



2022-2023 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.

AIS 600 Analytics & Artificial Intelligence for Decision Support **3 Credits**

This course Introduces the essentials of Artificial Intelligence (AI) as a discipline and as it relates to analytics in supporting the process of decision making. Students will learn fundamentals of methods and techniques used to develop business analytics. The course introduces examples, products, and services used by modern day organizations using AI and various types of analytics to make business decisions.

AIS 620 Statistics and Data Sciences for Business Leaders **3 credits**

This course introduces statistics, data sciences and their applications when working with and interpreting data at workplace. The course introduces a foundation for understanding of probabilistic reasoning and the evaluation of data for decision making.

BUS 119 Principles of Personal & Organizational Leadership **3 Credits**

This course provides an introduction and analysis of the fundamental principles of leadership, skills development, and the application of leadership skills in today's interconnected world. Students will learn and apply leadership theories through self-assessment and critical thinking. Various leadership styles and skills will be examined along with the emergent, strength-based leadership style, and the destructive side of leadership. The importance of comprehensive leadership to embrace diversity and inclusion while managing conflict, along with factors directly related to ethical leadership will be explored. In this course students will become familiar with different ways of employing leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context.

~~This is a leadership skills development course. This course provides an overview and introduction to leadership principles and leadership applications in various organizational settings. It examines the concept of leadership, leadership styles, traits, and types, and the evolution of leadership behaviors observed during recent generations.~~

BUS 330 Principles of Marketing **3 Credits**

This course examines the evolution of the marketing philosophy. Subject matter expands on the steps marketers take to understand the customers, determine their needs and wants, and develop a marketing plan. In addition, an examination of external and internal environments impacting marketing decisions, the elements of a marketing program, and issues in ethics and social responsibility are discussed.

~~The methods used by producers of goods and services to determine and satisfy the wants of society. An examination of external and internal environments that impact marketing decisions, the basic elements of a marketing program, and issues in ethics and social responsibility.~~

BUS 612 Advanced Project Procurement **3 Credits**

(This course is no longer offered; last offer date was 7/05/2022.)

ECD 201 Atypical Development **3 Credits**

~~Prerequisite: ECD 101~~

ECD 301 Foundations of Early Intervention **3 Credits**

~~Prerequisite: ECD 201~~

ECD 302 Safe and Healthy Learning Environments **3 Credits**

~~Prerequisite: ECD 201~~

ECD 305 Positive Learning Environments **3 Credits**

~~Prerequisite: ECD 301 and ECD 302~~

ECD 315 Curriculum Planning & Design for Early Learners **3 Credits**

~~Prerequisite: ECD 310~~

ECD 330 Ethics and Legal Responsibility in Early Learning Settings **3 Credits**

~~Prerequisite: ECD 315 and ECD 320~~

ECD 340 Language & Literacy Development **3 Credits**

~~Prerequisite: ECD 335~~

ECD 345 Family Systems and Community Resources **3 Credits**

~~Prerequisite: ECD 336~~

ECD 405 Assessment & Intervention **3 Credits**

~~Prerequisite: ECD 340 or ECD 345~~

ECD 415 Foundations of Play & Learning **3 Credits**

~~Prerequisite: ECD 405~~

ECI 610 21st Century Curriculum, Standards, & Assessment **3 Credits**

This course examines the relationship between curriculum design and instructional strategies deemed best practices. Students design creative, student-centered, and standards-based learning opportunities incorporating 21st-century skills. Participation in this course challenges students to commit to a shift away from educational approaches of the past and embrace proven effective methods to engage diverse learners in a variety of learning environments. Prerequisite: ECI 601.

This course establishes the relationship between curriculum design and instructional strategies deemed best practices. Students design creative, student-centered, and standards-based learning opportunities incorporating 21st century skills. Participation in this course challenges students to commit to a shift away from educational approaches of the past and embrace proven effective methods to engage diverse learners in a variety of learning environments.

EDU 324 History of American Education **3 Credits**

In this course students are introduced to the history of education in the United States by exploring the ideologies and theoretical frameworks that have shaped the social, political, cultural, and economic tenets within educational institutions in America. The course explores a historical perspective on the experiences of diverse groups of people within our nation's schools. A particular focus on

issues of power and privilege and the ways that race, class, gender, and sexuality intersect with school policies is highlighted. As a culminating project, students will demonstrate an understanding of the development of American education by explaining key historical conditions and events that have shaped the realities of the present-day educational system.

This course provides an overview of sentinel events, theories, and important historical figures that have shaped the United States education system.

EDU 336 Evaluation of E-Learning 3 Credits

In this course, students will examine eLearning in a variety of forms. Students will explore various instructional design eLearning principles, their application to eLearning materials, and will develop the skills necessary to evaluate eLearning products. Through the study of eLearning, students will also learn to identify evaluation methods that are appropriate to both context and audience. In this course, students will examine eLearning in a variety of forms. Students will explore various instructional design eLearning principles, their application to eLearning materials, and will develop the skills necessary to evaluate eLearning products. Through the study of eLearning, students will also learn to identify evaluation methods that are appropriate to both context and audience. Prerequisites: EDU 120 and EDU 232.

EDU 7000 Learning & Cognition 3 Credits

Educational practice is based on theories and philosophies of learning and cognition. This course will focus on theories and philosophies of learning and cognition along with ways in which these theories are studied and applied in educational practice. This course must be taken at UAGC, it cannot be met with transfer credits. Educational practice is based on theories and philosophies of learning and cognition. These accepted theories have evolved, from idealism to realism, pragmatism to constructivism, and are incorporating new research in brain-based learning. This course will focus on theories and philosophies of learning and cognition along with ways in which these theories are studied and applied in educational practice.

EDU 7100 History of Education & Social Change 3 Credits

This course examines the history and philosophy of education, as well as a systematic analysis of the effect of social change on education and vice versa. Learners will also develop skills and strategies in scholarly research and establish professional goals. This course examines the history and philosophy of education, as well as a systematic analysis of the effect of social change on education and vice versa.

EDU 7120 Transformative Issues & Trends in Education 3 Credits

In this seminar class, students will examine cultural, institutional and social issues impacting education today and how they shape educational processes and outcomes. Students will be introduced to extensive academic and professional resources as you explore topics of interest around policy, technology, culture, leadership, teaching and learning. Application of techniques for conducting evidence based research will help students formulate and support positions around issues and topics. Students will also conduct an in-depth review of an educational topic of choice to present and discuss with peers. This course gives students an opportunity to delve deeply into topics relevant to them and to inform and educate peers around these topics.

In this seminar class, students will examine cultural, institutional and social issues impacting education today and how they shape educational processes and outcomes. Students will be introduced to

extensive academic and professional resources as you explore topics of interest around policy, technology, culture, leadership, teaching and learning. Application of techniques for conducting evidence based research will help students formulate and support positions around issues and topics. Students will also conduct an in-depth review of an educational topic of choice to present and discuss with peers. This course gives students an opportunity to delve deeply into topics relevant to them and to inform and educate peers around these topics.

