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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.

ASH 101 Launchpad: Developing Skills & Strategies for Success 3 Credits
As a new student to the University of Arizona Global Campus, there are many things to look forward to on one’s academic journey. Beginning with this first course, students can look forward to acquiring tools and strategies for academic success. Students will apply personal strengths, skills, and lifelong learning strategies to career competencies, making a meaningful connection between their learning and their future professional work. The goal of this course is to enlighten and empower students personally, academically, and professionally. This course is not available for non-degree seeking students and is not available as an elective.

BUS 105 Business & Academic Success 3 Credits
In today’s modern business world, professionals must have an understanding of the connection between organizational, leadership, and career success. Get ready to learn the foundational skills necessary for success, both as a Forbes School of Business and Technology student, as well as an organizational leader in a variety of settings. The focus of this course will be on understanding leadership as a highly valued commodity, developing leadership skills and styles, and using effective leadership skills to meet organizational objectives. Additionally, you will be introduced to the many learning resources available to the University of Arizona Global Campus students to support their academic success. This course is not available for non-degree seeking students and is not available as an elective.

BUS 308 Statistics for Managers 3 Credits
This course is a practical introduction to the concepts of statistics and its many applications in Descriptive statistics, Hypothesis testing, ANOVA, and Regression for business administration students with emphasis on Excel’s tools for statistical analysis.

This course examines the application of statistical analysis, hypothesis testing, and regression analysis in business decision-making. Additionally, the course focuses on the utilization of statistical methods as applied to business problems and operations.
Prerequisite: Fulfillment of Quantitative Reasoning Core Competency. [Effective 11/17/2020 the course description updated]

BUS 600 Management Communications With Technology Tools 3 Credits
This course is designed to introduce the student to Graduate Business programs, with emphases upon conceptualizing communication and communication processes in the context of organizations, management and career. Emphasis will be on technology, theories and models, qualitative communication research and presentations. [Effective 3/16/2021 the course description updated]
This course is designed to introduce the student to the University of Arizona Global Campus Graduate Business programs, with emphases upon conceptualizing communication and communication processes in the contexts of organizations and leadership. Emphasis will be on technology, theories and models, qualitative communication research methodologies, and research writing.

BUS 650 Managerial Finance 3 Credits
This course is no longer offered, it has been replaced with BUS 629.

BUS 655 Financial Investment Management 3 Credits
This course is no longer offered, it has been replaced with FIN 677.

BUS 686 Capstone Strategic Simulation 3 Credits
This course is no longer offered, it has been replaced with BUS 687.

ECA 380 Becoming an Early Childhood Education Leader in Today’s Society 3 Credits
Prerequisite: ECE 312
[correction to the description has always had this prerequisite]

ECA 400 Building, Maintaining & Leading Early Childhood Education Programs 3 credits
Prerequisite: ECA 380
[correction to the description has always had this prerequisite]

ECA 435 Leading the Future of Early Childhood Education 3 Credits
Prerequisite ECA 400
[correction to the description has always had this prerequisite]

ECE 353 Cognitive Development of Infants & Young Children 3 Credits
In this course, students will explore cognitive development from infancy through adolescence. They will be responsible for identifying the theoretical frameworks that support cognitive development. Students will have the opportunity to explain the development of perception, attention, and memory. Students will utilize the concepts of knowledge, categorization, and conceptual development in professional contexts. They will also evaluate concepts of language development, thinking, reasoning, and decision making in diverse environments. Additionally, students will prepare to support cognitive development through professional collaboration.

HCA 340 Managing in Health & Human Services 3 Credits
Managing in Health and Human Services is designed to provide students with an overview of health care institutions’ organizational structure and management theories. Students will explore the challenges that health care organizations face, such as human services, organizational design, managing finances, program evaluation, leadership theories, program planning and implementing supervisory relations. Students will research clinical and administrative positions that contribute to the delivery of quality health care services. Prerequisite: HCA 205, HCA 305 or HPR 231. [Effective 1/05/2021 the course description updated]

An upper level management course providing basic management theory for the beginning manager. Management challenges, human service environments, management theories, organizational design, program planning and implementing supervisory relations, managing finances, program evaluation, leadership theories and teams in organizations are explored.

HSM 315 Emergency Planning 3 Credits
This course is no longer offered, it has been replaced with HSM 318.
### OMM 695 The Dynamics of Teamwork  
**3 Credits**  
This course analyzes the creation and utilization of effective teams and approaches to motivate and maintain productive teamwork. The course will explore common obstacles that can negatively impact team performance and examines approaches to counteract the forces that negatively impact team effectiveness. Additionally, this course will investigate special considerations that leaders will need to examine to foster productive teamwork in a socially conscious, technologically adept, and global marketplace. This course is not available for NDS and should be taken last in the program.

