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 focuses 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 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.

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 3 Credits
Defenses
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 commons strategies for exploiting database infrastructures, and exploit weaknesses. Students will also gain an understanding of auditing fundamentals.

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.

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.

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.

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.

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 3 Credits in Education Decision Making

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]

ENG 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-benefit analysis is developed in student-driven research projects.

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

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, philological, 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 3 Credits School Setting
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 statements and international markets and institutions, and other related subjects. This course is structured to support student success in fulfilling program requirements.

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 provides 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.

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 ICD, 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 sixteenth 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, 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 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 680

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.

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**  
This course 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.

**MHA 601 Principles of Health Care Administration**  
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**  
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**  
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**  
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:

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 and research designs for investigating the etiology of disease. Students will examine quantitative measures to determine risk, association, and procedures for standardization of rates.

**MPH 608 Health Communication Practice & Theory**  
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 empathetically.

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**  
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.

**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.

**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 represent the hospitality and tourism industry. 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.

Page 1
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, providing 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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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
E / titleIX@uagc.edu
M / 180 South Arizona Avenue, Suite #301, Chandler, AZ 85225

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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


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 compliant 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 incapacity 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 fact-based harassment, which if 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.

- 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 1-24-2021**

**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 intoxicated 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 1-31-2022**

**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 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 AP 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 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 100
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. 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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Revision, Published 1-24-2022

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
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.

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.

  o 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.*

  o 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.

  o 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.*

  o 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 2-1-2022*

**Major Course Requirements (45 credits)**

**Bachelor of Arts in eMarketing**

* 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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**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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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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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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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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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.

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)
- PSY 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)
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.

Choose three classes from this list:

- HU 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)
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.