ENG 225 Introduction to Film 3 Credits

This course is designed to expand students' appreciation of film and knowledge of how films are made. Through analysis of storytelling in a visual medium, students will examine the ways in which movies are shot, develop characters, evoke emotion, depict physical reality, reflect society, and have the power to influence it. Though the focus of the course is film itself, students will gain deeper intercultural fluency while growing their skills in critical thinking, written communication, and visual analysis.

This course is designed to help students understand and appreciate movies and film more completely. The course examines the ways in which movies and films are shot, tell stories, develop characters, and depict physical reality. Classes consist of critique and analysis of movies and films.

ENG 317 International Voices 3 Credits

An introduction to contemporary world literature, focusing on universal themes and trending issues across cultures. This interdisciplinary course puts written works of different genres in dialogue with works of associated arts, such as photography, painting, film, and music. Students assess how language and literature shape and are shaped by the history, traditions, and individual identities of diverse human cultures.

An introduction to recent international writing in its cultural context. Students read fiction, nonfiction, poetry, and interview, and are introduced to music, art, film, and cuisine of cultures beyond U.S. borders. Prerequisites: Fulfillment of English Proficiency requirement.

ESE 610 Assessment & Evaluation of Students with Mild to Moderate Disabilities 3 Credits

Assessment and Evaluation of Students with Mild to Moderate Disabilities provides a comprehensive examination of the assessment and evaluation cycle employed within the special education process. During this course, learners will distinguish the special educator's role within the multidisciplinary assessment process including how the evaluative data drives the planning and development of an individualized program. Additionally, the mandatory safeguards that assure ethical evaluation and assessment practices do not discriminate on the basis of human difference, identity, or social group difference (including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, or (dis)ability).

Assessment & Evaluation of Students with Mild to Moderate Disabilities provides a comprehensive examination of the assessment and evaluation cycle employed within the special education process. During this course, learners will distinguish the special educator's role within the multidisciplinary assessment process including how the evaluative data drives the planning and development of an individualized program. Additionally, the mandatory safeguards that assure ethical evaluation and assessment practices do not discriminate on the basis of race, culture, or native language are examined.

ESE 645 Lesson Design for Students with Mild to Moderate Disabilities

3 Credits

This course explores the methods of evidence-based instructional planning, lesson design, and instructional strategies and supports for students with exceptionalities. Learners will create an instructional design and lesson plan portfolio that incorporates individualized goals and objectives across skill domains and progress assessment, as well as aligned quality differentiated instruction techniques, assistive technologies, collaborative planning, and scaffolded supports for learning activities assisting students in various inclusive learning environments. Prerequisite: ESE 601.

~~This course explores the methods of effective instructional planning, lesson design, and teaching strategies for students with mild to moderate disabilities. Learners will develop quality differentiated instruction techniques for various student profiles. Additionally, learners will create individualized goals and objectives for students with disabilities.~~

GEN 101 Developing Skills & Strategies for Success

3 Credits

New students at UAGC have many things to look forward to on their 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.

HPR 232 Community Health Promotion Methods

3 Credits

This course provides an overview of the professional scope of entry-level public health specialists. Students gain knowledge of organizational concepts, processes, skills, attitudes, and personal characteristics comprising the field of public health. The course content explores the theoretical and practical issues of the field of community health that enable students to identify and apply methods to health challenges facing individuals, groups, and communities.

~~This course provides an overview of the professional scope of entry-level health educator responsibilities. Students gain knowledge of organizational concepts, processes, skills, attitudes, and personal characteristics comprising the field of health education. The course content explores the theoretical and practical issues of the field of community health that enable students to identify and apply health education principles to health challenges facing individuals, groups, and communities.~~

IDT 602 Instructional Analysis II

3 Credits

This course builds on the work completed in IDT601: Instructional Analysis I. Weekly course work will culminate in the completion of an instructional design project proposal (IDPP) and a conference presentation and proposal (CPP). Major components to the IDPP include: addressing the strategies and resources as well as the outcomes that the target population will achieve as a result of the instructional intervention. The CPP is an opportunity to construct and present a proposal for the instructional design project as if planning to do so at an academic or professional conference. Although an actual conference will not be attended, a presentation will be recorded for MSIDT program peers and the program's faculty to view. The proposal format used has been adapted from the Association for Educational Communications and Technology (AECT) conference proposal. The AECT was chosen as it is a prominent organization in the field of instructional design and technology. Prerequisite: IDT 601

~~This course builds on the work completed in IDT 601: Instructional Analysis I. Weekly course work will culminate in the completion of instructional design project proposal (IDPP) and a conference presentation and proposal (CPP). Major components to the IDPP include: addressing the strategies and resources as well as the outcomes that the target population will achieve as a result of the instructional intervention. The CPP is an opportunity to construct and present a proposal for the instructional design project as if planning to do so at an academic or professional conference. Although an actual conference will not be attended, a presentation will be recorded for MSIDT program peers and the program's faculty to view. The proposal format used has been adapted from the Association for Educational Communications and Technology (AECT) conference proposal. The AECT was chosen as it is a prominent organization in the field of instructional design and technology. In addition, students will take part in professional network development (PND) activities and discussions to create connections to other professionals via social networking technologies in the field of instructional design and technology.~~

IDT 603 Instructional Design and Technology I

3 Credits

This course builds on the work completed in IDT602 Instructional Analysis II. Weekly course work will culminate in the completion of a design document, flowcharts, and storyboards. The design document is where additional factors that may affect the design of the Final Project will be considered while the flowcharts and storyboards will provide graphical and visual details related to project navigation, usability, and design. These storyboards serve as the development specifications for instructional materials developed in the next course, IDT604: Instructional Design and Technology II. In addition, students will take part in professional network development (PND) activities. Prerequisite: IDT 602.

~~This course builds on the work completed in IDT 602: Instructional Analysis II. Weekly course work will culminate in the completion of a design document, flowcharts, and storyboards. The Design Document is where additional factors that may affect the design of the final project will be considered while the flowcharts and storyboards will provide graphical and visual details related to project navigation, usability, and design.~~

IDT 605 ID Project Management

3 Credits

This course builds on the work completed in IDT605 ID Project Management. Students will engage in research activities culminating in a series of article critiques and the completion of a technology market study. Student will also make project design revisions. In addition, students will take part in professional network development (PND) activities and discussions to create connections to other professionals via social networking technologies in the field of instructional design and technology. Prerequisite: IDT 604
This course builds on the work completed in IDT 604: Instructional Design and Technology II. Weekly course work will culminate in the completion of a communication and management plan. The communication and management plan will address the communication hierarchy, preferred methods of communication, and how frequently everyone should be communicating. Students will also provide an overview of how the content will be sequenced in their projects as well as conduct a topic and/or concept and/or task analysis depending on the nature of the content and project.

LDR 6270 Financial Leadership & Management

3 Credits

(This course is no longer offered; last offer date was 11/23/2021)

JRN 301 Newsgathering & Reporting

3 Credits

This course will focus on gathering, evaluating, writing and editing information for news stories tailored for various forms of media and audiences.

