the meaning of "femaleness" and "maleness" historically and in contemporary society. Gender roles, transnational migrations, social movements, international relations, and religion are explored.~~

BUS 202 Professional & Business Communications 3 Credits

The last offer date of this course will be 3-29-2022.

BUS 336 Marketing Strategy 3 Credits

The objective of this course is to advance the students ability to develop, implement, and critically evaluate the marketing strategies for a product or service. The course will provide the conceptual frameworks to hone the analytical and creative skills that are necessary to create firm values through the use of progressive marketing concepts. ~~The objective of this course is to advance the students' ability to develop, implement, and critically evaluate the marketing strategy for a product or service. It will provide the conceptual frameworks and hone the analytical and creative skills that are necessary to define and develop superior value, persuasively communicate that value, profitably deliver it to a carefully selected target market, and sustain both the value and the profitability in the face of ever-changing customer needs and competitive offerings.~~

BUS 339 Marketing Research 3 Credits

This course introduces marketing research, marketing's key concepts, processes, techniques, and its application to business decision making. Students will explore business marketing ideas such as applied and basic marketing research, the research method, strategic decision making, product price planning, application of marketing research, and big data.
~~Study and analysis of the marketing information system. Includes the organizational characteristics of marketing research, basic tools and procedures, and management science applications.~~

BUS 401 Principles of Finance**3 Credits**

This course encompasses fundamental financial concepts and analysis. Students will learn to evaluate the financial performance of a company and analyze key financial ratios. The course will enable students to calculate the present and future value of assets using the concept of the time value of money. Additionally, the course will cover the value and risk of companies, the relationship between risk and return, and the meaning of the weighted average cost of capital. The course is designed to equip students with the technological and analytical tools they need to help businesses make sound financial decisions. Prerequisites: ACC 205 or ACC 208 or ACC 281 and fulfillment of the Quantitative Reasoning Core Competency
~~Basic corporate finance is presented with the emphasis on risk and return, bond and equity markets, valuation of bonds and equities, present value analysis, internal rate of return analysis, and project analysis using the weighted average cost of capital.~~

BUS 433 New Business Strategy**3 Credits**

This course emphasizes learning by doing rather than memorizing seminal theories about strategy. Often, strategic management focus on theory with secondary attention devoted to using theory to inform practice. Learning how to use theory for strategic planning to develop and maintain a competitive advantage is important to entrepreneurs. Prerequisite: BUS 362

~~This course is intended to provide prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm—how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth.~~

BUS 437 Business Plan Development**3 Credits**

BUS 437 students will use prior learning to create a comprehensive business plan for a new venture. The emphasis is on using a systematic four-step method to frame business plan development activities. Each week student teams will develop one segment of the team's business plan and receive feedback from the instructor through a game simulation. Prerequisites: BUS 362

~~BUS 437 is a capstone course in which students use prior learning to create a comprehensive business plan for a new venture. The emphasis is on using a systematic four-step method to frame business plan development activities. Each week student teams will develop one segment of the team's business plan and receive feedback from the instructor through a game simulation.~~

BUS 461 Decision Modeling & Analysis**3 Credits**

This course is an introduction to the application of management science techniques and statistical tools to business decisions. Students will learn the assumptions and techniques necessary to apply and to implement solutions from optimization and other decision science models. The focus of the course will be on problem solving, which includes problem definition, problem analysis, evaluation and choice of alternatives, and implementation and evaluation of the decision. Prerequisites: MGT 330 or BUS 308.

BUS 616 International Business**3 Credits**

This course is no longer offered. The last offer date was 01-25-2022.

CGD 318 Public Relations Practices & Promotional Writing**3 Credits**

An introduction to current procedures and duties of public relations personnel will be studied. The course provides an overview of the public relations field that can be applied specifically to public relations employment positions and generally to most business

fields. Students will develop a variety of different media pieces that include news releases, brochures, speeches, reports, memos, scripts, and ad copy using workshop format.

~~An introduction to current procedures and duties of public relations personnel will be studied. Students will write news releases, brochures, speeches, reports, memos, scripts, and ad copy using workshop format.~~

COM 355 Technology & Communication**3 Credits**

The role of technology in communication has been increasing and evolving for centuries now, but the pace of growth and change has been quickening in recent decades. Once, most communication was face-to-face with only occasional technologically mediated messages, such as a letter sent by mail. Today, most communication is technologically mediated and by means of a much wider range of technology. This class examines a timeline of communication technology from the printing press to cutting-edge smartphones, and extrapolates to speculate on future developments. The individual and sociocultural impact of communication technology is a special focus of this examination.

~~Students will be introduced to communication fields' standards related to the design of visual messages and the various software programs within the field. This course will teach students the importance of visual elements in communication, and how to effectively incorporate visual elements into messages for various media platforms.~~

CST 310 Software Development**3 Credits**

This course introduces students to modern software development principles and practices. It provides the necessary grounding on the different technologies associated with developing a business website. Students in this course will learn client-side web development; as well as server-side web development using PHP programming language. Prerequisite: CST 301

~~This course introduces students to modern software development principles and practices. It provides the necessary grounding on the different technologies associated with developing business websites. Students in this course will learn client-side web development (such as HTML5, CSS3, and Bootstrap); as well as server-side web development using PHP programming language.~~

CYB 101 Defensive Network Reconnaissance**3 Credits**

This course will allow the student to master beginning and intermediate-level cybersecurity skills and knowledge. Specific topic coverage includes: IT Security analysts, vulnerability analysts, threat intelligence analysts, or anyone who is trying to get a better understanding of the concepts involved in conducting cybersecurity analysis. Topics related to the course are applying environmental reconnaissance, analyzing network reconnaissance, strengthening the network, exploring penetration testing, scanning for vulnerabilities, analyzing vulnerability scans, reacting to a cyber incident, understanding the impact of forensics, analyzing common symptoms of a security breach, and in depth software development and data analytics.

CYB 102 Network Penetration Testing – Breaching Defenses**3 Credits**

The purpose of this course is to give students of all backgrounds and experience levels a well-researched and engaging introduction to the realm of network security and penetration testing. With real-world examples that reflect today's most important and relevant security topics, this course addresses how and why people attack computers and networks, so that students can be armed with the knowledge and techniques to successfully combat hackers. Because

the world of information security changes so quickly and is often the subject of much hype, this course also aims to provide a clear differentiation between hacking myths and hacking facts. Many hands-on exercises are included, which allow students to practice skills as they are learned.

CYB 200 Database Security Defense in Depth 3 Credits

This course will allow the student to understand the measures that can be taken to detect and diminish the probability of cyberattacks and natural disasters. Database security is defined and our enemies are identified. There is no such thing as guaranteed security, but armed with the knowledge provided in this course, major risks can be minimized. Students will learn basic and intermediate database security as well as information security, Identify the three main security objectives when protecting information systems, define database security threats and identify the characteristics of viruses and how they infiltrate systems, and common strategies for exploiting database infrastructures, and exploit weaknesses. Students will also gain an understanding of auditing fundamentals.

ECE 205 Introduction to Child Development 3 Credits

Introduction to Child Development examines the principles of child development from birth to age eight. Students will discuss the major developmental stages, domains, and milestones of child development. Students will also analyze how developmental stages, domains of development, and knowledge of theories support developmentally appropriate practices. Using their knowledge of developmentally appropriate practices, students will describe environments that nurture the physical, socio-emotional, language and cognitive growth of every child. Students will conduct observations to plan developmentally appropriate instruction that supports children's individual needs. Finally, students will explore the importance of family involvement in supporting growth and development of young learners. Introduction to Child Development examines the principles of child development from birth to adolescence. The course begins with students describing the major developmental stages, domains and milestones of child development. Students will also explore the biological, environmental, societal, and cultural influences on typical and atypical development. In addition, students will analyze how knowledge of theories, developmental stages, and domains of development support developmentally appropriate practices. Throughout the course students will explore the importance of family involvement and the strategies that foster communication and engagement from families. In addition, the overall responsibilities that early childhood educators have in maintaining an ethical and high quality learning environment will be studied. Finally, using their knowledge of developmentally appropriate practices, students will propose environments that nurture the physical, socio-emotional, language and cognitive growth of every child.

ECE 214 Nutrition & Health of Children & Families 3 Credits

This course provides information related to standards and best practices that promote children's health and overall well-being. It investigates sound nutritional practices and safe learning environments. This course involves information for developing sound health and safety procedures for learning environments of young children. Students will explore resources to make recommendations to families which support the health, nutrition, and safety of young children. This course provides a study of the health and nutrition needs of children and families.

ECE 335 Children's Literature 3 Credits

The course is designed to provide students with current approaches to support literacy development in young children. Students will identify strategies and community resources that will aid family involvement in young children's literacy acquisition, demonstrate strategies for literacy instruction that support each stage of development, and discuss the role of children's literature in diverse classrooms.

~~Students learn how to select and use children's books and other media relating to physical, cognitive, emotional, and social development of babies and preschool-aged children.~~

ECE 355 Understanding Behavior & Family Dynamics 3 Credits

This course will explore the role of families on the developing child. Students will analyze how parenting styles influence the social and emotional development of children and adolescents. They will also explore the unique characteristics and challenges for a wide variety of family structures and cultural contexts. Students will compile and develop strategies for successful collaboration with diverse families as well as tools to support positive parent/child interactions.

~~This course explores developmental theory and the relationship to the socialization and education of young children in child-rearing, caring, and education. Special emphasis will be placed upon exploring how the child is viewed in the context of his or her family and the community at large.~~

EDU 304 Introduction to Education 3 Credits

Introduction to Education, exposes students to current theories, issues, and practices that apply to the field of education. Students will learn about and apply varied instructional strategies, both individually and collaboratively. Topics include the role and responsibilities of professional educators, federal and state legislation in education, and serving students with special needs and language barriers. Students will discuss the importance of standards-based instruction and effective assessment methods. The concepts of educational equity, diversity, and inclusive practices for special populations are emphasized and woven into the instructional techniques, strategies, and developmental theories, taught in EDU 304. This course is designed to ensure that course completers can effectively support the needs of students from diverse backgrounds in the 21st century classroom. This course is designed to provide students with a broad view of the various components involved in education and schools today. An introduction to current legislation and trends in education as well as curriculum standards will be covered. The complex diversity of students today, as well as assessment and accountability issues, will also be addressed.

EDU 337 Collaboration in the Virtual Classroom 3 Credits

In this course, students will discuss issues related to collaboration in the online environment and explore the use of technology to promote virtual collaboration, teamwork, and interaction. In addition, students will examine strategies for managing virtual teams and will utilize a variety of tools to design activities that leverage technology to support online collaboration and interaction. The use of e-learning to promote collaboration and teamwork in a virtual environment will be explored in this course. Opportunities for collaboration utilizing social networking and other tools will be evaluated. Students will utilize a variety of tools to experience real time learning in the virtual classroom. Prerequisites: EDU 120 and EDU 232.

EDU 371 Phonics-Based Reading & Decoding 3 Credits

This course provides an overview of research-based concepts and instructional practices for teaching phonemic awareness and

phonics. In addition, the course will address assessments for evaluating the performance of developing readers. This course will also cover early literacy principles and the stages and components of early literacy development. The course will help students draw connections between oral language, phonological awareness, phonemic awareness, phonics, and written language within an integrated and balanced language arts program.

This course provides an overview of research, curricular content, and instructional practices associated with Research-Based Systematic Phonics Instruction (RBSPI) and other methods for teaching reading. Emphasis and focus are on methods mandated by Arizona legislation. This course covers the history of written language, alphabetic reading and writing systems, and implementation of effective methods for reading instruction. Note: Students enrolled in EDU 371 will be required to find a student to teach or instruct for this course. The student can be a child or adult, age 5 or above. The time commitment will be approximately 3 hours per week for three weeks beginning the second week of this course. There are no exceptions to this requirement. Prerequisite: EDU 372.

EDU 645 Learning & Assessment for the 21st Century 3 Credits

This course will prepare participants to effectively use assessments to enhance student learning and planning for instruction.

Participants will have the opportunity to examine different types of assessments and create their own assessments utilizing components of the Backward Design Model. Participants will gain experience in interpreting data to support the individual needs of students through differentiated instruction. This course will also explore the importance of using feedback to help guide instruction and for student self-assessment. Furthermore, current literature will be evaluated to examine relevant issues related to assessments. Prerequisite: EDU 673.

Student learning is achieved when assessments appropriately measure student skill and content knowledge. This course examines the most effective practices and principles of assessment as it relates to informal and formal assessment instruments and procedures. The course explores the importance of using formative assessments to monitor student learning and guide instruction through analyzing assessment data results to identify learner needs. Furthermore, effective uses of technology to enhance and support assessment practices are evaluated.

EDU 673 Instructional Strategies for Differentiated Teaching & Learning 3 Credits

During this course, students will apply evidence-based, differentiated strategies in relationship to practice, process, product, content, assessment, and grouping to meet diverse academic instructional needs. Students will construct assessments, learning objectives, and instructional strategies that offer a rich inquiry of learning styles. This approach to instructional design will promote critical thinking for learning along with the inclusion of cultural schemata (i.e., personal experiences, cultural and language norms, and family belief systems). Prerequisite: EDU 650.

During this course, students will learn about and use evidence-based differentiated strategies and materials to meet diverse academic instruction that incorporate the progressive needs of 21st century learners using student's cultural schemata (i.e., personal experiences, cultural/language norms and family belief systems). Instruction will align with the Common Core State Standards and alternative assessment methods to provide a rich inquiry of learning styles while applying strategies that promote critical thinking and incorporate digital tools and resources.