### RES 7302 Applied Research I  
**3 Credits**  
As the first part of a two-course sequence for students who will do an Applied Doctoral Project (ADP), this course involves the advanced study of research design, and the quantitative and qualitative methods that can be used in addressing research questions. The course covers social scientific inquiry and research design, quantitative methodologies, and qualitative methodologies. Students will apply these approaches to a topic of their choice as a possible direction for developing their own ADP.  
This course involves the advanced study of research design, and the quantitative and qualitative methods that can be used in addressing research questions. The course is divided into three sections, which cover social scientific inquiry and research design, quantitative methodologies, and qualitative methodologies. Qualitative methods will be emphasized, but a foundation for quantitative methodological principles will be provided. Students will be required to complete a training on ethics in research, as well as complete a qualitative research proposal in an area of interest, which may include dissertation related research.  
[Effective 03/09/2021 the course title & description have updated, previously titled, Advanced Research Methods]

### RES 7430 Applied Research II  
**3 Credits**  
As the second part of a two-course sequence for students who will do an Applied Doctoral Project (ADP), this course involves exploring project approaches specific to ADP development. Approaches include: Systematic Literature Review; Program Evaluation; Action Research; Program development; and Handbooks. Students will apply at least two of those approaches to their possible ADP topic and be equipped to explore a chosen approach deeper as part of future completion of their ADP.  
Action research is a reflective process of collaborative, participatory problem solving. This course addresses the processes and procedures for conducting action research, as well as how to develop an action research plan. Students will attain a conceptual and applied understanding of action research methods and the skills to use these methods to transform an organization through data-driven decision-making. Students will be able to critically analyze and design action research projects, collect and analyze data, interpret results, and articulate action research principles as a leader in relevant contexts.  
[Effective 02/16/2021 the course title and description have updated, previously titled, Action Research]

### SOC 203 Social Problems  
**3 Credits**  
This course is no longer offered, it has been replaced with SOC 302.

### SOC 315 Cross-Cultural Perspectives  
**3 Credits**  
This course is no longer offered, it has been replaced with SOC 301.

### WEB 301 Web Front-End Design & Development  
**3 Credits**  
This course is no longer offered, it has been replaced with INT 304.
Errata
The errata listed below apply to the University of Arizona Global Campus University Academic Catalog 2020-2021 (effective date is December 1, 2020 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 48
Revised, Published 12-23-2020

Annual Security Report
In compliance with the Clery Act, the University has compiled the University of Arizona Global Campus Annual Security Report. This report is required by federal law and contains policy statements and crime statistics compiled by the University. This information addresses the University’s policies, procedures, and programs concerning safety and security such as policies for responding to emergency situations and sexual offenses. Statistics for the previous three calendar years are included for crimes that were reported to have occurred onsite, in or on off-site buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the University. This report is available at https://edgecastcdn.net/006FDC/PDF/Annual_Security_Report.pdf. Students may also request a paper copy of the report be mailed to them by emailing their request to studentaffairs@uagc.edu.

Campus Security and Fire Safety Report
The Campus Security and Fire Safety Report for the University of Arizona Global Campus is compiled annually in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and is available for review. This report is required by federal law and contains policy statements and crime and fire statistics compiled by the University. The statements address the University’s policies, procedures, and programs concerning safety and security, for example, policies for responding to emergency situations, fire safety, and sexual misconduct offenses. Statistics for the previous three calendar years are included for certain types of crimes that were reported to have occurred on campus, in or on off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. This report is available at www.uagc.edu/campus_security_and_fire_safety_report. Students may also request a paper copy of the report be mailed to them by emailing their request to studentaffairs@uagc.edu.

Page 66
Revised, Published 03-05-2021

College Continuation Benefit
Students who were previously receiving a Full Tuition Grant (FTG), Tuition Grant (TG), Employee Tuition Savings (ETS), Shared Tuition Savings (STS), Tuition Benefit (TB), Head Start Grant, Walgreens Scholarship, or Bridgepoint Education Tuition Benefit may be eligible for the College Continuation Benefit if they are no longer eligible for benefits through their employer affiliation and are in good standing with the University of Arizona Global Campus. The College Continuation Benefit offers a tuition benefit of up to 40% off tuition costs and will align with the student’s previous benefits if less than 40%. Fee waivers may also be provided to align with fees waived under the previous grant or benefit type. Former FTG, TG, and ETS, and STS students utilizing the College Continuation Benefit will be required to utilize a primary payment option other than CFTG, GFTG, BHTG, or ETS, or STS.

Page 68
Deleted, Effective 12-31-2020

RN to BSN Grant
Students starting in the RN to BSN program on or after March 5, 2019 may be eligible for a grant that reduces tuition for all undergraduate courses to $350 per credit (a $135/credit savings) for your entire BSN program. Students who exceed 14 days of consecutive nonattendance and are not on an approved Academic Leave may be removed from the RN to BSN Grant. This program may not be utilized concurrently in the same enrollment period with any other Global Campus sponsored grant, scholarship, or benefit program. For full details, please review the official terms and conditions of the grant.