~~This course focuses on gathering, evaluating, writing, and editing information for news stories tailored to various forms of media.~~

Prerequisite: JRN 200 or JRN 201

MGT 415 Group Behavior in Organizations **3 Credits**
(This course is no longer offered; last offer date was 6/14/2022.)

MPH 650 Public Health Practicum I 1 Credit

The practicum provides students with a unique opportunity to gain professional experience and apply knowledge and skills learned in the classroom to real-world public health settings and real-time public health issues. The practicum is critical to students' academic and professional development and their ability to become competent in the practice of public health. This course includes 30 hours of practicum experience. Prerequisite: Practicum Site approval. *This course may not be taken outside of this program and is not available for Non Degree Seeking students.*

MPH 651 Public Health Practicum II 1 Credit

The practicum provides students with a unique opportunity to gain professional experience and apply knowledge and skills learned in the classroom to real-world public health settings and real-time public health issues. The practicum is critical to students' academic and professional development and their ability to become competent in the practice of public health. This course includes 30 hours of practicum experience. Prerequisite: MPH 650. *This course may not be taken outside of this program and is not available for Non Degree Seeking students*

MPH 652 Public Health Practicum III 1 Credit

The practicum provides students with a unique opportunity to gain professional experience and apply knowledge and skills learned in the classroom to real-world public health settings and real-time public health issues. The practicum is critical to students' academic and professional development and their ability to become competent in the practice of public health. This course includes 30 hours of practicum experience. Prerequisite: MPH 651. *This course may not be taken outside of this program and is not available for Non Degree Seeking students*

MPH 653 Public Health Practicum Extension 3 Credits

When practicum is incomplete and all courses in the Master of Public Health degree are complete, students must register in Public Health Practicum Extension consecutively until the Practicum is complete. Prerequisite: MPH 652. *This course may not be taken outside of this program and is not available for Non Degree Seeking students*

MPH 699 Public Health Capstone/Culminating Experience **3 Credits**

The public health capstone is an opportunity for students to work on a public health project that is of particular interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience. The project is done under the direction of a faculty member. Prerequisite: MPH 605 and MPH 650. *This course is not available for nondegree seeking students.*

PRM 400 Project Risk Management **3 credits**

The uncertainty of cost, schedule, and performance of projects are risks that need to be managed. Students will examine the positive and negative effects of risks at the "individual" level as well as the effects of "overall" project risk. By learning ways to measure, assess, and respond to risk, students will be better prepared to prevent, mitigate, and control potential risk areas, and be able to take necessary actions to manage the project in the most successful manner. Prerequisite: PRM 337

RES 5420 Applied Research Methods **3 Credits**
(This course will no longer offered; last offer date will be 11/01/2022)

RES 8971 Dissertation I **1 Credit**

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

RES 8972 Dissertation II **1 Credit**

Students writing a dissertation must complete a minimum of 5 credits by registering for five terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices, and procedures in the Dissertation Handbook. *Students satisfactorily progressing through the dissertation experience, but not meeting the required milestones in the designated timeframe, will be required to reenroll in the corresponding dissertation experience. Students needing more than two reenrollments in any of the dissertation courses will need to appeal to re-enroll to remain in the program and complete the designated milestone(s). Prerequisites: completion of all required coursework and RES 8971 Dissertation I

RES 8973 Dissertation III **1 Credit**

Students writing a dissertation must complete a minimum of 5 credits by registering for five terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices, and procedures in the Dissertation Handbook. *Students satisfactorily progressing through the dissertation experience, but not meeting the required milestones in the designated timeframe, will be required to reenroll in the corresponding dissertation experience. Students needing more than two reenrollments in any of the dissertation courses will need to appeal to re-enroll to remain in the program and complete the designated milestone(s). Prerequisites: completion of all required coursework and RES 8972 Dissertation II

RES 8974 Dissertation IV **1 Credit**

Students writing a dissertation must complete a minimum of 5 credits by registering for five terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices, and procedures in the Dissertation Handbook. *Students satisfactorily progressing through the dissertation experience, but not meeting the required milestones in the designated timeframe, will be required to reenroll in the corresponding dissertation experience. Students needing more than two reenrollments in any of the dissertation courses will need to appeal to re-enroll to remain in the program and complete the designated milestone(s). Prerequisites: completion of all required coursework and RES 8973 Dissertation III

RES 8975 Dissertation V**1 Credit**

Students writing a dissertation must complete a minimum of 5 credits by registering for five terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices, and procedures in the Dissertation Handbook. *Students satisfactorily progressing through the dissertation experience, but not meeting the required milestones in the designated timeframe, will be required to reenroll in the corresponding dissertation experience. Students needing more than two reenrollments in any of the dissertation courses will need to appeal to re-enroll to remain in the program and complete the designated milestone(s). Prerequisites: completion of all required coursework and RES 8974 Dissertation IV

Errata

The errata listed below apply to the University of Arizona Global Campus University Academic Catalog 2022-2023 (effective date is July 1, 2022 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

Addition, Published 10-17-2022

ABET Computer Accreditation Commission

The Bachelor of Science in Information Technology Program is accredited by [ABET](#) (previously known as the Accreditation Board for Engineering and Technology), www.abet.org.

Page 24 & 25

Correction, Published 9-23-2022 [Evaluation & Response]

Revision, Published 12-15-2022 [Intro paragraph]

Resolution Procedure for Student Complaints

The University of Arizona Global Campus community benefits from informal processes and formal procedures that encourage prompt and equitable resolution of complaints and concerns that students may have about the implementation of policies and procedures that govern the institution. *Additionally, the UAGC community also benefits from other support services that work to connect students with appropriate resources for their needs.*

Who May File A Complaint: The Resolution Center addresses complaints filed by an individual student, alumnus, former student, prospective applicant, or applicant. The terms “student” and “complainant” are used interchangeably.

No Reprisal: Students will not be subjected to reprisal or retaliation for using or participating in the resolution procedure.

Issues Not Eligible for Review: Issues not eligible for review by the Resolution Center include challenges to academic resolution request outcome, challenge of course content, transfer credit and transfer credit

appeal, appeal of satisfactory academic progress, appeal of dismissal, and appeal of Student Community Standards Committee findings. In addition, any discrimination that falls under the Sexual Misconduct/Harassment Policy. The Resolution Procedure may only be used for these issues if the challenge relates to allegations of discrimination or bias. Otherwise, appeals of those matters should follow the procedures outlined elsewhere in this Catalog.

Evaluation and Response

Following the completion of the investigation, Step II grievances are evaluated through a collaborative process that may involve the following representatives, or their designee so long as the designee in question is not a party of the complaint: a Dean of the College in which the student is enrolled, University Registrar, Director of Student Affairs and Vice President of Financial Aid and Compliance. These representatives have decision-making authority in regards to formal grievances. The resolution specialist will present the investigation findings and the student’s requested resolution to those designated with decision-making authority.

For complaints alleging discrimination or bias, the resolution specialist will present the investigation findings, along with all evidence submitted or identified by the complainant or respondent to the University’s deliberating body. A deliberating body may be comprised of representatives from various University departments, or their designee(s) who have decision-making authority and are not the subject of the discrimination or bias charge. Complaints alleging discrimination or bias must be concluded within fifteen (15) days following the completion of the investigation.