[Effective 1/11/2022 the course description updated]

EDU 692 Creativity, Culture & Global Contexts in Education Decision Making

3 Credits

This course provides rich opportunities for participants to examine the impact of culturally responsive teaching within diverse learning environments to foster positive social change. Participants will adopt a cultural and global perspective of teaching and learning to understand how they can best support diverse learners and become agents of social change in their respective fields. Through scenario-based activities, participants will directly apply skills needed to make informed decisions about the design, development, implementation, and evaluation of culturally relevant instructional practices to facilitate the learning of diverse learners.

This course provides rich opportunities for participants to learn how culture, creativity, and innovation impact teaching and student learning in the 21st century. Participants will adopt a global perspective of teaching and learning to understand how the infusion of 21st century skills impacts curriculum and prepares learners for the challenges associated with living and working in the 21st century. Through scenario-based activities, participants will directly apply skills needed to make informed decisions about the design, development, implementations, and evaluation of culturally relevant instructional practices to support the learning of 21st century skills. [Effective 11/16/21 the course description updated]

EDU 7130 Educational Leadership: Theories & Strategies 3 Credits

This course explores several contemporary leadership theories applicable to the education context. Using case studies and a selected problem of practice, students will propose solutions to real-world dilemmas impacting education today. An emphasis in diversity and inclusive leadership practices will encourage students to model decision-making skills that address the unique demands of today's leaders. Students will also examine principles for leading change that will advance an agenda of equitable and sustainable outcomes for the entire learning community.

Students will explore the history and theoretical nature of educational leadership. The emphasis is on the application of the latest theories and strategies of leadership in political, economic, social, and global contexts. Students will explore the theories and principles of executive decision-making processes such as qualitative decision-making models and techniques. A related emphasis is on effective communication with diverse groups and implementation and evaluation of strategic decisions. A critical examination of the emerging leadership literature and research are used to develop a comprehensive understanding and working knowledge of the strategies, theories, and interdisciplinary nature of educational leadership.

[Effective 12/14/2021 the course description updated]

EDU 7220 Educational Leadership: Challenges & Opportunities

3 Credits

This course examines the challenges in various educational contexts and explores strategies and interventions. Learners will also develop skills and strategies in scholarly research to enhance educational practices and develop a focus on their role as a leader and agent of change. This course explores current trends in higher education with an emphasis on challenges and opportunities that administrative leadership will face in the next ten years due to changing demographics, technology, structures, and resources. The 21st century education administrator faces a number of challenges including student preparedness, campus safety, reduced

institutional aid, programmatic costs, environmental concerns, and a myriad of other factors that make appropriate problem assessment and decision-making a priority. This course will focus on diagnosing the root causes of common institutional problems and apply appropriate solution-based critical thinking skills.

ENG 345 British Literature I 3 Credits

This course surveys British literature from the Anglo-Saxon period through the mid-18th century. Students examine the historical, political, philosophical, and religious influences on the development of British literature and consider how authors use the conventions of different genres to express the themes and concerns central to their age.

This course examines writing by representative British authors in various genres from the Anglo-Saxon period through the mid-eighteenth century.

ENV 345 Business and the Environment 3 Credits

This course explores perspectives and real-world examples that underscore the opportunities surrounding environmental sustainability for businesses. Corporate and government-based policies provide a foundation for developing strategies pertaining to sustainability. Students evaluate environmental challenges and related practical solutions that are ethical and financially sound. An environmental economics approach is used to illustrate the impact of the firm on the environment and environmental policy on the firm. Cost-benefits analysis is developed in student-driven research projects.

[Effective 12/21/2021 the course description updated]

ENV 326 Ecology & Evolution 3 Credits

This course examines the ecological and evolutionary processes across several levels of organization, including individuals, populations, communities, and ecosystems. Students analyze the interactions among organisms and between organisms and their environment, with an emphasis on natural selection. The course demonstrates the methods used by ecologists to answer questions about ecological systems including experimental, statistical, theoretical modeling, and visual representations of data.

Prerequisite: ENV 100-ENV 111

ENG 346 British Literature II 3 Credits

This course surveys British literature from the Romantic, Victorian, modern, and postmodern periods. Students analyze works of different genres within their historical, socio-political, economic, philosophical, and religious contexts and examine how writers respond to the themes and issues central to British society and identity over historical time.

This course provides a survey of writing by representative British authors in various genres from the Romantic Period to the present.

[Effective 1/18/2022 the course description updated]

EPP 530 Serving Exceptional Learners 3 Credits

This course prepares teacher candidates to establish successful inclusive classrooms for students with exceptionalities, including English as a second language, disabilities, gifted, and those living in poverty who lack the prior knowledge necessary for success. Studies in this course include an understanding of legislative mandates for serving students with exceptionalities; an analysis of research-based strategies for inclusive classroom environments; and a working knowledge of collaboration, documentation, and assessment.

This course prepares students to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students, including those with a full range of disabilities, in a diverse society. The course focuses on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practice in facilitating teaching and learning, and accountability through assessment of outcomes.

EPP 540 Elementary Social Science Methods 3 Credits

This course is intended to prepare students to be effective history and social studies teachers in elementary classrooms. It is designed to develop the capacities of models of instruction, consistent with basic principles and new trends of instruction and curriculum development in teaching elementary school social studies. Emphasis is placed on curriculum, materials, instructional methods, and strategies specific to teaching social studies to diverse student populations.

Designed to provide teacher candidates with models of instruction consistent with basic principles and new trends of instruction and curriculum development in teaching elementary school social sciences. This course implements current understanding of learning strategies, and opportunities to develop related process skills, use of technology in the teaching and learning of social science, and skills in implementing instructional models.

EPP 541 Elementary Stem Methods 3 Credits

This course focuses on the development of competencies around teaching science and mathematics including basic principles and new trends of instruction and curriculum development in elementary school science and mathematics. The course content is designed to help students develop the necessary knowledge, skills, and dispositions to implement content-rich and developmentally appropriate STEM lessons. Unit planning, cooperative learning activities, evaluation strategies, and STEM learning centers are emphasized.

This course focuses on the development of science teaching competencies, basic principles and new trends of instruction and curriculum development in elementary school science. The course content is designed to help students develop the necessary knowledge, skills, and dispositions to implement inquiry-based, developmentally appropriate science lessons. Unit planning, laboratory activities, evaluation strategies and science learning centers are emphasized.

ESE 601 Student with Exceptionalities in the School Setting 3 Credits

This course establishes the contextual base for educating students with exceptionalities, including the etiology and patterns of individual differences and characteristics of learning. In addition, federal laws that govern special education protocol in public schools or other learning environments are introduced, encompassing topics such as: Academic, behavioral, and social/emotional evidence-based practices; research-based instructional strategies; continuum of alternative placements; supports and services; ethical guidelines; and student and family rights.

This course provides an introduction to the education of students in the school setting with exceptional needs, specifically those with mild to moderate disabilities, who qualify for services under one or more of the eligibility criteria covered by special education federal laws. Special education key terms and common strategies that influence learning and behavior as well as ethical and legal privacy rights of families of children with disabilities are introduced.

Additionally, variations, characteristics, and patterns of individual differences in learning and academic progress are investigated.

FIN 490 Finance Capstone 3 Credits

This capstone course will enable students to synthesize prior learning and develop an advanced understanding of key financial concepts and theories, and the firm as a mechanism to build shareholder wealth. Course content includes evaluating projects using capital budgeting techniques, analyzing a firm's cost of capital, and assessing key components of dividend policy. Finally, in the summative assignment, students will implement capital budgeting techniques within the framework of corporate mergers and acquisitions.

The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. Topics include corporate finance, short and long-term investment, risk management, financial domestics and international markets and institutions, and other related subjects. This course is structured to support student success in fulfilling program requirements.

[Effective 12/14/2021 the course description updated]

FIN 672 Financial Instruments & Derivatives 3 Credits

This course covers the major classes of derivative securities: forward contracts, futures contracts, options, and swaps. A derivative security is a financial security whose value depends on (or derives from) other more fundamental underlying financial variables, such as the price of a stock, an interest rate, an index level, a commodity price, or an exchange rate. Derivatives can be used to hedge or obtain insurance against existing risk exposures; however, derivatives do not offer a panacea in managing risk.

This course develops an understanding of the basic derivative-related financial instruments (forwards, swaps, futures, etc.), and their use in transforming and managing risky investments and projects in the areas of risk management, portfolio insurance, and financial engineering. Students will apply appropriate analytical tools needed to effectively manage risky investments and price derivatives.

FIN 680 Corporate Finance Capstone 3 Credits

This course is the capstone course for the Master of Science in Finance program and provides students with an integrated learning experience grounded in finance. Students will manage an investment portfolio in a market simulation program and evaluate the outcomes. The course integrates advanced methods and techniques of finance with an emphasis on investment management.

Prerequisite: FIN 673, FIN 679, FIN 672, and FIN 683.

This capstone course is designed to integrate advanced methods and techniques of corporate finance with an emphasis on how the various financial theories and practices work together. This course will integrate computer simulations based on a case study. Students will be expected to run simulations and then analyze and report outcomes.

GEN 499 General Education Capstone 3 Credits

This course provides students with a cumulative and integrative learning experience grounded in their general education experience. Through the study of selected interdisciplinary topics and course-embedded assessments students will demonstrate mastery of essential competencies and application of different ways of knowing. Students will apply the general education principles informed by ethical and critical sensibility and provide evidence of growth in acquiring the habits of active citizenship. A minimum grade of "C – " is required to meet course requirements.

Prerequisite: 75 completed credits or permission of the student's college or dean.

HCA 421 Health Care Planning & Evaluation 3 Credits

This course explores the processes of operational and strategic planning, including the roles of organizational mission, vision, and values, regulatory legislation, demand for services, clinical staff needs, needs of a diverse population, competitive market analysis, and decision making in a competitive health care industry. Historical perspectives are covered along with current and future health care industry challenges. Prerequisite: Successful completion of the majority of program course work.

This course utilizes health care research data, research protocols, and information systems in the planning, implementation and evaluation of health care programs meeting the health care needs of a diverse population. Historical perspectives are discussed in tandem with current health programs and future challenges. The impact of public entities in controlling the demand aspects of health services is discussed in light of regulatory legislation. Planning strategies to meet the needs of a diverse population are explored from both the public and private sector. Discussion of the efficacy and efficiencies of past and current programs provide opportunities for analysis of past and on-going service demand and client outcomes.

Development of a health care model applying the concepts of reimbursement, supply and demand, contractual adjustments and patient mix in to the planning and evaluation process. Prerequisite: Successful completion of the majority of major coursework.

[Effective 11/23/2021 the course description updated]

HIA 625 Principles of Biostatistics 3 Credits

This course explores the application of fundamental statistical methods to the health care environment. Course content includes both descriptive and inferential methods including data analysis, statistical estimation, regression analysis, analysis of variance, hypothesis testing and analysis of longitudinal data. Students will analyze quantitative and qualitative data using biostatistics informatics, computer-based programming, and software.

This course explores the application of fundamental statistical methods to the health care environment. Course content includes both descriptive and inferential methods including: data analysis, statistical estimation, regression analysis, analysis of variance, hypothesis testing and analysis of longitudinal data.

HIM 250 Clinical Classifications Systems I 3 Credits

This course is Part 1 of a two-part course that introduces students to applications for clinical classification and coding. Students will learn about the development of classification systems, use of the health record for coding, and the relationship between coding and reimbursement. In particular, the students will learn the guidelines for CPT, the ICD-9-CM legacy system, and the organizational structure for provider billing.

This course is part I of a two-part course that introduces students to applications for clinical classification and coding. Students will learn about the development of classification systems, use of the health record for coding and the relationship between coding and reimbursement. In particular, the students will learn the guidelines for diagnosis coding and organizational structure for provider billing.

HIS 103 World Civilizations I 3 Credits

This course is a study of the origins and development of the world's major civilizations from their beginnings through the 16th century. Emphasis is placed on the salient social, economic, cultural, political,

and religious characteristics of individual societies and patterns of interaction among them. Recommended prerequisite: ENG 122. This course is a study of the origins and development of the world's major civilizations from their beginnings through the seventeenth century. Emphasis is placed on the salient socio-economic, political and religious characters of the civilization and the patterns of interaction among them.

HIS 104 World Civilizations 3 Credits

This course is a study of the development and interaction of the world's major civilizations from the sixteenth century to the present. Emphasis is placed on the impact that increasing global connectedness has had on the world's cultures.

This course is a study of the development and interaction of the world's major civilizations from the seventeenth century to the present. Emphasis is placed on the rise and decline of European global dominance.

HIS 205 United States History I 3 Credits

American history from the beginnings of European settlement through Reconstruction. Emphasis is placed on the colonial sources of American nationality, the development of American political institutions, the evolution of American society, the sectional crisis, and the rejoining of Union in the mid-nineteenth century.

American history from the beginnings of European settlement through the Civil War. Emphasis is placed on the colonial sources of American nationality, the development of American political institutions, the evolution of American society, and the sectional crisis of the mid-nineteenth century.

HIS 206 United States History II 3 Credits

This course surveys American history from 1877 to the present. Emphasis is placed on the multifaceted experiences within American society; political, economic, intercultural, and social trends; and the impact of the United States in world affairs.

Prerequisite: ENG 122 or successful completion of the Written Communication Competency II requirement.