Page 84
Correction, Published 03-04-2020

Iowa Tuition Refund Policy
The Iowa Tuition Refund Policy applies to residents of Iowa who are enrolled in the University’s online courses.
If an Iowa student enrolled in a course drops, or is administratively dropped, from the course, and their last date of attendance (LDA) at the University is on or before the drop date listed below, the tuition refund is calculated according to the UAGC Tuition Refund Schedule:

<table>
<thead>
<tr>
<th>Course/Term Length (weeks)</th>
<th>Drop Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five-Week Courses</td>
<td>Day 21</td>
</tr>
<tr>
<td>Six-Week Courses</td>
<td>Day 25</td>
</tr>
<tr>
<td>Nine-Week Courses</td>
<td>Day 38</td>
</tr>
</tbody>
</table>

If an Iowa student enrolled in a course drops, or is administratively dropped, from the course, and their last date of attendance (LDA) at the University is beyond the drop date listed above, the tuition refund is calculated according to the subsequent formula:

\[
\text{Under Iowa’s policy, the University will reverse 100\% of any charges assessed at the beginning of a payment period for any subsequent courses in that payment period in which the student had not begun attendance at the time of withdrawal.}
\]

Page 88
Correction, Published 12-18-2020
Written Communication Competency

- BUS 123 ENG 123 Business Writing with Confidence, Clarity & Style (3 credits)

Page 134
Revision, Published 12-31-2020
Additional Conditional Admission Requirements for Applicants with International Academic Credentials

The following requirements are applicable to applicants relying on academic credentials earned outside the United States for admission. Please note that visa services are not provided and that the University will not vouch for a nonimmigrant alien student’s status or associated charges. In addition to the conditional admission requirements outlined in the admission policy for Associate of Arts degree programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

- Submit copies of an unofficial evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
  - Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by the University of Arizona Global Campus transfer credit policies;
  - Achievement of equivalency of a United States high school diploma.

- All academic records from countries other than the United States must have been evaluated by any Global Campus approved foreign credential evaluation services. one of the following evaluation services:
  - Educational Credentials Evaluators, Inc. (ECE); OR
  - World Education Services (WES).

Note: Applicants who have already had their international credentials evaluated prior to applying to the University of Arizona Global Campus may petition the Registrar’s Office for acceptance of evaluations from other credible agencies.

Page 85
Correction, Published 03-04-2020
The University of Arizona Global Campus First Course Refund Schedule (The Promise)

If an Iowa student enrolled in their first course drops, or is administratively dropped, from the course, and their last date of attendance (LDA) at the University is on or before the drop date listed below, the tuition refund is calculated according to the University of Arizona Global Campus First Course Refund Schedule (The Promise):

<table>
<thead>
<tr>
<th>Program</th>
<th>Drop Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Level Programs</td>
<td>Day 21</td>
</tr>
<tr>
<td>Nonterm Graduate Level Programs</td>
<td>Day 25</td>
</tr>
</tbody>
</table>

If an Iowa student enrolled in their first course drops, or is administratively dropped, from the course, and their last date of attendance (LDA) at the University is beyond the drop date listed above, the tuition refund is calculated according to the Iowa Tuition Refund Policy.
Additional Conditional Admission Requirements for Applicants with International Academic Credentials

The following admission requirements are applicable to applicants relying on academic credentials earned outside the United States. Please note that visa services are not provided and that the University will not vouch for a nonimmigrant alien student’s status or associated charges. In addition to the conditional admission requirements outlined in the admission policy for Bachelor’s degree programs, copies of documentation indicating that the student meets the following admission requirements are required for conditional admission:

- Submit copies of an unofficial evaluation from an approved evaluation service indicating that the student has met one of the following requirements:
  - Completion of a two-year program from an appropriately accredited post-secondary institution, as defined by the University of Arizona Global Campus transfer credit policies.
  - Achievement of equivalency of a United States high school diploma.
- All academic records from countries other than the United States must have been evaluated by any Global Campus approved foreign credential evaluation services. One of the following evaluation services:
  - Educational Credentials Evaluators, Inc. (ECE); OR
  - World Education Services (WES).

Note: Applicants who have already had their international credentials evaluated prior to applying to the University of Arizona Global Campus may petition the Registrar’s Office for acceptance of evaluations from other credible agencies.

Conditional Admission Requirements for Bachelor's Degree Programs

Failing to meet Basic Academic Requirements (BAR) (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

*Students with zero (0) traditional college-level transferable credits are also required to successfully complete an online orientation prior to enrolling in credit-bearing coursework.*

Students who fail to meet Basic Academic Requirements are denied admission and are required to successfully complete the Student Success Orientation as a prerequisite to a subsequent attempt (if they have not already successfully completed it).