The Step II process will be completed within twenty (20) business days following receipt of the complaint *unless the complaint alleges discrimination or bias, then the process will be completed within thirty (30) business days following receipt of the complaint.* If additional time is needed for the investigation, evaluation, or response, the student will be notified. The response will be issued to the student and/or his/her representative via email.

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Correction, published 12-27-2022

How to File an Appeal

The student should set forth in writing at least one of the above grounds for appeal with the information that supports the ground(s) for appeal. The written appeal

shall be sent to GrievanceAppeal@uagc.edu. Students in the state of Georgia may appeal the final decision to:

Georgia Nonpublic Postsecondary Education
Commission 2082 East Exchange Place, Suite 220
Tucker, GA 30084-5305 (770) 414-3300

<https://gnpec.georgia.gov/>

<https://gnpec.georgia.gov/student-resources/complaints-against-institution>

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Revision, effective 1-10-2023

Tuition Credit Request

A tuition credit may be approved and applied for the following documented reasons that directly impacted a student's ability to continue in and successfully pass their course or program during the timeframe in which the course occurred.

Each student is eligible for a maximum of two requests per degree program. Students must retake the course within 6 months from the start date of the unsuccessful course completion. The tuition credit will only be applied to the student's account in the amount of the previous tuition cost for the unsuccessful attempt after the student has successfully retaken the course at UAGC.

- ~~Documented military duty that resulted in an inability to continue in the course or program*;~~
- Documented personal or family** medical emergency that resulted in 3 or more days in the hospital;
- Federal or State Declared, State of Emergency; or
- ~~Documented act of nature;~~
- Documented death in the family**;
- ~~Documented temporary severe economic hardship~~

~~Additional documented extenuating circumstances may also be considered.~~ This process is accomplished by requesting a Tuition Credit Request form from the assigned Academic Advisor.

~~*Students who experienced military duty that resulted in an inability to continue in the course or program are also eligible for a tuition credit but should instead complete and submit a Military Withdrawal Course Drop Request. Please see Readmission of Students after Military Service under the Higher Education Opportunity Act of 2008 in the General Academic Information and Policies section of this Catalog for more information.~~

** Family is defined as husband, wife, domestic partner, grandparent, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister and, (step/adoptive) child.

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Correction, published 8-29-2022

Graduation Rates

The three-year graduation rate for online associate degree seeking students is 17% based on all students in the 2017-18 entering cohort. The six-year graduation rate for online bachelor's degree seeking students is 19% based on the 2014- 15 entering cohort. The three-year graduation rate for online master's degree seeking students is ~~53%~~ 52% based on the 2017-18 entering cohort. The six-year graduation rate for online doctoral degree seeking students is not available based on an initial entering cohort of 2018-19.

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Certificate Tuition & Fees

Total Charges Per Certificate:

Post Baccalaureate Teaching Certificate: Elementary Education	\$4,600.00
Post Baccalaureate Teaching Certificate: Secondary Education	\$4,600.00

Fees:

Technology Fee (per course)*	Included in total program cost
Books, course digital materials and instructional materials (average per course)	Included in total program cost
Insufficient funds fee	\$ 10.00
Official transcript	\$ 10.00
Education records – Per page ^	\$ 0.50

*The Technology Fee covers access to University systems such as the online classroom, the Student Portal, and other academic resources.

Schedule of Charges

Program Name	Period of Attendance	Entire Educational Program
Post Baccalaureate Teaching Certificate:	\$511.11	\$4,600

Elementary Education (27 credits)		
Post Baccalaureate Teaching Certificate: Secondary Education (24 credits)	\$575.00	\$4,600

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Revision, published 10-25-2022

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, a corporate Scholarship, or an employee tuition benefit either through a Zovio (formerly, Bridgepoint Education), or ~~UAGC~~ the University of Arizona Global Campus Tuition Benefit program 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 (CCB) 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, ETS, STS and Scholarship students utilizing the College Continuation Benefit will be required to utilize a primary payment option other than CFTG, GFTG, BHTG, ETS or STS.

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Revision, effective 10-25-2022

StraighterLine Tuition Grant

The University of Arizona Global Campus is proud to be a scholarship partner of StraighterLine, a low-cost provider of self-paced, competency-based online courses.

The University of Arizona Global Campus offers a tuition grant to students who successfully complete 6 ~~12~~ college-level credits at StraighterLine and matriculate into an ~~online~~ undergraduate program at the University of Arizona Global Campus. To determine eligibility, students must submit an official transcript to the University of Arizona Global Campus Office of the Registrar ~~Registrar's Office~~, showing successful completion of 6 ~~12~~ college-level StraighterLine credits in order to be eligible for the grant. For eligible students, a 15% tuition grant will be applied to tuition charges for eight (8) attempted courses from the date the student

is determined to be eligible. The tuition grant will only apply to future tuition charges and is not retroactive.

The University of Arizona Global Campus is also an articulation partner of StraighterLine. StraighterLine courses are evaluated for credit by the American Council on Education (ACE) and are accepted in transfer by the University of Arizona Global Campus. The transfer guide can be found on the University of Arizona Global Campus website in the Non-Traditional Credits section. This guide outlines which StraighterLine courses are equivalent to the University of Arizona Global Campus courses. Remedial/developmental coursework is not transferrable to the University of Arizona Global Campus and students should not complete courses they have previously completed as these may be considered duplication. StraighterLine credits are considered non-traditional. Please see the General Transfer Credit Provisions and Limitations section of the Academic Catalog for more information. This *grant* program may not be utilized concurrently in the same enrollment period with any other ~~UAGC~~ University of Arizona Global Campus-sponsored grant, scholarship, or benefit program.

For more information about StraighterLine, please visit <https://www.uagc.edu/admissions/transferring/non-traditional-credit>

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Correction, published 7-14-2022 [Info Literacy]

Addition, effective 11-8-2022 [Critical Thinking]

Critical Thinking Competency (3 credits)

One critical thinking course, 3 credits, is required. The University of Arizona Global Campus offers the following courses to satisfy this requirement:

- COM 223 Persuasion in Communication (3 credits)
- PHI 103 Informal Logic (3 credits)
- PSY 101 Introduction to Psychology (3 credits)
- HON 270 Thinking Critically about Global Issues (3 credits)

Typically, logic courses or courses stressing critical thinking may be applied in transfer to satisfy the critical thinking competency. Most applicable courses will have a PHI or LOG prefix.

Information Literacy Competency (3 credits)

One information literacy course, 3 credits, is required. The University of Arizona Global Campus offers the following courses to satisfy this requirement:

- GEN 103 Information Literacy (3 credits)

- LNG 330 Language and Power (3 credits)

Typically, research methods courses or courses about the gathering, evaluation, and use of information may be applied in transfer to satisfy the information literacy competency *if completed within the last 5 years*.