HSM 323 Revolution & Terrorism in the Modern World 3 Credits

This course examines the ways terrorism has evolved in the 21st century to become a major challenge to the United States and other governments. The course uses an interdisciplinary approach drawing from history, law, sociology, and other perspectives. Emphasis is on the present and future of terrorism and the challenges facing the criminal justice and homeland security communities in combating it. This course examines the ways revolution and terrorism has shaped the twenty-first century from an interdisciplinary perspective drawing on history, philosophy, and sociology. Emphasis is on the ideas and socio-historical forces that have produced revolutions.

HWE 200 Introduction to Health & Wellness 3 Credits

This course provides students with a holistic overview of the multifaceted dimensions of health and wellness across the lifespan. The eight dimensions of health physical, social, intellectual, emotional, occupational, spiritual, environmental, and financial are explored within the context of a wellness lifestyle.

This course provides students with a holistic overview of the multifaceted dimensions of health and wellness across the lifespan. The seven dimensions of health: Physical, social, intellectual, emotional, occupational, spiritual, environmental, and financial are explored within the context of a wellness lifestyle.

INF 220 IS Principles 3 Credits

This course develops students' understanding of information systems, foundational technologies, and organizational application to conduct business and solve problems. This course presents information systems principles and examines how they form an integral part of modern organizations. Topics include systems concepts; organizational processes; technological aspects of information systems; Internet applications; IT security; database management; systems development life cycle; and ethical and social responsibility issues. Prerequisite: INF 103 or TEC 100; or permission of instructor.

INF 325 Telecommunications & Network Concepts 3 Credits

This course introduces the fundamental concepts of computer networks and telecommunications in modern business contexts. The topic includes the infrastructures, standards, and protocols in computer networks and business telecommunications.

A study of real-time and distributed processing computer networks including telecommunications, data transmission techniques (protocols), design, and implementation considerations.

ISM 681 Business Intelligence Systems 3 Credits

This virtual lab-based course outlines the procedures necessary for translating raw data into meaningful information that can be used for making business decisions. Students complete a group project through which they utilize a range of technologies that enable these processes. Prerequisite: ISM 680-ISM 600

ISM 682 Advanced Data Management & Acquisition Capstone 3 Credits

This course provides an overview of current and future trends in data management. Students continue to develop their knowledge of online data applications as they apply to broad and specific contexts through the completion of a capstone project. Prerequisites: ISM 600 and ISM 681. Prerequisites: ISM 680 and ISM 681.

LDR 6270 Financial Leadership & Management 3 Credits

This course is designed to empower students with a framework of essential finance terminology, concepts, and applications for a range of global organizations. Students will learn how current global trends influence financial decisions and, in turn, impact the operation and viability of organizations. Students will also learn the key elements of typical finance operations in organizations and how such activities relate to the effective development and deployment of ethical leadership strategies in an organization.

This course is designed to empower students with a framework of essential finance and accounting terminology, concepts, and applications for a range of organizations in the private, nonprofit, and public sector. Students will learn how financial decisions impact the operation of organizational units and the viability of organizations. Students will also learn the key elements of typical finance and accounting operations in organizations and how such activities relate to the effective development and deployment of leadership strategies in an organization.

LDR 6280 Strategic Leadership 3 Credits

This course provides students with the knowledge, tools, and skills required to develop a coherent and effective leadership strategy for a global organization. Students will explore the essential components of a strategic leadership approach; global considerations that impact leadership strategy, such as diverse economic systems, volatile political environments, conflicting labor practices, and complex social realities across cultures; and the leader's role and responsibilities in the application of strategic

thinking, planning, and implementation within global organizations. Students will gain knowledge and skills that allow them to better align their leadership with the strategic goals of global organizations and the larger, long-term interests of a global community.

This course provides students with the knowledge, tools, and skills required to develop a coherent and effective organizational strategy and to lead strategically within an environment that features diverse economic systems, volatile political environments, conflicting labor practices, and other complex global and/or regional realities. Students will explore the essential elements of an effective strategic plan; the leader's role and responsibilities in the application of strategic thinking, planning, and implementation within organizations; and the extrinsic factors that influence the success of a strategic plan. Students will gain knowledge and skills that allow them to better align their leadership and work with the strategic goals of organizations and the larger, long-term interests of a global community.

LIB 101 The Art of Being Human 3 Credits

In this course, students will examine how works of literature, philosophy, theology, visual art, architecture, and music from antiquity through the early modern era express the human condition. In addition, students will focus on differentiating primary, secondary, and tertiary sources of information and the value of each. Key to this inquiry is considering the significance of gender, socioeconomic status, ethnicity, and geography on the development of humanistic inquiry within multicultural contexts. Awareness of these issues will allow students to understand how ideas from the past about the human condition impact contemporary society.

An interdisciplinary introduction to the humanities, focusing especially on classic texts of the ancient and medieval period as a way to understand our lives today. The course will explore various human beings have expressed their understanding of the human condition through such cultural forms as mythology, religion, philosophy and the arts.

MGT 323 Principles of Supply Chain Management 3 Credits

This course introduces logistics/physical distribution and supply, and the related costs. It provides a systematic overview and analysis of the elements of logistics functions in widely varying types of industries and agencies, including handling, warehousing, inventory control, and financial controls. ~~Prerequisite: MGT 330.~~

MGT 400 Logistics Management 3 Credits

This course is an overview of logistics management in the modern business environment. It examines financial and economic aspects of logistics and highlights the value created by logistics activities. Students will evaluate transportation and warehousing management strategies. The course takes a practical approach to logistics and applies innovative logistics principles to business situations. The course examines contemporary topics, including the role of inventory, that support the organization's strategic goals.

~~Prerequisite MGT 300~~

MHA 601 Principles of Health Care Administration 3 Credits

This course provides a foundation in the principles of management, leadership, organizational theory, and behavior as applied to the unique context of the complex health care setting. This course focuses on preparing learners to understand structures, processes, and theories that relate to health care organization's effectiveness. Emphasis will be placed on the applications to prepare learners for the future challenges in the changing health care environment.

The focus of this course is on the application of advanced organizational principles in complex health care environments. Organizational issues, administrative processes and applications are

explored. The managerial perspectives of a mid-to-senior health care administrator are emphasized.

MHA 620 Health Policy Analyses 3 Credits

This course focuses on forces that impact health care policymaking, emphasizing policy implications through the analyses and evaluation of organizational decision making and strategic planning. The health care leader's role in the evaluation, development, reform, and implementation of health policies based on current evidence-based and regulatory practices is evaluated. Health care human resources, program recruitment, compensation, performance evaluation, and labor relations policies are analyzed. The application of policy compliance with accreditation, regulatory and legal requirements, professional standards, economical and ethical considerations, and clinical staff and board communication is also assessed.

This course focuses on the analysis and evaluation of health care policy. Policy implications in organizational decision making, strategic planning and market positions are examined.

MHA 626 Strategic Planning & Marketing in Health Care 3 Credits

This course focuses on the strategic planning and marketing process in healthcare organizations and how resource allocations are applied to accomplish the goals of a business plan. In addition, the development of a comprehensive marketing plan and how the marketing plan supports both the strategic plan and business plan within the health care delivery system. Lastly, this course examines how contemporary trends regarding demographics, culture, political and regulatory issues affect both the strategic and marketing plan. This course focuses upon the visioning and modeling of services and programs, both anticipatory and responsive, utilizing market driven information. Students integrate theories from economics, information management, finance and leadership, culminating in the generation of a comprehensive business plan.

MPH 604 Principles of Epidemiology 3 Credits

This course provides an introduction to epidemiology for students majoring in any aspect of public health. The focus will be on the principles and methods of epidemiologic investigation, including describing the patterns of illness in populations, measures of morbidity and mortality, and research designs for investigating the etiology of disease. Students will examine quantitative measures to determine risk, association, and procedures for standardization of rates.

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MPH 608 Health Communication Practice & Theory 3 Credits

This course examines theories of interpersonal, organizational, and mass communication relevant to the professional communicator in the health field. This course examines theories of interpersonal, organizational, and mass communication relevant to the professional communicator in the health field. Additionally, the course reviews strategies of persuasion, the relationship between attitudes and behavior, and the changing nature of health and health delivery in the United States; and it evaluates successful and unsuccessful health information campaigns. This course provides an advanced investigation into relevant cultural concepts that shape health care and health communication, focusing on strategies to improve health literacy ethically and empathically.

This course is designed to examine research and practice in the area of health communication with a special focus on how health media campaigns are planned and executed in order to stimulate change in knowledge, attitudes, behavior, and subsequent health outcomes. This examination will include the review of the history of health communication campaigns, selected case studies of campaigns, and the theoretical foundation for the design and implementation of campaigns health.

MPH 611 Public Health Program Assessment & Evaluation 3 Credits

This course will provide students with a comprehensive theoretical, methodological, and ethical foundation for conducting public health program evaluation. Students will experience the practice aspects of evaluation including communicating and negotiating with stakeholders, conducting an assessment, developing logic models and evaluation questions, identifying appropriate data collection methods, gathering reliable and valid evaluation data that are appropriate to the selected design and analysis methods, analyzing data, reporting evaluation results, and ensuring evaluation use. Public health specialists must develop the expertise and adaptability to manage the complexities of research design encountered in evaluations. Public health specialists must also develop expertise in psychometrics, statistical analysis, and in substantive disciplines, to develop and evaluate tests and assessments. These skills form a strong foundation in theory and methodology coupled with practical experience in real evaluation and assessment projects. Students will learn to apply theory and advanced methods in evaluation and assessment to public health programs, campaigns, and initiatives.

NUR 302 Transcultural Nursing Care 3 Credits

Transcultural Nursing explores cultural beliefs and practices as they apply to a population's health and the development of illnesses, as well as similarities and differences among cultural groups. Course materials and resources allow students to explore appropriate communication, cultural needs within the nursing scope of practice, and patient-centered care based on cultural values and preferences. Students will also identify disparities in health and health care among cultural groups.

This course focuses on the differences and similarities among cultures with respect to human care, health, and illness and how these considerations apply to real-world nursing practices. Students enrolled in the course develop their scientific and humanistic knowledge by integrating their own history, life experiences, beliefs, and values and by assessing how these factors have the potential to impact the ways in which they provide culturally competent care.

ORG 8160 Mental Health Programs & Services for Special Populations 3 Credits

This course covers the unique mental health service programming options for individuals representing special populations, including culturally diverse persons, individuals with intellectual disabilities/developmental disabilities, co-occurring disorders, physical disabilities, individuals who are homeless, LGBTQIA+, persons, individuals in distressed communities, etc. The impact of family systems is also considered.

This course covers the unique mental health service programming options for individuals representing special populations, including individuals with traumatic brain injury, mental retardation/developmental disabilities, co-occurring disorders, physical disabilities, individuals who are homeless, individuals in distressed communities, etc. The impact of family systems is also considered.

ORG 8510 Advanced Seminar: Leading Organizational Change 3 Credits

This seminar examines cutting-edge trends in organizational change and how organizational change helps leaders prepare for the future. Topics include how organizational structure, organizational culture, and crisis management relate to the process of change. Students will have opportunities to learn skills in dealing with the process of and barriers to change. The culminating assignment of the course is planning a change intervention for an organization.

This seminar examines cutting-edge trends in organizational change, the current global business climate, forces driving change, and issues related to positioning organizations for the future. The topics selected will connect change with culture, existing organizational strategies, and the process of change in future directions. Major case study examples of organizational change are included in the learning process.

ORG 8518 Professional & Business Ethics in Organizational Leadership 3 Credits

In this advanced seminar in ethical decision making in the workplace, students will examine a variety of moral problems that arise in organizations through case studies. Students will apply three ethical theories to guide them in identifying solutions that are consistent with their own values but also logically sound and impartial to emotional appeal. This work will prepare students to identify and confront practical moral problems, especially regarding corporate social responsibility and moral leadership, and to articulate their moral positions in argumentative essay form.

This advanced seminar examines enduring issues in business and professional ethics and applying proven approaches to ethical professional practice and organizational operations to contemporary organizational environments and issues.

ORG 8615 Advanced Topics in Organizational Development & Leadership 3 Credits

This highly experiential course explores current issues and practices in the application of leadership and organizational development processes and systems. Topics include effective 21st-century leadership styles and practices, virtual leadership, leading across global cultures, transforming organizational cultures, diversity equity, inclusion, effective leadership development programs, strategic planning in uncertain times, and other current topics. This course is an experiential course during which student will analyze their leadership skills based on the core concepts of the course and will culminate in the students developing a personal leadership plan for the 21st century. This highly experiential course explores current issues and practices in the application of leadership and organizational development processes and systems. Topics include succession planning, facilitation skills, leading across global cultures, strategic planning, transforming organizational cultures, implementing effective leadership development programs, and other current topics. Learning methodology include simulated organizational environments and the development of realistic strategic plans, systems, and processes that address the issues that impact the performance of organizations viewed as a whole.

ORG 8770 Doctoral Capstone Seminar 4 Credits

This seminar provides students the opportunity to apply what they have learned in their curriculum to highly realistic case studies related to their fields of specialization for the doctorate. Through an asynchronous discussion among students and the instructor, students will review, analyze and evaluate case studies emphasizing the practice of the content in their curriculum. The course will involve the analysis and evaluation of one or more case studies. Students

will contemplate complex questions posed by their instructor, reply to those questions, respond to other students' analyses and evaluations, and receive faculty feedback. Each student will submit a final assignment on each case, involving his or her critical thinking on the core issues presented in the case and the presentation and defense of an approach to addressing those core issues.