Bachelor’s Program Course Sequencing

Students with zero (0) traditional college-level transferable credits are also required to successfully complete an online orientation prior to enrolling in credit-bearing coursework as outlined in the Admission Policies and Procedures for Online Bachelor's Degree Programs.

Bachelor of Arts in Child Development

Major Course Requirements

- ECE 350 Cognitive Development of Infants through Adolescents (3 credits)
- ECE 353 Cognitive Development of Infants & Young Children (3 credits)

Program Outcomes

1. Summarize principles of child development including cognitive, physical, linguistic, social-emotional and affective domains that define healthy, respectful, supportive, and developmentally stimulating environments for children;
2. Design developmentally appropriate teaching strategies to implement professional learning standards and curriculum, focused on meeting the academic and developmental needs of children;
3. Justify the goals, benefits, and responsible use of observation, documentation, and assessment strategies in working with families, colleagues, and communities to determine appropriate learning methods for children;
4. Analyze effective strategies that focus on collaboration and communication with families, communities, and colleagues to foster positive and
supportive relationships that impact learning and development of children;

5. Analyze the principles of equity, pedagogy, and inclusivity to meet the needs of typically and atypically developing children, as well as culturally and linguistically diverse children and their families; and

6. Promote ethical standards through reflective practice and collaboration, critical application of current research and theories, and identification as an early childhood professional and leader while continually advocating on behalf of children and families.

Page 189
Correction, Published 02-17-2020

Bachelor of Arts in Early Childhood Education Administration

Program Outcomes

1. Summarize principles of child development including cognitive, physical, linguistic, social-emotional and affective domains that define healthy, respectful, supportive, and developmentally stimulating environments for children;

2. Design developmentally appropriate teaching strategies to implement professional learning standards and curriculum, focused on meeting the academic and developmental needs of children;

3. Justify the goals, benefits, and responsible use of observation, documentation, and assessment strategies in working with families, colleagues, and communities to determine appropriate learning methods for children;

4. Analyze effective strategies that focus on collaboration and communication with families, communities, and colleagues to foster positive and supportive relationships that impact learning and development of children;

5. Analyze the principles of equity, pedagogy, and inclusivity to meet the needs of typically and atypically developing children, as well as culturally and linguistically diverse children and their families;

6. Promote ethical standards through reflective practice and collaboration, critical application of current research and theories, and identification as an early childhood professional and leader while continually advocating on behalf of children and families;

7. Integrate leadership skills by fostering critical decision-making and the process of change to effectively lead and manage early childhood education and care settings; and

8. Analyze the resources and skills necessary to communicate and implement the fiscal, legal, and ethical requirements of administering a quality child care program.

Pages 227
Revision, Published 12-31-2020

Additional Admission Requirements for International Applicants

In addition to the requirements for provisional admission outlined in the admission policy for Master’s programs, copies of documentation indicating that the student meets the following admission requirements are required for provisional admission:

- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met the following requirements:
  - The equivalent of a regionally or approved nationally accredited Bachelor’s degree from the United States.
  - The requirement for official evaluation of the Bachelor’s degree may be waived when a Master’s degree has been earned at an appropriately accredited university in the United States.

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

one of the following evaluation services:
- Educational Credentials Evaluators, Inc. (ECE); OR
- World Education Services (WES)

Note: Students who have already had their international credentials evaluated prior to applying to the University of Arizona Global Campus may petition the Office of the Registrar for acceptance of evaluations from other credible agencies.

Page 234
Revision, Effective for students starting on or after 05/11/2021

Master of Arts in Organizational Management
Specialization requirements

Standard Specialization
- BUS 661 Leading Organizational Change (3 credits)
- BUS 616 International Business (3 credits)
- OMM 695 The Dynamics of Teamwork (3 credits)
- OMM 612 Managing in Social Change (3 credits)
- BUS 644 Operations Management (3 credits)
- OMM 692 Organizational Management Strategy (3 credits)

Pages 273
Revision, Published 12-31-2020

Additional Admission Requirements for International Applicants

In addition to the requirements for provisional admission outlined in the admission policy for doctoral programs, copies of documentation indicating that the student meets the following admission requirements are required for provisional admission:

- Submit copies of an official evaluation from an approved evaluation service indicating that the student has met the following requirements:
  - The equivalent of a regionally or approved nationally accredited Master’s degree from the United States.
- All academic records from countries other than the United States must have been evaluated by any Global Campus approved foreign credential evaluation services. One of the following evaluation services:
  - Educational Credentials Evaluators, Inc. (ECE); OR
  - World Education Services (WES)

Note: Students who have already had their international credentials evaluated prior to applying to