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Addition, published 12-12-2022

Quantitative Reasoning Competency (3 credits)

One course, 3 credits, is required. The University of Arizona Global Campus offers the following courses to satisfy this requirement:

- MAT 205 Quantitative Explorations in Everyday Life (3 credits)
- MAT 222 Intermediate Algebra (3 credits)
- MAT 232 Statistical Literacy (3 credits)

Students in the following programs must complete or show equitable transfer credits for MAT 222 in the General Education Quantitative Reasoning Competency. These programs also require that students take MAT 232 as part of their major and that MAT 232 cannot satisfy their Quantitative Reasoning Competency requirement: Bachelor of Science in Information Technology, Bachelor of Science in Computer Software Technology, Bachelor of Science in Cyber and Data Security Technology, Bachelor of Science in Web and Mobile App Technology.

A comparable course with a grade of “C-” or better may be applied in transfer to satisfy the quantitative reasoning competency.

Page 83

Addition, effective 11-8-2022

Intercultural & Global Awareness (3 credits)

- ABS 400 Counseling in Behavioral Science (3 credits)
Prerequisite: PSY 303

Page 84

Addition, effective 1-1-2023

Foundation and Skills for Lifelong Learning (3 credits)

- GEN 101 Developing Skills & Strategies for Success (3 credits)

Page 89

Revision, effective 1-1-2023

Classification of Students

Non-Degree Seeking Students

Non-degree seeking students are not eligible to take ~~ASH 101~~, GEN 101, or Capstone coursework.

Page 91

Correction, published 10-17-2022

SMART Track Courses

Master of Arts in Special Education

- ESE 601 *Educating Students with Exceptionalities*
~~Introduction to Students with Exceptionalities in the School Setting~~ (3 credits)
- ESE 603 Law & Ethics in Special Education (3 credits)

Page 93

Revision, effective 10-18-2022

Degree Regression

Degree regression may occur if a student enrolls in a lower level degree than one previously earned. Students may experience regression when course content completed at a higher level is repeated for fulfillment of lower level degree requirements. Since students applying for lower level degrees risk regression, degree-seeking students must petition to the Department Chair or the Lead Faculty to enroll in a lower level degree, prior to being admitted to the program, in order to ensure credit requirements for the additional degree will not be considered regression. *If a specific pathway has been developed and approved as part of an academic partnership, additional Department Chair or Lead Faculty approval is not required.*

Page 97

Addition, published 9-9-2022

Repeated Courses – Certificates

A maximum of two different courses with letter grades of NP, F, U, WF or WU may be repeated once for Certificates. If a single course is failed more than once, or more than two different courses are failed, students exceed the number of allowable NP, F, U, WF or WU grades and will be automatically dismissed from their program of study. All courses remain on the transcript. Unsuccessful completion of the first course of a student's program will result in the rescheduling of the course and revision of future course sequence. There is no restriction on the number of courses with a grade of C or W that may be repeated for Certificates so long as other requirements of satisfactory academic

progress are met. The grade point average will be calculated based on the grade given in the second course. Exceptions to the limit on repeating courses must be approved by the Provost, the University Registrar, or designee. Dismissed students should refer to the Appeal of Academic Dismissal policy outlined in this Catalog. Appeals are evaluated by an Appeals Committee made up of the University Registrar or designee, and a representative from Academic Affairs. Students who are denied re-admission after an appeal will not be eligible to submit another appeal for a period of no less than six (6) months since their last appeal was denied by the University. Students who have an approved appeal and do not successfully complete their next scheduled repeated course will be dismissed and may not submit another appeal for a period of no less than six (6) months. Repeating coursework may require out of pocket expenses.

Page 98

Revision, effective 1-1-2023

Consecutive Unsuccessful Grades

- F, W, WF, NP, U, WU; or
- In a General Education Core Competency, or General Education Capstone course, D+, D, or D-; or
- In ASH 101, BUS 105, EXP 105 or GEN 101, - D+, D or D- ; or
- In HIM 217, C-, D+, D or D- .

Page 104

Revision, effective 1-1-2023

Prior Learning Assessment (PLA)

To be eligible for PLA, degree-seeking students must be fully admitted, satisfy the English Proficiency requirement, and successfully complete their first course at the University of Arizona Global Campus. 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, GEN 101, 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.

Page 116

Revision, published 11-3-2022

Alpha Sigma Lambda

~~Any Alpha Sigma Lambda member who participates in the University of Arizona Global Campus Commencement Ceremony will be distinguished with Alpha Sigma Lambda regalia provided by the University.~~

In order to receive honors regalia, Alpha Sigma Lambda members must both participate in the in-person commencement ceremony and also complete induction into the honor society at least one week prior to commencement. Only inductions coordinated through UAGC will be recognized unless otherwise notified by members.

Page 116

Revision, published 11-3-2022

Phi Theta Kappa

~~Any Phi Theta Kappa member who participates in the on-campus commencement ceremony will be distinguished with Phi Theta Kappa regalia provided by the University.~~

In order to receive honors regalia, Phi Theta Kappa members must both participate in the in-person commencement ceremony and also complete induction into the honor society at least one week prior to commencement. Only inductions coordinated through UAGC will be recognized unless otherwise notified by members.

Page 116

Revision, published 11-3-2022

Delta Alpha Pi International

~~Any Delta Alpha Pi member who participates in the University of Arizona Global Campus Commencement Ceremony will be distinguished with Delta Alpha Pi regalia provided by the University.~~

In order to receive honors regalia, Delta Alpha Pi members must both participate in the in-person commencement ceremony and also complete induction into the honor society at least one week prior to commencement. Only inductions coordinated through UAGC will be recognized unless otherwise notified by members.

Page 116

Revision, published 11-3-2022

Golden Key International Honour Society

~~Any Golden Key member who participates in the University of Arizona Global Campus Commencement Ceremony will be distinguished with Golden Key regalia provided by the University.~~

In order to receive honors regalia, Golden Key members must both participate in the in-person commencement ceremony and also complete induction into the honor society at least one week prior to commencement. Only inductions coordinated through UAGC will be recognized unless otherwise notified by members.

Page 117

Revision, published 11-3-2022

SALUTE National Veterans Honor Society

~~Any SALUTE member who participates in the University of Arizona Global Campus Commencement Ceremony will be distinguished with SALUTE regalia provided by the University.~~

In order to receive honors regalia, SALUTE members must both participate in the in-person commencement ceremony and also complete induction into the honor society at least one week prior to commencement. Only inductions coordinated through UAGC will be recognized unless otherwise notified by members.

Page 117

Revision, published 11-3-2022

Sigma Beta Delta Honor Society

~~Any Sigma Beta Delta member who participates in the University of Arizona Global Campus Commencement Ceremony will be distinguished with Sigma Beta Delta regalia provided by the University.~~

In order to receive honors regalia, Sigma Beta Delta members must both participate in the in-person commencement ceremony and also complete induction into the honor society at least one week prior to commencement. Only inductions coordinated through UAGC will be recognized unless otherwise notified by members.