PSY 303 Abnormal Psychology 3 Credits

The course entails a study of the diagnosis, causes, treatment, and prevention of psychological disorders. Problems with the reliability and validity of the American Psychiatric Association system for diagnosing psychological disorders will be discussed, and various alternative systems will be introduced. Prerequisite: PSY 101 or equivalent and PSY 330.

PSY 615 Personality Theories 3 Credits

This course provides an overview of the basic concepts and principles of the major theories of personality. The importance of the interaction between environment and genetics will be stressed. Cultural influences as well as personality disorders will be considered. Students will be challenged to begin to build their own construct of personality development by synthesizing existing theories and research. This course provides an overview of the basic concepts and principles of the major theories of personality. Students will assess the scientific worth and validity of these theories based on case studies that show how these theories are applied to the treatment of psychological disorders and how personality assessments are applied in different settings. Detailed descriptions of healthy and unhealthy personality types will be stressed, and students will be challenged to evaluate various assessment tools as they relate to the respective theories being presented.

PRM 337 Integrated Cost & Schedule Control (3 credits)

Prerequisites: PRM 300, ACC 205, and BUS 308 or MAT 232

PSY 350 Physiological Psychology 3 Credits

Students will explore the biological underpinnings of behavior by studying the central and peripheral nervous and endocrine systems, as knowledge of the relationship between mind and body promote better understanding of behavior, emotion, motivation, and health. Students will also examine historical and contemporary biopsychological developments and applications of biopsychology to psychology and other fields. Prerequisite: PSY 101 or equivalent and PSY 326.

Students study the anatomy and physiology of the brain, spinal cord, peripheral nervous system, and endocrine system. Study of the biological systems promotes better understanding of mind-body relationships important to hunger, thirst, sex, sleep, emotion, learning, and memory. Students also examine medical theories, assessment, and treatments of psychological disorders including new imaging technologies and drug therapy. Prerequisite: PSY 101 or equivalent.

RES 8981 – 8985 Applied Doctoral Project

(1 credit per term, 5 terms) 1 Credit (each)

Students writing an Applied Doctoral Project (ADP) must complete a minimum of 5 credits by registering for five terms of ADP courses, 1 credit per course. Students will work with their doctoral committee members to complete milestones in each course resulting in a doctoral project centered on rigorous, ethical research that makes a meaningful contribution to the student's professional field of study. To successfully complete the ADP course sequence, the required milestones for each course must be met within the designated time

frame. NOTE: Students satisfactorily progressing (PR) through the ADP experience, but not meeting the required milestones in the designated timeframe, will be allowed two reenrollments in the same ADP course. Students must earn a (P) in subsequent reenrollments or receive a No Pass (NP) grade. Students may earn a maximum of two NP grades. Students who exceed the number of allowable NP grades during the Doctoral Research phase will be academically dismissed from their program of study. Dismissed students should refer to the Appeal of Academic Dismissal policy outlined in this Catalog. For complete policies regarding doctoral degree completion and research requirements, see the Applied Doctoral Project and the Student Rights and Responsibilities Handbooks.

*Students completing the Applied Doctoral Project must complete a minimum of 5 credits by registering for five terms of Applied Doctoral Project credit, one credit per term. Applied Doctoral Projects are written per the policies, practices, and procedures in the Applied Doctoral Project Handbook. *Students satisfactorily progressing through the ADP experience, but not meeting the required milestones in the designated timeframe, will be required to reenroll in the corresponding ADP experience. Students needing more than two reenrollments in any of the ADP courses will need to appeal to enroll in the Applied Doctoral Project Extension, RES 8986/8987 to remain in the program and complete the designated milestone(s). Prerequisites: completion of all required coursework and Applied Doctoral Project Planning II.*

SRM 311 Sport Law 3 Credits

This course explores the legal structure of, and issues surrounding, amateur and professional sports leagues and associations. Included will be an examination of tort issues, risk management, sports agency, contract law, collective bargaining, gender issues including Title IX and sexual harassment, intellectual property, and antitrust law.

This course explores the legal structure of, and issues surrounding, amateur and professional sports leagues and associations. Included will be an examination of tort issues, risk management, sports agency, contract law, collective bargaining, gender issues, intellectual property, and antitrust law.

SRV 332 Fundamentals of Hospitality 3 Credits

This course is a survey of the interrelated industries that comprise the hospitality and tourism industry. The course also introduces the student to major concepts and components representing the hotel, food and beverage, restaurant, recreation, convention and event planning, including travel and tourism service industries.

This course is a survey of the interrelated industries that comprise the hospitality and tourism industry. The course also introduces the student to the major concepts and components that representing the hotel, food and beverage, restaurant, recreation, theme parks, gaming, club management, convention and event planning, cruises, and tourism services industries.

This course is no longer offered. The last offer date was 11-09-2021.

SRV 340 Marketing in a Services Environment 3 Credits

This is a survey course that will examine basic marketing concepts as well as unique concepts that will enable the student to develop skills specific to the services marketing industry. Students will be exposed to areas such as the relationship between services marketing and the consumer experience. In addition, students will be expected to apply the course concepts for services marketing in non-profit, retail, hospitality, and restaurant environments.

This course is designed to provide an introduction to the general principles of marketing and an in-depth study of services marketing

theory. The concepts the student learns will enable students to develop the skills appropriate in an emerging service economy. The student will be exposed to the relationship between services marketing and the consumer experience. There will be opportunities for the student to apply services marketing theory in non-profit, mass-market retail, hospitality, and restaurant enterprise environments.

SRV 423 Food & Beverage Control 3 Credits

This course is a study of financial principles and controls of food service operation including review of operation policies and procedures. Topics include financial budgeting and cost analysis emphasizing food and beverage labor costs, operational analysis, and regulatory reporting procedures.

~~This course is a study of the systems and techniques appropriate to manage food, beverage, and labor costs in restaurant and catering operations. Topics addressed include management, marketing, menu development, costs and pricing, quality assurance, production, and operational analysis.~~

TEC 101 Fundamentals of Information Technology & Literacy 3 Credits

This course is designed to prepare students for their degree program path. The Fundamentals of Information Technology and Literacy course covers concepts to enable fluency in Information Technology (IT), a fluency that the National Research Council (NRC) considers an important component of the life-long learning process. This course includes a review of basic concepts needed for the program, including topics such as operating systems and computer components, hardware and software, basics of database, programming and system design, and other concepts that encourage critical thinking. Course materials are aligned with the CompTIA IT Fundamentals and encourages students that so desire to take the CompTIA IT Fundamentals certification exam.

Errata

The errata listed below apply to the University of Arizona Global Campus University Academic Catalog 2021-2022 (effective date is December 1, 2021 unless otherwise noted). Entries below are provided to correct information presented in the original publication of the Catalog. Page numbers are provided to reference where the original entry may be found. To view all updates in context of the original publication, access the [Online Catalog](#). If you have questions related to changes listed, please contact your Academic Advisor for assistance

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Revision, published 1-27-2022

Mission Statement of the University

The mission of the University of Arizona Global Campus is to provide a community of caring and guidance for academic, financial, mental health, and career support while providing a path that makes quality college education accessible to adult learners through online, flexible degree and certificate programs. provide high-quality, accessible, affordable, innovative educational programs that meet the diverse needs of individuals pursuing advancement in their lives, professions, and communities.

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Correction, published 5-2-2022; effective August 18, 2020

Institutional Outcomes

To achieve organizational effectiveness, the University of Arizona Global Campus is committed to developing and improving student learning through continuous assessment of course objectives, faculty contributions, learning environments, student performance, and program outcomes.

Graduates of undergraduate programs at the University of Arizona Global Campus will be able to:

- Apply logic and critical thinking to evaluate reasoning, explore diverse perspectives, and engage in metacognition.
- Communicate thoughts and ideas clearly and effectively in written and oral forms.
- Leverage digital technologies to solve problems, complete tasks, and accomplish goals.
- Demonstrate information literacy through accessing, evaluating, and using information.

- Construct ethical responses to contemporary problems.
- Cultivate knowledge of and respect for people with diverse backgrounds, values, and lifestyles.
- Apply knowledge of commonalities and differences across varying cultural, economic, and geographic populations as part of global citizenship.
- Demonstrate personal accountability using effective interpersonal communication and emotional intelligence.

- Synthesize theories and approaches from the subject areas of the general education curriculum to address complex problems.

- Integrate skills from the general education competencies when interpreting ideas and arguments in order to respond to civic, societal, environmental, and economic challenges.

- Synthesize proficiencies appropriate to the degree level and discipline or major.

- Construct ethical responses to contemporary issues.

Graduates of graduate programs at the University of Arizona Global Campus will be able to:

- Synthesize core proficiencies in the major area of study in a manner appropriate to the degree level to important issues within the field.

- Integrate skills from core competencies in order to respond to civic, societal, environmental, and economic challenges.

- Synthesize theories and approaches to the discipline in solving complex problems.

- Construct ethical responses to contemporary issues.

- Demonstrate lifelong learning skills and self-reflective capacity by engaging in continuous professional and scholarly development.

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Revision, published 1-24-2021

Contact Information

Any person may report sex/gender discrimination, including sex/gender harassment and misconduct, or related retaliation (whether or not the person reporting is the person alleged to be the victim of such conduct), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or

written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. *Only the Title IX Coordinator and Deputy Title IX Coordinator have the authority to institute corrective measures:*

Leah Belsley: Title IX Coordinator
P / (619) 374-3275
E / titleIX@uagc.edu
M / 180 South Arizona Avenue, Suite #301, Chandler, AZ 85225

Christina Jaquez: Deputy Title IX Coordinator
P / 619-374-3203
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Revision, published 1-24-2021

DEFINITIONS - offenses

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity (*see additional information below regarding effective denial*); or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). See below.

To determine whether a person has been effectively denied equal access to an education program or activity, the University will evaluate whether a reasonable person in the complainant's position would be effectively denied equal access to education compared to a similarly situated person who is not suffering the alleged sexual harassment. Examples of specific situations that likely constitute effective denial of equal access to educational opportunities include a decline in a student's grade point average, and having difficulty concentrating in class. A complainant does not need to have already

suffered loss of education before being able to report sexual harassment. Effective denial of equal access to education does not require that a person's total or entire educational access be denied. Complainants do not need to have exhibited specific trauma symptoms to be effectively denied equal access. It is impermissible to deny the review a complainant by deciding the complainant was not traumatized.

Additional Federal definitions: (~~for California definitions, including that of Consent, see end of this policy/procedure~~):

Stalking

The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to— A. fear for his or her safety or the safety of others; or B. suffer substantial emotional distress.

*Under **Arizona** law "without consent" includes any of the following:*

- *The victim is coerced by the immediate use or threatened use of force against a person or property;*
- *The victim is incapable of consent by reason of mental disorder, mental defect, drugs, alcohol, sleep or any other similar impairment of cognition and such condition is known or should have reasonably been known to the defendant. "Mental defect means the victim is unable to comprehend the distinctively sexual nature of the conduct or is incapable of understanding or exercising the right to refuse to engage in the conduct with another; The victim is intentionally deceived as to the nature of the act;*
- *The victim is intentionally deceived to erroneously believe that the person is the victim's spouse; and/or*
- *The victim is under the age of 18.*

Incapacitation

Incapacitation is the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep and blackouts.

Where alcohol or drugs are involved, incapacitation is defined with respect to how the alcohol or other drugs consumed affects a person's decision-making capacity, awareness of consequences, and ability to make fully informed judgments. Being intoxicated by drugs or

alcohol does not diminish one's responsibilities to obtain consent. The factors to be considered when determining whether consent was given include whether the accused knew, or whether a reasonable person should have known, that the complainant was incapacitated.

General Response to Sex/gender Discrimination, Misconduct and Harassment

When the University has actual knowledge of sex/gender discrimination, misconduct or harassment in the University's education program or activity, the University will respond promptly, equitably, and reasonably. *The University's education programs or activities include the remote learning platform, commencement events, and any sponsored club or society activities.* The University will treat complainants and respondents equitably by offering protective/supportive measures, and by following its grievance process before the imposition of any disciplinary sanctions or other actions that are not protective/supportive measures against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of protective/supportive measures, consider the complainant's wishes with respect to protective/supportive measures, inform the complainant of the availability of protective/supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

University personnel will first inform students and employees in writing of:

- The importance of the preservation of any evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protective order, and where and how to get a forensic examination;
- That a forensic examination does not require a police report to be filed;
- How and to whom the alleged offense should be reported
- Options regarding the assistance of local law enforcement and University officials;
- The option to decline assistance, or decline notifying local law enforcement;
- The option to be assisted by University officials in notifying law enforcement: the University of Arizona Global Campus will comply with a student's request for assistance in notifying authorities.

- Any protective/supportive measures that will be taken and options for protective orders; and
- Resources including counseling, health, mental health, and other services.

The Title IX Coordinator will next engage in an initial assessment, which is typically one to five business days in duration. The steps in an initial assessment include:

The Title IX Coordinator seeks to determine if the complainant is alleging facts, which if taken as true, constitute sex/gender harassment, and occurred in the recipient's education program or activity and against a person in the United States.