Page 118

Correction, published 7-14-2022 [name]

Revision, published 11-3-2022 [regalia]

Sigma Nu Tau Honor Society

~~Any Sigma Nu Tau member who participates in the University of Arizona Global Campus Commencement Ceremony will be distinguished with Sigma Nu Tau Tau Upsilon Alpha regalia provided by the University.~~

In order to receive honors regalia, Sigma Nu Tau members must both participate in the in-person commencement ceremony and also complete induction into the honor society at least one week prior to commencement. Only inductions coordinated through UAGC will be recognized unless otherwise notified by members.

Page 118

Revision, Published 11-3-2022

Tau Upsilon Alpha

~~Any Tau Upsilon Alpha member who participates in the UAGC Commencement Ceremony will be distinguished with Tau Upsilon Alpha regalia provided by the University.~~

In order to receive honors regalia, Tau Upsilon Alpha members must both participate in the in-person commencement ceremony and also complete induction into the honor society at least one week prior to commencement. Only inductions coordinated through UAGC will be recognized unless otherwise notified by members.

Page 120

Revision, effective 10-25-2022 [UAGC Academy]

Conditional Admissions Requirements for Associate Degree Programs

Applicants seeking admission to an Associate of Arts degree program must meet the following admission requirements prior to the start of the first course at the University of Arizona Global Campus:

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

- Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services.*
 - An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to the University of Arizona Global Campus.
 - Qualified applicants will self-certify as to their high school education on the application for admission. The University of Arizona Global Campus will also require, that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded. Failure to provide documentation by Day 7 of Week 3 will result in the student being denied admission.
 - If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by the University of Arizona Global Campus transfer credit policies, may be admitted. Unofficial transcripts must be provided. Failure to provide documentation by Day 7 of Week 3 will result in the student being denied admission.
- *Successful Completion of the UAGC Academy if required.*
 - *Applicants that are utilizing financial aid who have 1-3 traditional college-level transferrable credits at the time of application will be required to take two (2), 3 credit self-paced courses of their choice through the UAGC Academy and the UAGC course options.*
 - *Upon successful completion of UAGC Academy* applicants must provide their official transcripts for admission to UAGC by the end of their Conditional Admission Period.*
 - *Students who complete the UAGC Academy courses for admissions to UAGC may qualify for the UAGC StraighterLine Grant.*
- Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the *General Academic Information & Policies* section.
- Have the ability to study in English indicated by one of the following**:
- Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;***
- Received a GED that was taken in English;***
- A minimum of 30 transferable credits have been earned from an approved accredited institution in the United States or equivalent in which the primary language of instruction was English; or
- Successfully completed one of the following testing options within the approved timeframe as noted below as applicable. Copies of unofficial scores must be submitted prior to conditional admissions, and official scores must be submitted for full admission:
 - *Test of English as a Foreign Language (TOEFL). A minimum score of 500 paper-based or 70 Internet-based is required and the test must have been taken within the last two (2) years.*
 - *International English Language Testing System (IELTS). A minimum score of 6 is required and the test must have been taken within the last three (3) years.*
 - *Duolingo. A minimum score of 100 is required, and the test must have been taken within the last two (2) years.*
 - *Pearson. A minimum score of 53 is required.*
- ~~Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the~~

~~past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.~~

**Satisfying the English Language Requirement does not exempt a student who earned his/her high school diploma outside of the United States from the additional admission requirements for international applicants.

Page 122

Revision, effective 7-29-2022

Transfer Credit Evaluation for Associate Degree Programs

Upon being granted provisional admission to an undergraduate degree program, the Records Management staff will begin requesting transcripts of a student's prior postsecondary education using the signed Transcript Request form. The Records Management Department will request official transcripts of all prior postsecondary education, as provided by the student in the application for admission, as well as from any school appearing in the student's National Student Clearinghouse record. This includes

- College or university transcripts from an approved accredited postsecondary educational institution attended.
- Military credits evaluated for equivalency to college credits.

Students are responsible for submitting official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction to be evaluated for applicability to the University of Arizona Global Campus program requirements. Once transcripts of all prior postsecondary education have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

Two weeks prior to the conclusion of the fourth (4th) attempted ~~UAGC the University of Arizona Global Campus~~ course in a degree seeking program, if any transcripts of prior postsecondary education have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts of postsecondary education received to date. Additional transcripts may be submitted for

evaluation at a later date, should they become available.

If it is determined two weeks prior to the conclusion of the fourth (4th) attempted UAGC course that certain transcripts are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing their advisor of any courses they feel are duplicative or equivalent in content to previously completed coursework or non-traditional learning. Students may submit official transcripts to the University of Arizona Global Campus for review of transfer credits at any time.

Page 122

Revision, effective 10-25-2022 [UAGC Academy & English]

Full Admission Requirements for Associate Degree Programs

The following requirements must be met prior to the conclusion of the fourth (4th) attempted the University of Arizona Global Campus course in a degree seeking program. To start the fifth (5th) course, students must complete all the requirements subsequently outlined.

- Official TOEFL or IELTS scores *from one of the approved English Language testing agencies as reflected under the conditional admissions requirements*, if required for admission.
 - Students who meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
- Students who were provisionally admitted with completion of at least a two-year program from an appropriately accredited postsecondary institution as defined by the University of Arizona Global Campus transfer credit policies must have official transcripts of those credits on file to meet full admissions requirements.

Students who do not meet all requirements will not be fully admitted and will be withdrawn from the program. Students may be readmitted to the University of Arizona Global Campus at such time that all requirements for full admission have been met.

Page 123

Revision, effective 10-25-2022 [UAGC Academy & English]

Admissions Policies and Procedures for Bachelor's Degree Programs

Conditional Admission Requirements for Bachelor's Degree Programs

Applicants seeking admission to a Bachelor's degree program must meet the following admission requirements prior to the start of the first course at the University of Arizona Global Campus:

- Be 18 years of age or older.
 - Under 18 applicants seeking to enroll in a Bachelor's Degree program must appeal in writing to the University Registrar or designee. The appeal must include a written essay and submission of unofficial documentation showing proof of High School graduation as outlined in the catalog. All applicants applying under the age of 18 must have all legal documents signed by a parent or legal guardian.
 - Appeal decisions will be communicated from the Registrar's Office to students via email and must be approved prior to enrollment. All Under 18 applicants will be paired with a CHAMPS mentor at time of matriculation.
- Have a regular high-school diploma earned through college preparatory or regular high school courses, a GED or state certificate awarded after passing an authorized test that the state recognizes as equivalent to a high school diploma, completed secondary school through home schooling as defined by state law, or earned an equivalent to a US high school diploma at an international high school according to approved Foreign Evaluation services.**
 - An earned IEP or Special Education Diploma or Certificate of Completion based upon IEP goals does not meet the regular high school diploma requirement for admission to the University of Arizona Global Campus.
 - Qualified applicants will self-certify as to their high school education on the application for admission. The University of Arizona Global Campus will also require that an applicant or student provide a high school transcript, high school diploma, and/or evidence of passing the GED or state certificate awarded. Failure to provide documentation by Day 7 of Week 3 will result in the student being denied admission.
- If no high school diploma was earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by the University of Arizona Global Campus transfer credit policies, may be admitted. Unofficial transcripts must be provided. Failure to provide documentation by Day 7 of Week 3 will result in the student being denied admission.
- *Successful Completion of the UAGC Academy if required.*
 - *Applicants that are utilizing financial aid who have 1-3 traditional college-level transferrable credits at the time of application will be required to take two (2), 3 credit self-paced courses of their choice through the UAGC Academy and the UAGC course options.*
 - *Upon successful completion of UAGC Academy* applicants must provide their official transcripts for admission to UAGC by the end of their Conditional Admission Period.*
 - *Students who complete the UAGC Academy courses for admissions to UAGC may qualify for the UAGC StraighterLine Grant.*
- Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the *General Academic Information & Policies* section.
- Have the ability to study in English indicated by one of the following***:
 - Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English^;
 - Received a GED that was taken in English^;
 - Earned a minimum of 30 transferable credits from an approved accredited institution in

the United States or equivalent in which the primary language of instruction was English; or

- *Successfully completed one of the following testing options within the approved timeframe as noted below as applicable. Copies of unofficial scores must be submitted prior to conditional admissions, and official scores must be submitted for full admission:*
 - *Test of English as a Foreign Language (TOEFL). A minimum score of 500 paper-based or 70 Internet-based is required and the test must have been taken within the last two (2) years.*
 - *International English Language Testing System (IELTS). A minimum score of 6 is required and the test must have been taken within the last three (3) years.*
 - *Duolingo. A minimum score of 100 is required, and the test must have been taken within the last two (2) years.*
 - *Pearson. A minimum score of 53 is required.*
- ~~Took the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination within the past two (2) years. For the TOEFL, a minimum score of 500 paper-based or 61 Internet-based is required. For the IELTS, a minimum score of 6 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted for full admission.~~

**Successful completion of the UAGC Academy is earning a C or better in both of the two courses completed.*

****Satisfying the English Language Requirement does not exempt a student who earned his/her high school diploma outside of the United States from the additional admission requirements for applicants with international academic credentials.*

^If satisfying the English Language Requirement through a high school diploma, GED, or equivalent was not completed in the United States, additional documentation may be required. Please contact the Registrar's Office for further information.

Conditionally admitted students who do not achieve provisional or full admission status after one attempt in the University of Arizona Global Campus Promise are

allowed a second period of conditional admission to be provisionally or fully admitted.

Page 126

Revision, effective 7-29-2022

Transfer Credit Evaluation for Bachelor's Degree Programs

Upon being granted provisional admission to an undergraduate degree program, the University of Arizona Global Campus Registrar's Office staff will begin requesting transcripts of a student's prior postsecondary education using the signed Transcript Request form. The Registrar's Office will request official transcripts of all prior postsecondary education, as provided by the student in the application for admission, as well as from any school appearing in the student's National Student Clearinghouse record. This includes:

- College or university transcripts from an approved accredited postsecondary educational institution attended.
- Military credits evaluated for equivalency to college credits.

Students are responsible for submitting official documentation of any postsecondary credit previously earned through examination or credit earned through non-collegiate instruction to be evaluated for applicability to the University of Arizona Global Campus program requirements. Once transcripts of all prior postsecondary education have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

Two weeks prior to the conclusion of the fourth (4th) attempted UAGC the University of Arizona Global Campus course in a degree seeking program, if any transcripts of prior postsecondary education have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts of postsecondary education received to date. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined two weeks prior to the conclusion of the fourth (4th) attempted UAGC course that certain transcripts are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process. These transcripts may be submitted

for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing the advisor of any courses they feel are duplicative or equivalent in content to previously completed coursework or non-traditional learning. Students may submit official transcripts to the University of Arizona Global Campus for review of transfer credits at any time.

Page 126

Revision, effective 10-25-2022

Full Admissions Requirements for Bachelor's Degree Programs

The following requirements must be met prior to the conclusion of the fourth (4th) attempted the University of Arizona Global Campus course in a degree seeking program. To start the fifth (5th) course, students must complete all the requirements subsequently outlined.

- Official ~~TOEFL or IELTS~~ test scores from one of the approved English Language testing agencies as reflected under the conditional admissions requirements, if required for admissions, if required for admission.
 - Students that meet the English Language requirement with 30 transferable credits must submit the official transcript(s) where these credits were earned.
- If no high school diploma has been earned, applicants who have successfully completed at least a two-year program or have earned a minimum of 60 transferrable credits that is acceptable for full credit toward a bachelor's degree from an appropriately accredited postsecondary institution, as defined by the University of Arizona Global Campus transfer credit policies, may be admitted.

Students who do not meet all requirements will not be fully admitted and will be withdrawn from the program. Students may be readmitted to the University of Arizona Global Campus at such time that all requirements for full admission have been met.

Page 128

Revision, Effective 1-1-2023

Attendance Policy for Undergraduate Courses

Students enrolled in entry point courses, such as ASH 101 or GEN 101, are required to attend at least once in any seven consecutive day period for the duration of the course.

Page 130

Revision, Effective 1-1-2023

Associate Program Course Sequencing

Associate of Arts students will be required to successfully complete ASH 101 Launchpad: Developing Skills & Strategies for Success or GEN 101 Developing Skills & Strategies for Success, as their first course. Unsuccessful completion of ASH 101 or GEN 101 will result in the rescheduling of the course and revision of future course schedule. ASH 101 and GEN 101 satisfy an Associate of Arts core program requirement and cannot be replaced or waived by transfer credit unless a student previously earned a Bachelor's degree at the University of Arizona Global campus, or from an approved accredited institution.

Page 130

Revision, Effective 1-1-2023

Bachelor's Program Course Sequencing

All Bachelor's program students are required to successfully complete ASH 101 Launchpad: Developing Skills & Strategies for Success or GEN 101 Developing Skills & Strategies for Success as their first course. Unsuccessful completion of that course will result in the rescheduling of the course and revision of future course schedule. A minimum grade of C- is required to successfully complete the course. ASH 101 and GEN 101 cannot be replaced or waived by credit in transfer, unless a student provides proof of one of the following:

Page 131

Correction, published 7-18-2022

Update, effective 8-16-2022 [sequence update]

Revision, effective 1-1-2023 [GEN 101]

General Education Course Sequence

The following General Education course sequence is the standard for students at UAGC. Courses may be substituted to satisfy specific General Education requirements. Associate students and Bachelor students with who transfer in with less than 30 transferrable credits will be scheduled to take GEN 104 as their 4th course following GEN 102. GEN 104 will satisfy 3 credits of elective requirements.

- ASH 101 Launchpad: Developing Skills & Strategies for Success (3 credits) or GEN 101 Developing Skills & Strategies for Success (3 credits)

- *GEN 102 Digital Literacy for Life & the Workplace (3 credits)**
- *GEN 103 Information Literacy (3 credits)*
- ~~GEN 103 Information Literacy (3 credits)~~
- ~~GEN 102 Digital Literacy for Life & the Workplace (3 credits)*~~
- ENG 121 English Composition I (3 credits)

* Students in the following programs will take TEC 100 Digital Computer Literacy Competency instead: Bachelor of Arts in Business Administration, Bachelor of Arts in Business Information Systems, Bachelor of Science in Cyber Data Security Technology, Bachelor of Science in Computer Software Technology, and Bachelor of Science in Information Technology.