- If so, the Coordinator determines if the complainant wishes to make a formal complaint, and assists them if desired.
 - If they do not wish to do so, the Title IX Coordinator determines whether to initiate a complaint under the circumstances allowed the Coordinator by law.
 - If an informal resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for informal resolution, and may seek to determine if the Respondent is also willing to engage in informal resolution.
- If a formal or informal complaint is not applicable (there are no assumed facts alleging sex/gender harassment) AND desired (the Complainant does not desire a formal or informal procedure although alleged facts do constitute sex/gender harassment), the Title IX Coordinator works with the Complainant on a supportive and remedial response. *If the initial assessment does not constitute sexual harassment as defined; is outside the jurisdiction of the school, i.e., the conduct did not involve an education program or activity of the school; or did not occur against a person in the United States, the Title IX Coordinator must dismiss the formal complaint regardless of proof. In that event, the Title IX Coordinator shall forward the formal complaint to an appropriate University official who will determine whether the conduct alleged in the complaint violates a separate policy or code of conduct. The Title IX Coordinator may continue providing support and refer the Complainant to the appropriate office(s), such as, Student Conduct, Student Dispute Resolution Center, and/or Human Resources to seek resolution of the complaint.*

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Revision, published 1-24-2021

Violence Risk Assessment

In many cases, the Title IX Coordinator may determine that a Violence Risk Assessment (VRA) should be conducted by the Behavioral Intervention Team as part of the initial assessment. A VRA can aid in ten critical and/or required determinations, including:

- Emergency removal of a Respondent on the basis of immediate threat to physical health/safety;
- Whether the Title IX Coordinator should pursue/sign a formal complaint absent a willing/able Complainant;
- Whether to put the investigation on the footing of incident and/or pattern and/or climate created by behavior;
- To help identify potential predatory conduct;
- To help assess/identify grooming behaviors;
- Whether it is reasonable to try to resolve a complaint through informal resolution, and what modality may be most successful;
- Whether a Clery Act Timely Warning is needed.

A VRA is not an evaluation for an involuntary behavioral health hospitalization (e.g., 5150 in California), nor is it a psychological or mental health assessment. A VRA assesses the risk of actionable violence, often with a focus on targeted/predatory escalations.

Administrative leave

Nothing precludes the University from placing a non-student employee respondent on administrative leave during the pendency of a grievance process.

California offense definitions

Sexual Assault as defined in the California Penal Code is *rape or sexual battery*:

Rape is an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, under any of the following circumstances:

- (1) Where a person is incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act.
- (2) Where it is accomplished against a person's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the person or another.

(3) Where a person is prevented from resisting by any intoxicating or anesthetic substance, or any controlled substance, and this condition was known, or reasonably should have been known by the accused.

(4) Where a person is at the time unconscious of the nature of the act, and this is known to the accused. As used in this paragraph, "unconscious of the nature of the act" means incapable of resisting because the victim meets any one of the following conditions:

- a. Was unconscious or asleep.
- b. Was not aware, knowing, perceiving, or cognizant that the act occurred.
- c. Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraud in fact.
- d. Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraudulent representation that the sexual penetration served a professional purpose when it served no professional purpose.

(5) Where a person submits under the belief that the person committing the act is someone known to the victim other than the accused, and this belief is induced by any artifice, pretense, or concealment practiced by the accused, with intent to induce the belief.

(6) Where the act is accomplished against the victim's will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat. As used in this paragraph, "threatening to retaliate" means a threat to kidnap or falsely imprison, or to inflict extreme pain, serious bodily injury, or death.

(7) Where the act is accomplished against the victim's will by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another, and the victim has a reasonable belief that the perpetrator is a public official. As used in this paragraph, "public official" means a person employed by a governmental agency who has the authority, as part of that position, to incarcerate, arrest, or

deport another. The perpetrator does not actually have to be a public official.

Sexual battery is when any person touches an intimate part of another person while that person is unlawfully restrained by the accused or an accomplice, and if the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse.

Consent means positive cooperation in act or attitude pursuant to an exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved. A current or previous dating or marital relationship shall not be sufficient to constitute consent where consent is at issue.

Dating Violence is when a battery is committed against a spouse, a person with whom the defendant is cohabiting, a person who is the parent of the defendant's child, former spouse, fiancé, or fiancée, or a person with whom the defendant currently has, or has previously had, a dating or engagement relationship.

Domestic Violence is when any person who willfully inflicts corporal injury resulting in a traumatic condition upon a victim, where the victim is or was one or more of the following:

- (1) The offender's spouse or former spouse.
- (2) The offender's cohabitant or former cohabitant.
- (3) The offender's fiancé or fiancée, or someone with whom the offender has, or previously had, an engagement or dating relationship.
- (4) The mother or father of the offender's child.

Stalking is when any person who willfully, maliciously, and repeatedly follows or willfully and maliciously harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family.

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Revision, published 1-24-2021

Hearing

The University provides for a live hearing for formal complaints that are not dismissed pursuant to this policy and procedure.

- At the live hearing, the hearing officer(s) will permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.

Such cross-examination at the live hearing will be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally, notwithstanding the discretion of the University to otherwise restrict the extent to which advisors may participate in the proceedings.

- The University will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the hearing officer decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
- Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the hearing officer(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.
- If a party does not have an advisor present at the live hearing, the University will provide without fee or charge to that party, an advisor of the University's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.
- Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, 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.
- *Questions and evidence about any parties medical or mental health records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, are prohibited unless the University obtains that party's voluntary, written consent to do so.*
- *Questions of information considered under legal privilege and evidence are prohibited unless consent of the party is given.*
- If a party or witness does not submit to cross-examination at the live hearing, the hearing

officer(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the hearing officer(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

- Live hearings may be conducted with all parties physically present in the same geographic location or, at the University's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
- *The University requires all parties, advisors, and witnesses to maintain appropriate decorum throughout the live hearing. Participants at the live hearing are expected to abide by the directions and determinations of the hearing officer(s), maintain civility, and avoid emotional outbursts and raised voices. Repeated violations of appropriate decorum will result in a break in the live hearing, the length of which will be determined by the hearing officer(s). The hearing officer(s) reserve(s) the right to appoint a different advisor to conduct cross-examination on behalf of a party after an advisor's repeated violations of appropriate decorum or other rules related to the conduct of the live hearing.*
- *The hearing officer(s) will discuss measures available to protect the well-being of parties and witnesses at the hearing. These may include, for example, use of lived names and pronouns during the hearing, including names appearing on a screen; a party's right to have their support person available to them at all times during the hearing (in addition to their advisor); and a hearing participant's ability to request a break during the hearing, except when a question is pending.*
- The University will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

Determination Regarding Responsibility

The hearing officer chair, who will not be the same person(s) as the Title IX Coordinator or the investigator(s), will issue a written determination regarding responsibility. To reach this determination, the University will apply the preponderance of the

evidence standard. The written determination will include:

- Identification of the actions constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings of fact supporting the determination;
- Conclusions regarding the application of the University's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the University imposes on the respondent, and whether remedies designed to restore or preserve equal access to the University's education program or activity will be provided by the University to the complainant; and
- The University's procedures and permissible bases for the complainant and respondent to appeal.

The University will provide the written determination to the parties simultaneously within five (5) business days of the hearing completion. The determination regarding responsibility becomes final either on the date that the University provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. The Title IX Coordinator is responsible for effective implementation of any remedies for complainant, but no sanctions are imposed on the respondent until appeals are exhausted or untimely. *All formal complaints will conclude within seventy-five (75) business days of the receipt of the complaint. There may be extensions of this or any timeframe within this procedure for good cause with simultaneous, written notice to the parties of the delay and the reason(s) for the delay.*

Appeals

The University will offer both parties an appeal from a determination regarding responsibility, and from any dismissal of a formal complaint or any allegations therein, on the following alleged bases. Any appeal will be conducted by the Vice President of Student Affairs & University Registrar or designee.

- 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 individual complainant or respondent that affected the outcome of the matter.

As to all appeals, the University will:

- Notify the other party, simultaneously and in writing, when an appeal is filed and implement appeal procedures equally for both parties;
- Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- Ensure that the decision-maker(s) for the appeal complies with the standards set forth in this policy and procedure;
- Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- Issue a written decision describing the result of the appeal and the rationale for the result; and
- Provide the written decision simultaneously to both parties.

If the complainant and/or respondent do not indicate his/her acceptance or Appeal of the findings within five (5) business days of communication, non-communication will be considered acceptance.

If the appeal is denied, the Title IX Coordinator will proceed accordingly with any sanctions determined by the hearing chair.

If the appeal is granted, the Title IX Coordinator will begin an adjusted investigation/hearing process and all involved will proceed without prejudice. *The appeal process will conclude within ten (10) business days following the appeal acceptance. There may be extensions of this or any timeframe within this procedure for good cause with simultaneous, written notice to the parties of the delay and the reason(s) for the delay.*

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Revision, published 1-31-2022

How to File a Complaint

An individual student, alumnus, former student, prospective applicant, or applicant ("student" or "complainant") may file a complaint with the SDRC by completing the Student Dispute Resolution Center Submission form found at <https://feedback.uagc.edu> or by emailing dispute-resolution@uagc.edu.

Page 36

Revision, effective 12-17-2021

University Student Alcohol Use Policy

All individuals must observe state and federal laws regarding the use, consumption, possession, and distribution of alcohol. The University strictly prohibits the unauthorized use, consumption, possession, and distribution of alcohol by any student, regardless of legal drinking age, at the University *administrative offices*, or at University sponsored events and activities. The University Sanctions section set forth below provide additional explanation of the institution's disciplinary procedures for students who are found to be in violation of this policy.

Alcohol may be served at certain University events or functions and only to those persons of legal drinking age who can verify their age with identification as required by the state in which the event or function occurs. Written permission must be obtained from the Vice President of Student Affairs or Clery designee to serve alcohol and any legally required alcohol permits obtained prior to the function.

University Student Drug Use Policy

The unlawful possession, use, sale, or distribution of ~~illegal~~ illicit drugs ~~or controlled substances~~ is prohibited at the University *administrative offices*, or at University-sponsored events and activities. ~~Controlled~~ Such substances include those drugs listed in the federal Controlled Substances Act. The Student Community Standards section in this Catalog provides additional explanation of the institution's disciplinary procedures for students who are found to be in violation of this policy.

Page 37

Deletion, 3-1-2022

Academic Renewal Request

An Academic Renewal Request may be made if a student is seeking an opportunity to reduce the negative impact of historical unsuccessful grade(s).

Approval of Academic Renewal requests will reflect the current academic performance of a student who may have been academically unsuccessful in the past.

To qualify for Academic Renewal, the following conditions must be met:

- At the time the request was submitted, a minimum of three years shall have passed since the most recent course work to be disregarded was completed;
- In the time between the most recent course work to be disregarded and the submission of the request, the student must have successfully completed a minimum of 15 credits from an institutionally or nationally accredited and approved college or university;
- The credits to be disregarded were completed at the University of Arizona Global Campus (up to a maximum of 30 credits) and were considered unsuccessful per catalog policy;
- Credits outlined in the request may not have been used to previously fulfill a degree.
- All coursework approved for Academic Renewal will remain legible on the student's permanent record. The transcript will be annotated so that the credits to be disregarded are clear and may not apply to the student's grade point average, degree, or general education requirements.

Non-passing credits due to a violation of Student Community Standards and credits from a Doctoral Program are not eligible for renewal. Academic Renewal does not eliminate credits for financial purposes and students may only Petition for Academic Renewal once per degree level.

Page 39

Correction, published 4-6-2022

Graduation Rates

The three-year graduation rate for online associate degree seeking students is 16% based on all students in the 2016-17 entering cohort. The six-year graduation rate for online bachelor's degree seeking students is 20% based on the 2013- 14 entering cohort. The three-year graduation rate for online master's degree seeking students is 51% based on the 2016-17 entering cohort. The six-year graduation rate for online doctoral degree seeking students is not available based on an initial entering cohort of 2018-19. For prior year enrollment and graduation rates, please refer to [https://www.uagc.edu/institutional-data/behind-numbers/student-cohort-retention-persistence-and-](https://www.uagc.edu/institutional-data/behind-numbers/student-cohort-retention-persistence-and-graduation)

<http://assessment.uagc.edu> on the University of Arizona Global Campus website.

Median Loan Debt

For information about the median loan debt of students who completed academic programs, please refer to <https://www.uagc.edu/online-degrees/program-disclosures> <http://www.uagc.edu/pd> on the University of Arizona Global Campus website.

Page 41

Correction, published 4-6-2022

Student Organizations

Online student organizations are available. For a full list of online student organizations, please see <https://www.uagc.edu/student-experience/student-organizations> http://www.uagc.edu/student_services/online-organizations.htm. Information about getting involved in an online student organization or creating a recognized student organization can be obtained by emailing Studentaffairs@uagc.edu.

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Correction, published 4-6-2022

Career Services

Career Services empower students to discover, develop, and apply their unique talents to achieve their greatest potential. Career Services provides individual and group coaching services and self-directed resources for active, degree-seeking students and alumni. Some of the services offered include career exploration tools, resume and cover letter guidance, interview preparation, job search support, access to job postings, internship postings, and career self-assessments. Through the aforementioned skills and personality assessments, individuals may explore their interests, abilities, values, and career options and goals. More information can be found on ~~The~~ the University of Arizona Global Campus's website at <https://www.uagc.edu/student-experience/career-services> <https://www.uagc.edu/online-learning/experience/alumni/benefits#CareerServices>.

Page 47, 48 & 49

Deletion, 3-31-2022

Tuition & Fees

California Student Tuition Recovery Fund (^^) (++)	\$0.50 per \$1,000
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~~^^Beginning February 8, 2021, California law mandates the collection of a Student Tuition Recovery Fund (STRF) fee in the amount of \$0.50 per \$1,000 of institutional~~

charges rounded to the nearest thousand to be paid to the state's tuition recovery fund in the event of school closure. The fee is charged to California residents only. Any fees assessed will be reimbursed to the student by the University through the California Resident Grant.

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Deletion, 3-31-2022

California Student Tuition Recovery Fund

CA Residents Only

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 Blvd, 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.

Page 53

Revision, effective 3-15-2022

Cash Plan

For students who have selected the Cash Plan as a primary payment option, 100% of tuition and any applicable fees are to be paid on or before each course start date. Students may choose to have their tuition and/or fees automatically charged to their credit card when the Cash Plan is their payment option. ~~Automatic credit card payments are charged on the start date of each course; otherwise, full payment must be received on or before the start date of each course. Any outstanding tuition and/or fees will be automatically charged to the student's credit card within 30 days for each course/term start date.~~

When selected as a secondary payment option, any amount not covered by the primary payment option can be applied in any acceptable form of payment.

Students are advised that credit cards are accepted as a convenient method of payment. Credit cards bearing high interest rates should not be used as a long-term financing method for educational costs. The University of Arizona Global Campus encourages all students to utilize the free financial aid information that is available through the Financial Aid Office.

~~Any delay in payment(s) for previous courses may result in administrative withdrawal of the student from his or her current course during Week One. A hold being placed on a student's account and scheduling for future courses may be restricted. The student is not permitted to re-enter the course from which he or she was removed from due to non-payment. Once any outstanding tuition and/or fee balances are paid in full, the student will then be scheduled for a future course. The student will then be scheduled for a future course and is not permitted to re-enter the course from which he or she was removed due to non-payment.~~

Page 53

Revision, effective 3-15-2022

Tuition Reimbursement Plan

The Tuition Reimbursement Plan is available as a primary payment option if students qualify for their employer's tuition reimbursement program and if their employer reimburses at least 50% of their annual tuition.

Under this plan, tuition *and applicable fee* payments, ~~excluding fees~~, are deferred a maximum of ~~90~~ 60 days from the course/term start date, regardless of when the student receives disbursement/reimbursement from his or her employer.

Students may choose to have their tuition and/or fees automatically charged to their credit card when Tuition Reimbursement is their payment option.

Tuition *and fees* must be paid in full ~~within 60~~ 90 days after the start date of a course/term; otherwise, the student's credit card will be automatically charged. ~~Applicable fees are due on or before the start date of each course/term. If fees are not paid in full on or before the start date of a course/term, the student's credit card will be automatically charged.~~ The conditions of this plan are not dependent upon the receipt of a course grade or completion of the course.

To qualify, prior to the start of the course/term, students must submit a signed Tuition Reimbursement Certification and Authorization form that includes a valid credit card number with authorization to charge the card if the tuition is not paid within the ~~60~~ 90-day time frame.

Documentation required for the Tuition Reimbursement Plan includes the following:

- Student Finance Agreement; and
- Tuition Reimbursement Certification and Authorization.

Any delay in payment(s) for previous courses may result in a hold being placed on a student's account and scheduling for future courses may be restricted. The student is not permitted to re-enter the course from which he or she was removed from due to non-payment. Once any outstanding tuition and/or fee balances are paid in full, the student will then be scheduled for a future course.

Page 58

Revision, effective 3-31-2022

Military Veteran's Benefits Plan

Veteran Benefits for the University of Arizona Global Campus students are managed by a team of Veteran Affairs Coordinators, who are also School Certifying Officials (SCOs). *The University of Arizona Global Campus facility code effective March 31, 2022 is 31004503. The University of Arizona Global Campus facility code effective February 28, 2020 is 21123205.* Students utilizing Title 38 benefits may direct questions to this office at VACertification@uagc.edu.

The Military Veterans Administration Plan requires that all tuition be paid on or before each course start date, except for the first 60 days in the student's first academic year. Under this plan, tuition payments are deferred for the first 60 days of continuous enrollment

in a degree program, regardless of when the student receives disbursement from the Department of Veterans Affairs. To qualify, students must submit a signed Student Finance Agreement, prior to the start of the course/term.

Procedures While Enrolled:

After the a Ch. 30 using student receives an award letter from the VA, he or she is required to begin monthly self-verification of enrollment by the 30th of each month. This is accomplished by using the Web Automated Verification of Enrollment (WAVE) or by Interactive Voice Response (IVR).22

WAVE: <https://www.gibill.va.gov/wave> -*

IVR: (877) 823-2378

**Chapter 35 DEA are exempt from verifying through the WAVE process.*

**Students utilizing Chapter 33 - Post 9/11 GI Bill® who receive Monthly Housing Allowance (MHA) and/or kicker payments are required to verify their enrollment to continue receiving their payments. Students should visit the VA website for Enrollment Verification and follow the detailed instructions listed. This website is located at https://benefits.va.gov/gibill/isaksonroe/verification_of_enrollment.asp. and Chapter 35 DEA are exempt from verifying through the WAVE process.*

- Students should allow 10 to 12 weeks after completion of all paperwork, including school certifications, for the VA to process the first payment. Certification will begin with the student's first date of eligible attendance in a Global Campus degree program. For students in conditional admission status, certification will occur once the student matriculates. The VA will process any subsequent payment monthly.
- Payment of VA benefits may be sent directly to the student or sent directly to the school, depending on the chapter of benefits the student is utilizing. Students are responsible for paying the University of Arizona Global Campus tuition and fees at the start of each course, unless there is alternative, approved financial aid or the student is 100% eligible under the Post 9/11 benefit. Payment by Direct Deposit/Electronic Funds Transfer is strongly encouraged. Payments are sent directly to the student's savings or checking account. To establish or change direct deposit information, students should click on the 'Direct Deposit Enrollment Form' link after they have logged into WAVE. Changes and

enrollments are usually processed the next business day.

- The University's VA Certifying Official will report course drops and withdrawals to the VA. Course drops may affect eligibility for VA benefits.

Page 61

Addition, effective 1-25-2022

College Partner Benefit Program

Students enrolled in undergraduate or graduate coursework may be eligible for the University of Arizona Global Campus College Partner Benefit program (offered to select academic partners as an Articulation Agreement benefit). Eligible students may include Articulated Partners' graduates and employees. This benefit may also be expanded to include immediate family members of employees or members of select organizations. An immediate family member is defined as: spouse (husband, wife, or domestic partner) and children (biological, step- children, adopted, and/or foster children). Benefits are only applied to an eligible student's account upon receipt and approval of valid supporting documentation demonstrating employment, membership or approved association with an Articulated Partner. The University of Arizona Global Campus reserves the right to request additional documentation to verify eligibility at any time. Benefits will not be retroactively applied to coursework that began prior to approval into the College Partner Benefit program.

Benefits are applicable towards course tuition, and are applied as a percentage savings of tuition charges. In addition, this benefit may also cover Technology Fees and course materials fees. Course material fee waivers will only be applicable for course materials purchased directly through the University of Arizona Global Campus, the University of Arizona Global Campus bookstore, or alternate pre-approved vendors. Ordering additional materials from the University of Arizona Global Campus bookstore or from non-approved vendors may result in an out of pocket expense. A course material fee waiver will cover the cost of an electronic copy of all available items. If no electronic copy is available, the fee waiver will cover the cost of the hard copy materials plus standard shipping. Students who exceed 365 days of consecutive non-attendance and are not on an approved Academic Leave will be removed from the College Partner Benefit program. Students who wish to return to the program may need to re-submit valid documentation for approval.

This program may not be utilized concurrently in the same enrollment period with any other UAGC sponsored grant, scholarship, or benefit program, excluding the Academic Partner (A) Veteran Utilizing Waiver. Students who qualify for the College Partner Benefit program and are utilizing VA education benefits as a payment option may qualify for the "AP Veteran Utilizing Waiver" which will waive book/course materials fees, Technology Fees, and the Graduation Fee, where not already waived. Students are encouraged to speak with their advisor to explore all programs they may be eligible for, prior to making their selection.

Page 65

Revision, effective 4-11-2022

ScholarshipUniverse

The University of Arizona Global Campus provides every enrolled student access to ScholarshipUniverse – a platform that makes finding and applying for external scholarship opportunities easier and faster.

ScholarshipUniverse tailors external scholarship opportunities specific to each student profile, has the potential to reduce out-of-pocket costs, and may reduce the reliance on federal loans a student may need to borrow.

Enrolled students may access ScholarshipUniverse via their student portal.

Outside Scholarships

~~Students are encouraged to search for outside funding for their education. Any student who receives additional funds from any source, such as an outside scholarship, before or after receiving financial aid from the University, must report the source and the value of the award to the Financial Aid Office. Additional funds could require an adjustment or cancellation to a portion of the existing financial aid award to avoid an "overaward" as defined by federal and state regulations. Examples of scholarship searches include, but are not limited to:~~

- ~~• www.fastweb.com~~
- ~~• www.finaid.org/scholarships~~
- ~~• www.scholarshipamerica.org~~

~~The University of Arizona Global Campus is not responsible for the content of these websites and does not endorse any particular outside scholarship website. Please beware of sites that ask for payment for scholarship information and/or applications and review all information carefully before applying.~~

Page 84

Revision, effective 3-30-2022

Oral and Interpersonal Communication Competency (3 credits)

The University of Arizona Global Campus offers the following courses to satisfy the Oral and Interpersonal Communication area:

- ~~• **BUS 202 Professional & Business Communications (3 credits)**— last offer date of this course will be 3-29-2022~~
- BUS 340 Business Communications (3 credits)
- CGD 240 Media Writing & Editing (3 credits)
- COM 200 Interpersonal Communication (3 credits)
- COM 223 Persuasion in Communication (3 credits)
- COM 325 Communication & Conflict (3 credits)
- COM 345 Media Writing for Communications (3 credits)
- COM 370 Intercultural Communication (3 credits)
- COM 425 Communication in Organizations (3 credits)
- HHS 207 Communication Skills for Health and Human Service Personnel (3 credits)
- SPE 103 Oral Communication (3 credits)

Page 86

Correction, published 3-31-22

Intercultural and Global Awareness (3 credits)

- SSC 101 Introduction to Social Sciences (3 credits)

Page 88

Revision, published 1-24-2022

Capstone Requirement (3 credits)

The General Education capstone provides students with a cumulative and integrated learning experience. Through the study of selected interdisciplinary topics and course-embedded assessments, students will demonstrate development of the general education core competencies. Students will apply general education principles informed by ethical and critical sensibility and provide evidence of growth in acquiring the habits of active citizenship. Prior to beginning their capstone course for their major, students must successfully complete the General Education capstone, unless they previously completed a Bachelor's degree. Refer to Completion of Additional Undergraduate Degrees in this section of this Catalog. A minimum grade of "C-" is required to meet course requirements. Pre-requisite: 75

completed credits or permission of the student's college or dean.

Page 90

Correction, published 4-6-2022

Plans to Improve an Academic Program

The University of Arizona Global Campus continuously looks for ways to improve academic programs. In the event there is a plan to make a significant improvement to a program, as deemed so by the University, the information will be posted on the Student Consumer Information page, located at

<https://www.uagc.edu/consumer-information>

<https://www.uagc.edu/about/consumer-information>.

Once an effective date for a significant improvement to an academic program is determined, information about the change will be posted on the website. Please note that significant improvements to academic programs generally only impact new students enrolling after the effective date. In the event that a significant improvement impacts current students in the program, students will be notified directly.

Page 92

Published 2-25-2022

Transfer Concentration Guidelines for Bachelor's Programs

Transfer concentrations are intended for Bachelor's students in the BABA and BAOM, who have experience and/or extensive transfer credit coursework in a field of study at the time of admission. *Schools with which the University of Arizona Global Campus has established articulation agreements with may have pathways that utilize transfer concentrations. To review the terms of articulation and transfer guides outlining all articulated courses by degree program can be found on the UAGC website on the [transfer traditional-college-credit](#) page.*

Students must petition for a transfer concentration in a defined subject area and submit a minimum of twelve (12) credits of coursework before approval is granted. In rare cases, a student with some transfer coursework completed in a given subject area may petition to the University Registrar's Office, after admission, to complete part of a concentration through the University of Arizona Global Campus coursework.

- Transfer concentrations generally will not be approved in fields of study that lead to licensure or certification.
- Transfer credits will only be applied toward the required coursework in applicable majors if the

student has maximized all other transfer credit possibilities within the Bachelor's degree and has otherwise earned enough upper-division credits to meet program requirements. Otherwise, transfer concentration coursework will be applied toward elective credit.

- A student can earn more than one transfer concentration as long as each transfer concentration has at least six (6) credits that do not apply to another concentration or major.
- Students earning transfer concentrations with substitutions against major coursework are not exempt from the minimum requirement for earning thirty (30) upper-division credits.

Other Grading Designations

Deletion 3-1-2022

ARF	=	Academic Renewal Failed. The grade has been forgiven through the Academic Renewal policy but still reflects the original grade earned in the course. Academic Renewal grades do not affect GPA or completion rate.
ARWF	=	Academic Renewal Withdrawn Failed. The grade has been forgiven through the Academic Renewal policy but still reflects the original grade earned in the course. Academic Renewal grades do not affect GPA or completion rate.
ARU	=	Academic Renewal Unsatisfactory. The grade has been forgiven through the Academic Renewal policy but still reflects the original grade earned in the course. Academic Renewal grades do not affect GPA or completion rate.
ARWU	=	Academic Renewal Withdrawn Unsatisfactory. The grade has been forgiven through the Academic Renewal policy but still reflects the original grade earned in the course. Academic Renewal grades do not affect GPA or completion rate.
ARW	=	Academic Renewal Withdrawn. The grade has been forgiven through the Academic Renewal policy but still reflects the original grade earned in the course. Academic Renewal grades do not affect GPA or completion rate.
ARD+	=	Academic Renewal D+. The grade has been forgiven through the Academic Renewal policy but still reflects the original grade earned in the course. Academic Renewal grades do not affect GPA or completion rate.
ARD	=	Academic Renewal D. The grade has been forgiven through the Academic Renewal policy but still reflects the original grade earned in the course. Academic Renewal grades do not affect GPA or completion rate.
ARD-	=	Academic Renewal D-. The grade has been forgiven through the Academic Renewal policy but still reflects the original grade earned in the course. Academic Renewal grades do not affect GPA or completion rate.
ARNP	=	Academic Renewal No Pass. The grade has been forgiven through the Academic Renewal policy but still reflects the original grade earned in the course. Academic Renewal grades do not affect GPA or completion rate.

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Revision, effective 2-15-2022

Incomplete Grades

Eligibility Criteria For students experiencing temporary hardships, Incomplete "I" grades may be issued at the discretion of the instructor. ~~To issue a grade of "I" for a course, the following conditions must be met:~~

- ~~• The student must have completed at least 2/3 of the assignments in the course;~~
- ~~• With the exception of assignments due during the final week of the course, the student's Course Weighted Average to Date must be at least 59.50 (undergraduate students) or 69.50 (graduate students); and~~
- ~~• The student must submit an Incomplete Grade Request to his or her instructor prior to the submission of final grades.~~

Due to required hours necessary for a particular term of a registered Practicum and the multiple term experience for Internship, and Doctoral Research, incomplete grades may not be issued for Practicum, Internship, or Dissertation/Applied Doctoral Project Planning I and II/Applied Doctoral Project or Dissertation/Applied Doctoral Project Extension courses, with the exception of the final Practicum or Internship course in the series.

Attendance Requirements

Regardless of a request for an incomplete grade, students must meet weekly attendance requirements through the end of the course or term. Students who are dropped from a course or term due to not meeting attendance requirements are not eligible to receive an "I" grade.

Approved Incompletes

~~The instructor and student work together to create a plan for the student to satisfy the requirements of the course. must approve the plan presented by the student for satisfying the requirements of the course.~~

~~The student has up to 30 days,~~ Based on instructor discretion, *students may complete approved missing coursework within 30 days* from the last day of the course. ~~to finish his or her coursework.~~ If the student does not complete the work, ~~his or her~~ *their* grade automatically defaults to the grade earned as of the conclusion of the course. Students who have an outstanding incomplete grade at the time of Satisfactory Academic Progress (SAP) review may not be allowed to continue to the next term until the "I" grade

is successfully completed. The "I" grade appears on grade reports and/or official transcripts until a final grade is determined and recorded.

Appeal Procedure

Students requesting an extension for an incomplete grade ~~may reach out to their instructor directly. A maximum of an additional thirty (30) days may be granted to a student with an approved extension. and~~ Students who have been denied an incomplete grade may refer to the Academic Resolution Process for additional support. *Please see Academic Resolution in the Student Rights and Responsibilities section of this Catalog for more information.* ~~appeal the decision to the Provost, or designee. The outcome of the request will be communicated in writing to the student. A maximum of an additional thirty (30) days may be granted to a student with an approved appeal.~~

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Correction, published 4-6-2022

Transcripts

Students may print copies of their unofficial transcripts from their Student Portal, free of charge, barring any restrictive holds that might exist on their record that need to be cleared. Directions on how to obtain official transcripts, whether before or after graduation, along with the current transcript fee may be found at <https://www.uagc.edu/student-experience/transcript-request> ~~<https://www.uagc.edu/transcript-request>~~. Official transcripts may only be provided to third parties upon written consent from the student.

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Revision, published 4-9-2022

Academic and Financial Aid Warning

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation.

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are initially placed on Academic and Financial Aid Warning for the following SAP increment.

Students are given up to one SAP increment to meet the requirements for satisfactory academic progress. All coursework earned after the period during which the student did not meet satisfactory academic progress is counted as a part of the Academic and Financial Aid Warning period. Students who are otherwise eligible to receive Title IV financial aid *or VA education benefits* are eligible to receive Title IV financial aid *or VA education*

benefits while on Academic and Financial Aid Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds *or VA education benefits*.

At the conclusion of the Academic and Financial Aid Warning period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid *or VA education benefits*. Dismissed students should refer to the Appeal of Academic Dismissal policy in this section of this Catalog.

Academic and Financial Aid Probation

Students who have been granted an appeal for readmission after dismissal following a period of Academic and Financial Aid Warning, are placed on Academic and Financial Aid Probation for the following payment period.

Students who are otherwise eligible to receive Title IV financial aid *or VA education benefits* are eligible to receive Title IV financial aid *or VA education benefits* while on Academic and Financial Aid Probation. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds *or VA education benefits*.

At the conclusion of the Academic and Financial Aid Probation period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid *or VA education benefits*. Dismissed students should refer to the Appeal of Academic Dismissal policy in this section of this *Catalog*.

Probation-Academic Plan

Students who are approved by the Appeals Committee for re-admission after dismissal following a period of Academic and Financial Aid Probation, after a period on Probation-Academic Plan or after dismissal due to exceeding the maximum time frame are placed on Probation-Academic Plan, and are required to meet specific academic requirements outlined in writing in an academic plan from the Registrar's Office. Students are provided with an academic plan to assist the student in meeting regular SAP requirements within a specific

period of time. Students may be limited in the number of courses for which they are scheduled while on Probation-Academic Plan. It is the student's responsibility to adhere to the academic plan.

Students who are otherwise eligible to receive Title IV financial aid *or VA education benefits* are eligible to receive Title IV financial aid *or VA education benefits* while on Probation-Academic Plan. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds *or VA education benefits*.

Students will be placed on Probation–Academic Plan for the first payment period/SAP increment while on the academic plan. Students on Probation-Academic Plan are reviewed against the progression requirements outlined in the academic plan. Students who are not meeting plan requirements at the time of review will be dismissed from the University and will no longer be are not eligible to receive Title IV financial aid *or VA education benefits*. Dismissed students should refer to the Appeal of Academic Dismissal policy in this section of this *Catalog*.

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Revision, published 1-24-2022

Prior Learning Assessment (PLA)

Through Experiential Learning: Students may participate in the experiential learning component by first enrolling in the Experiential Learning Credit (ELC) Workshop, a collection of 5 self-paced modules that guides students through the writing of their Experiential Essay, which will be reviewed for credit towards a specific course in their degree program. To gain access to the ELC workshop, students will be charged a \$275 fee, which includes one essay submission. At the conclusion of all of the modules within the workshop, students may submit one or more experiential essays for review. The University of Arizona Global Campus faculty will evaluate the experiential essay submission for evidence of college-level learning applicable to the student's UAGC degree program. Additional charges apply per evaluation submitted, as outlined in the tuition and fee schedule in the Financial Information section of this Catalog. Payment for evaluation is charged per essay submitted for evaluation and does not guarantee that credit will be awarded. No credit is awarded for completion of the workshop.

Students should contact their Academic Advisor to request access to the Experiential Learning Credit Workshop.

Students may participate in one or both PLA components depending on their experience, background, and need.

Prior Learning Assessment credit awarded at another institutionally or approved nationally accredited institution may be transferred to the University of Arizona Global Campus with the approval of the University of Arizona Global Campus Registrar and the Department of Prior Learning Assessment, if the content area falls within the regular curricular offerings of the University of Arizona Global Campus. In order to be applied toward a Global Campus degree, transcript records must include PLA subject area and/or content information. Students may also be required to submit the original PLA documentation. Such transfer credit counts toward the nontraditional credit maximum applicable in a degree program.

Prior Learning Assessment applies to students pursuing Associate or Bachelor's degrees, and in some cases, a Master's degree*. It does not apply to students pursuing a non-degree seeking students. To be eligible for PLA, degree-seeking students must be fully admitted, satisfy the English Proficiency requirement, and successfully complete their first course at UAGC. Additionally,

- Prior Learning Assessment credit may be applied to an Associate of Arts program on a course match basis only;
- PLA cannot be used to waive ASH 101, BUS 105, EXP 105, Honors College Courses or a Capstone course; and,
- Prior learning assessment credit may or may not be transferable. It is the student's responsibility to find out if credits will transfer to an institution that the student may plan to attend in the future.

Students who have formally completed the PLA process but disagree with the final credit decision may be eligible to appeal. Please contact the Department of Prior Learning Assessment to discuss the appeal process. Please read the Nontraditional Credit Provisions and Limitations for more information in this section of the Catalog.

**The Master of Public Health program is not eligible for PLA.*

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Revision, published 1-24-2022

Correction, published 4-6-2022 [URL]

Articulation Agreements

The University of Arizona Global Campus enters into articulation agreements with other schools in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of an articulation agreement is to enable students transferring to the University of Arizona Global Campus to carry with them the credit they have already earned for as much relevant study as possible. *Students who transfer under the terms and conditions of a valid articulation agreement are subject to the requirements outlined by the articulation agreement and this Catalog at the time the student is enrolled into their UAGC degree program.* A list of schools with which the University of Arizona Global Campus has established articulation agreements, terms of articulation and transfer guides outlining all articulated courses by degree program can be found on the University of Arizona Global Campus's website at <https://www.uagc.edu/admissions/traditional> <https://www.uagc.edu/admissions/transferring/traditionalcollege-credit>.

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Correction, published 2-1-2022

Honors Program

How to Apply

Applications are accepted year round. Once a student meets eligibility requirements, they can begin the application process. Students who wish to apply will need to complete an *Application for Acceptance* into the Honors Program. *The application for acceptance is also available in the Student Portal, under My Forms, Registrar Forms.* Students are encouraged to speak with their advisor or an admissions representative to see if they meet the acceptance criteria. Applications will be reviewed weekly by the Honors Program Selection Committee. Decisions will be communicated *to the student* via email.

Materials

Applicants are required to submit the materials listed below. These materials will be used to determine whether or not an applicant is accepted into the Honors Program and are evaluated based on prior experience, creativity, integrity, and the applicant's overall attitude towards achievement and education.

- *Honors Program Application for Acceptance*

- An Honors essay (between 250 – 300 words)***

*** Essays will be reviewed for originality. Students should be aware that the University of Arizona Global Campus utilizes Turnitin, an educational tool that helps prevent and identify plagiarism from Internet resources. This tool compares students' work with texts available in the University of Arizona Global Campus internal database as well as any written work submitted to Turnitin.

Dropping from the Honors College

Students who wish to remove themselves from the Honors Program may do so by submitting an Honors Program-Withdrawal form available under *My Forms, Registrar Forms* in the Student Portal.

Reapplying to the Honors Program

Students who were previously accepted into the Honors Program and are now interested in re-joining the Honors Program may do so by submitting an Honors Program Reapplication form available under *My Forms, Registrar Forms* in the Student Portal, providing that they meet all eligibility requirements including the 3.75 cumulative GPA.

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Correction, published 12-17-2021

Conditional Admission Requirements for Associate Degree Programs

- Be 18 years of age or older.
 - Under 18 applicants seeking to enroll in an Associate Degree program must appeal in writing to the University Registrar or designee. The appeal must include a written essay and submission of unofficial documentation showing proof of High School graduation as outlined in the catalog. *All applicants applying under the age of 18 must have all legal documents signed by a parent or legal guardian.*
 - Appeal decisions will be communicated from the Registrar's Office to students via email and must be approved prior to enrollment. All Under 18 applicants will be paired with a CHAMPS mentor at time of matriculation.

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Correction, published 12-17-2021

Conditional Admission Requirements for Bachelor Degree Programs

- Be 18 years of age or older.

- Under 18 applicants seeking to enroll in an Associate Degree program must appeal in writing to the University Registrar or designee. The appeal must include a written essay and submission of unofficial documentation showing proof of High School graduation as outlined in the catalog. *All applicants applying under the age of 18 must have all legal documents signed by a parent or legal guardian.*
- Appeal decisions will be communicated from the Registrar's Office to students via email and must be approved prior to enrollment. All Under 18 applicants will be paired with a CHAMPS mentor at time of matriculation.

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Revision, effective for students starting on or after 4-05-2022

General Education Course Sequence

The following General Education course sequence is the standard for students in the Forbes School of Business and Technology. Courses may be substituted to satisfy specific General Education requirements. Associate students and Bachelor students with who transfer in with less than 30 transferrable credits will be scheduled to take GEN 104 as their 3rd course following ~~BUS 202~~ COM 200. GEN 104 will satisfy 3 credits of elective requirements

- BUS 105 Business & Academic Success (3 credits)
- GEN 103 Information Literacy (3 credits)
- TEC 100 Computer Literacy (3 credits)
- COM 200 Interpersonal Communication (3 credits)
- ~~BUS 202 Professional & Business Communications (3 credits)~~
- BUS 225 Business in Film (3 credits)

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Revision, effective for students starting on or after 4-05-2022

Bachelor of Arts in Business Administration

Major Course Requirements

- ~~*BUS 202 Professional & Business Communications (3 credits)~~
- MGT 330 Management for Organizations (3 credits)
- BUS 303 Human Resource Management (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)

- ECO 204 Principles of Microeconomics (3 credits)
- INF 220 IS Principles (3 credits)
- ACC 201 Principles of Financial Accounting (3 credits)
- ACC 202 Principles of Managerial Accounting (3 credits)
- *BUS 340 Business Communications (3 credits)*
- BUS 330 Principles of Marketing (3 credits)
- BUS 311 Business Law I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ^MGT 302 Foundations of Productions & Operations Management (3 credits) Prerequisites: ACC 206 or ACC 202, BUS 308 and MGT 330.
- *BUS 357 International Business (3 credits)
- MGT 435 Organizational Change (3 credits)
- ^BUS 401 Principles of Finance (3 credits) Prerequisites: ACC 201 or ACC 205 or ACC 208 or ACC 281
- ^^BUS 402 Strategic Management & Business Policy (3 credits) Prerequisite: GEN 499.

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Revision, effective 2-1-2022

Bachelor of Arts in eMarketing

Major Course Requirements (45 credits)

- *BUS 410 Digital Marketing Essentials (3 credits)*
- ~~BUS 455 Internet & Social Media Marketing (3 credits) Prerequisite: BUS 330~~
- *BUS 495 Marketing Capstone Course (3 credits)*
- ~~BUS 497 e-Marketing Capstone (3 credits) Prerequisite: GEN 499~~

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Revision, effective 2-1-2022

Bachelor of Arts in Operations Management and Analysis

Major Course Requirements (45 credits)

- *PRM 337 Integrated Cost & Schedule Control (3 credits) Prerequisites: ACC 205 and BUS 308 or MAT 232*
- ~~INF 337 Integrated Cost & Schedule Control (3 credits) Prerequisites: ACC 205 and BUS 308 or MAT 232~~

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Revision, effective 2-1-2022

Bachelor of Science in Information Technology

Major Course Requirements (54 credits)

Core Course of Study

- *TEC 101 Fundamentals of Information Technology & Literacy (3 credits)*
- ~~INT 100 Fundamentals of Information Technology & Literacy (3 credits)~~

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Revision, effective 2-1-2022

Bachelor of Science in Computer Software Technology

Major Course Requirements (57 credits)

Core Course of Study

- *TEC 101 Fundamentals of Information Technology & Literacy (3 credits)*
- ~~INT 100 Fundamentals of Information Technology & Literacy (3 credits)~~

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Revision, effective 2-1-2022

Bachelor of Science in Cyber and Data Security Technology

Major Course Requirements (57 credits)

Core Course of Study

- *TEC 101 Fundamentals of Information Technology & Literacy (3 credits)*
- ~~INT 100 Fundamentals of Information Technology & Literacy (3 credits)~~
- *CYB 102 Network Penetration Testing – Breaching Defenses (3 credits)*
- ~~CPT 304 Operating Systems Theory & Design (3 credits) Prerequisite: CPT 200~~
- *CYB 200 Database Security Defense in Depth (3 credits)*
- ~~CPT 307 Data Structures, Algorithms, and Designs (3 credits) Prerequisite: CPT 200~~

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Revision, effective 2-1-2022

Bachelor of Arts in Applied Behavioral Science

Program Outcomes

Applied Behavioral Science major graduates will be able to:

- Analyze major concepts, theoretical perspectives, and empirical findings to solve complex problems in the field of study;
- Compose effective communications in a variety of formats for assessment, evaluation, and/or intervention purposes;
- *Apply effective methods to assessment, evaluation, and intervention at intrapersonal and interpersonal levels;*
- *Assess the value of empirical evidence, applying ethical practices and values, while acknowledging and respecting human diversity; and*
- *Evaluate diverse approaches that advance personal and professional development within various social constructs that promote inclusion and quality of life.*
- ~~Apply the principles of the scientific method to assessment, evaluation, and intervention at intrapersonal and interpersonal levels;~~
- ~~Explain the value of empirical evidence, acting ethically, and acknowledging and respecting human diversity; and~~
- ~~Utilize the scientific approach to address practical problems related to the cognition, affect, and behavior of individuals in social contexts.~~

Program Requirements

- *BUS 303 Human Resource Management (3 credits)*
- **MAT 232 Statistical Literacy (3 credits)*
- *ABS 415 Leadership & Ethics in a Changing World (3 credits)*
- ~~APSY 325 Statistics for the Behavioral & Social Sciences (3 credits) Prerequisite: MAT232~~
- *HHS 460 Research Methods in Health & Human Services (3 credits)*
- ~~PSY 326 Research Methods (3 credits)~~

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Revision, effective 2-1-2022

Bachelor of Arts in Child Development

The Child Development major will focus on a comprehensive study of children (infancy through adolescence), and the family, cultural, peer, school and neighborhood contexts that influence the development of children. With an increasing attention to the importance of factors impacting the development of children, the Child Development major will provide

investigation and knowledge of the development of children.

Program Outcomes

Child Development major graduates will be able to:

- *Explain child development theory and the cornerstones of developmental domains (physical, cognitive, social and emotional, and linguistic) from birth through 18 years old;*
- *Examine how family, culture, individual child/adolescent needs, and the interrelatedness of developmental domains are affected by context;*
- *Create strategies that foster respectful partnerships with diverse families and communities to support positive interactions and healthy child/adolescent development;*
- *Propose strategies to assess and support the learning and developmental needs of the individual child, focusing on at-risk youth; and*
- *Develop tools for ethical and intentional collaboration as a professional in a field related to the development of children and adolescents.*
- ~~Utilize knowledge of child development to construct and evaluate curriculum that effectively addresses the stages of development including cognitive, language, physical and affective development of young children;~~
- ~~Analyze the influence and impact of families and communities on a child's learning and development;~~
- ~~Describe how family structure and cultural backgrounds influence communication processes in a child's environment;~~
- ~~Evaluate the critical role of play in children's learning and development; and~~
- ~~Apply their knowledge as an advocate for children, families, childcare and education.~~

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Revision, effective 2-1-2022

Bachelor of Arts in Health Education

Program Requirements

- *HWE 415 Stress Management (3 credits)*
- ~~HCA 430 Special Populations (3 credits)~~

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Correction, published 3-10-2022

Public Administration Emphasis

- PPA 307 Intergovernmental Relations & Issues (3 credits) ~~Prerequisite: PPA 301.~~
- PPA 310 Public Organizational Theory & Behavior (3 credits)
- PPA 401 Urban Management (3 credits)
~~Prerequisite: PPA 301.~~

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Revision, effective 2-1-2022

Master of Arts in Organizational Management, Standard Specialization

- BUS 661 Leading Organizational Change (3 credits)
- BUS 638 International Business (3 credits)
- ~~BUS 616 International Business (3 credits)~~
- OMM 695 The Dynamics of Teamwork (3 credits)

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Correction, published 2-1-2022

Master of Arts in Human Services

Standard Specialization Requirement (9 credits)

Choose three classes from this list:

- ~~HUD 5420 Interdisciplinary Theories of Gerontology (3 credits)~~
- HUM 5060 Grant Writing (3 credits)
- HUM 5210 Recruiting & Coaching Volunteers (3 credits)
- HUM 5220 Non-Profit Principles & Practices (3 credits)
- HUM 5500 Human Services Administration (3 credits)
- ~~ORG 5574 Criminal Justice Organizations & their Functions (3 credits)~~
- ORG 5650 Contemporary Issues in Mental Health Care Compliance (3 credits)
- ~~ORG 6343 Intervention Strategies in Wellness Programs (3 credits)~~
- ~~ORG 6504 Leadership & Management (3 credits)~~
- ~~ORG 6570 Victimology: Theory, Research & Policy (3 credits)~~
- ORG 6660 Fiscal Administration in Mental Health Care Systems (3 credits)
- ~~PSY 6160 Family Systems & Dynamics (3 credits)~~
- ~~SOC 5510 Sociology of Health & Medicine (3 credits)~~

- ~~SOC 5610 Structure & Function of Nonprofit & Government Organizations (3 credits)~~

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Revision, published 12-17-2021

Master of Arts in Psychology

Degree Focus

The Master of Arts in Psychology program guides students through an in-depth exploration of the discipline. At the core of the program is the “generalist model,” a conceptual framework emphasizing an understanding of the processes that underlie human experience and behavior *in diverse settings*, as well as core knowledge, theories, and research in the field of psychology. *Students are encouraged to focus on developing a well-rounded and holistic understanding about the diverse areas of psychology to support their future endeavors.*

*Special Terms and Conditions: The Master of Arts in Psychology is **not a licensure program** and does not prepare an individual to become a licensed psychology professional. **No practicum or internship is associated with this degree.** The University of Arizona Global Campus does not guarantee that any professional organization will accept a graduate’s application to sit for any exam for the purpose of professional certification or licensure. Students seeking licensure or certification in the field of psychology should carefully research the requirements prior to enrollment. Requirements vary by state. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.*

Page 269-274

Corrections, published 3-2-2022

Update, published 5-25-2022 [Provisional Acceptance]

International Doctoral Program Offerings

Admissions Policies and Procedures

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English

~~Have the ability to study in English indicated by one of the following, including the submission of official transcripts or scores:~~

- ~~Earned Bachelor’s or Master’s degree in which the primary language of instruction was English;~~
- ~~Test of English as a Foreign Language (TOEFL) or International English Language Testing System~~

~~(IELTS) examination taken within the past two (2) years.~~

~~○ For the TOEFL, a minimum score of 550 paperbased or 70 internet-based is required.~~

~~○ For the IELTS, a minimum score of 6.5 is required.~~

~~● Submission of a written essay in English and virtual panel interview to determine English Proficiency.~~

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Additional Admission Requirements for Applicants with International Academic Credentials

The following requirements are applicable to international applicants and applicants relying on academic credentials earned outside the United States for admission to the Doctor of Management program. Please note that visa services are not provided, and that the University will not vouch for a nonimmigrant alien student's status or associated charges.

Admission Requirements

In addition to the ~~conditional~~ admission requirements outlined in the admission policy for Doctoral degree programs, documentation indicating that the student meets the following admission requirements are required for admission:

Provide an official evaluation ~~send~~ sent directly from an approved evaluation service indicating that the student has met the following requirement:

- The equivalent of an approved accredited Master's or Bachelor's degree from the United States.
- *Provisional acceptance may be made for select candidates who have a cumulative GPA of 2.0 from an international credential.*
 - *Students on Provisional Acceptance are required to have achieved a cumulative GPA at UAGC of 3.20 or higher at the conclusion of their first two courses. Students who have not met the requirements at the conclusion of the Provisional period will be dismissed from the University.*

All academic records from countries other than the United States must have been evaluated by any Global Campus approved foreign credential evaluation services.

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In-Residence Workshop Requirement

First In-Residence Workshop: Must be successfully completed prior to the start of the 9th credit of the program.

- ~~RES 8001~~ ~~RES 8101~~ In-Residence Workshop I 1

Second In-Residence Workshop: Must be successfully completed prior to the start of the 21st credit of the program.

- ~~RES 8002~~ ~~RES 8102~~ In-Residence Workshop II 2

Third In-Residence Workshop: Must be successfully completed prior to the start of the 30th credit of the program.

- ~~RES 8003~~ ~~RES 8103~~ In-Residence Workshop III 3

Doctoral Research

As a requirement for graduation from the University of Arizona Global Campus with a degree of Doctor of Management (DM), each student must complete and successfully defend an Applied Doctoral Project. The Doctoral Research phase begins after successful completion of the Doctoral Capstone Seminar and includes: ~~Applied Doctoral Project Planning I/II, and~~ Applied Doctoral Project courses.

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Doctoral Candidacy

Students in all Doctoral Programs will be conferred Doctoral Candidacy following their Doctoral Research committee approval of their Applied Doctoral Project (ADP): Project Justification Template. Candidacy is officially conferred by the Registrar following confirmation of progress by the student's ~~ADP Dissertation~~ Specialist. Prior to Doctoral Candidacy being conferred, the student should be referred to as a doctoral student; following being conferred, the students can be referred to as a doctoral candidate.

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Program-Specific Requirements

This program is currently only available to students within the partnership of UAGC and *Zhidao Education Tsinghua University*, launching in *Spring 2022* ~~Fall 2021~~. Applied Doctoral Project Students completing an Applied Doctoral Project (ADP) must complete a minimum of 5 credits by registering for five terms of Applied Doctoral Project credit, one credit per term. Please refer to the Applied Doctoral Project Requirement in this section of this Catalog for more

information. In-Residence Workshop Students in this program have an In-Residence Workshop requirement. These workshops are a graduation requirement. The In-Residence Workshop Series prepares students for their Applied Doctoral Project and post-doctoral experiences. Please refer to the In-Residence Workshop Requirement in this section of this Catalog for more information on the In-Residence Workshop requirements.

Capstone and Applied Doctoral Project Courses (9 credits)

- ~~DOE~~ *ORG 8770* Doctoral Capstone Seminar (4 credits)
- RES 8981-8985 Applied Doctoral Project (5 credits)*

*Students satisfactorily progressing through the ADP experience, but not meeting the required milestones in the designated timeframe, will be required to reenroll in the corresponding ADP experience.

Graduation Requirements

To be eligible for the Doctor of Management, a student must successfully complete the following:

- The approved program consisting of 54 credits;
- Applied Doctoral Project;
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University; and
- Three non-credit In-Residence Workshops (RES 8001, RES 8002, RES 8003) The degree will be noted on the transcript as a Doctor of Management.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the *ADP Dissertation* for binding, the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.