Page 145

Revision, effective 1-1-2023

Bachelor of Arts in Project Management

Program Requirements

Total number of credits required: 120 credits
 General Education Requirements: *43 credits
 Major Course Requirements: *45 credits
 Electives: ~~35~~ 32 credits
 Students must earn a minimum of 30 upper-division credits.

~~*In this program, 3 credits from the major may also satisfy General Education requirements~~

- PRM 400 Project Risk Management (3 credits)
- ~~*PHI 445 Personal & Organizational Ethics (3 credits)~~

Page 151

Correction, published 9-23-2022

Bachelor of Science in Information Technology

Program Requirements

Total number of credits required: 120 credits
 General Education Requirements: 43 credits
 Major Course Requirements: ~~54~~ 57 credits
 Electives: ~~23~~ 20 credits
 Students must earn a minimum of 30 upper-division credits.

Page 157

Revision, Effective 1-1-2023

Associate of Arts in Early Childhood Education

General Education Requirements

Foundations and Skills for Lifelong Learning	ASH 101 Launchpad: Developing Skills & Strategies for Success (3 credits) GEN 101 Developing Skills & Strategies for Success (3 credits)
Civic Responsibility	POL 201 American National Government HIS 206 United States History (3 credits)

Page 160

*Revision, effective 11-8-2022 [adding * to PSY 101 and ABS 400]*

Bachelor of Arts in Applied Behavioral Science

Program Requirements

Total number of credits required: 120 credits
 General Education Requirements: *43 credits
 Major Course Requirements: *42 credits
 Electives: ~~41~~ 47 credits
 Students must earn a minimum of 30 upper-division credits.
 *In this program, ~~6~~ 12 credits from the major may also satisfy General Education requirements.

Major Course Requirements

- *PSY 101 Introduction to Psychology (3 credits)
- *ABS 400 Counseling in Behavioral Science (3 credits) Prerequisite: PSY 303

Page 188

*Revision, effective 11-8-2022 [adding * to PSY 101]*

Bachelor of Arts in Psychology

Program Requirements

Total number of credits required: 120 credits
 General Education Requirements: *43 credits
 Major Course Requirements: *39 credits
 Electives: ~~41~~ 44 credits
 Students must earn a minimum of 30 upper-division credits.
 *In this program ~~3~~ 6 credits from the major can also satisfy the General Education Requirements.

Major Course Requirements

- *PSY 101 Introduction to Psychology (3 credits)

Page 196

Revision, effective 7-29-2022 [sequence update]

Area of Emphasis

Environmental Management & Sustainability Emphasis (10 credits)

- ENV 111 Introduction to Sustainability (4 credits)
- ENV 325 Environmental Management (3 credits)
- ENV 345 Business & the Environment (3 credits)
- ~~ENV 325 Environmental Management (3 credits)~~
- ~~ENV 111 Introduction to Sustainability (4 credits)~~

Journalism Emphasis (9 credits)

- JRN 200 Elements of Journalism (3 credits)
Prerequisite: ENG 121 and ENG 122 or equivalents
- JRN 301 Newsgathering & Reporting (3 credits)
Prerequisite: JRN 201
- JRN 341 Specialized Journalism (3 credits)
Prerequisite: JRN 201

Page 199

Revision, effective 10-25-2022

Conditional Admission Requirements for Master's Degree Programs

3. Have the ability to study in English indicated by one of the following:
 - Earned a Bachelor's degree in which the primary language of instruction was English; or
 - Successfully completed one of the following testing options within the approved timeframe as noted below. Copies of unofficial scores must be submitted prior to conditional admissions, and official scores must be submitted for full admission:
 - Test of English as a Foreign Language (TOEFL). A minimum score of 500 paper-based or 79 Internet-based is required and the test must have been taken within the last two (2) years.
 - International English Language Testing System (IELTS). A minimum score of 7 is required and the test must have been taken within the last three (3) years.
 - Pearson. A minimum score of 60 is required.
 - ~~Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the~~

~~past two (2) years. For the TOEFL, a minimum score of 550 paper-based or 79 internet-based is required. For the IELTS, a minimum score of 6.5 is required. Copies of official scores must be submitted prior to provisional enrollment, and official scores must be submitted prior to full admission.~~

Page 201

Revision, effective 10-25-2022

Full Admission Requirements for Master's Degree Programs

The following requirements must be met prior to the conclusion of the third (3rd) attempted course in a degree-seeking program. To start the fourth (4th) course, students must complete all the requirements subsequently outlined and must meet all admissions requirements applicable to their specific degree program. Students who do not complete all requirements will not be fully admitted and will be withdrawn from the program.

- Submission of an official transcript from the approved accredited institution that awarded the baccalaureate or graduate-level degree indicating a minimum GPA of 2.0* with a degree conferral date prior to the start of the first course at the University of Arizona Global Campus.
- Students must submit official *test scores from one of the approved English Language testing agencies as reflected under the conditional admissions requirements* TOEFL or IELTS scores, if required for admission.

Page 201

Revision, effective 7-29-2022

Transfer Credit Evaluation for Master's Degree Programs

Records Management staff will begin requesting official transcripts from schools where any graduate-level credit was earned, using the signed Transcript Request form. This includes:

- College or university transcripts from institutions where graduate credit was earned.
- Military credits evaluated for equivalency to graduate-level college credits.

Once these transcripts have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

Two weeks prior to the conclusion of the third (3rd) attempted ~~UAGC the University of Arizona Global Campus~~ course in a degree seeking program, if any transcripts from institutions where graduate credit was earned have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts received to date. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined two weeks prior to the conclusion of the third (3rd) attempted UAGC course that certain transcripts are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing them of any courses that they feel are duplicative or equivalent in content to previously completed coursework.

Please note that the Master of Science in Instructional Design and Technology competency based program does not allow for transfer credit.

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Revision, effective 1-1-2023

MSTM Program-Specific Requirements

Unofficial or official transcripts from the institution(s) that awarded your bachelor's degree in science, technology, engineering, or other fields must be submitted with the Application for Admission. It is strongly preferred that the undergraduate degree be in a science, technology, or engineering discipline. Applicants with a bachelor's degree in fields other than science, technology or engineering that can document prior technical work experience equivalent to the knowledge found in a preferred program may request a waiver. It will be incumbent upon the student to provide evidence and documentation through the waiver process that is satisfactory to the Dean or designee for the Forbes School of Business and Technology®.

Master of Science in Technology Management Students who submit official transcripts indicating that they have earned a Bachelor's degree or higher in Business, Business Administration, Accounting, Finance, or Economics or have successfully completed

undergraduate coursework in Accounting or Finance with a grade of "C" or higher, or graduate coursework in Accounting or Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 591 Financial Accounting & Analysis.

Students who have successfully completed undergraduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "C" or higher or graduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "B" or higher will be exempt from the requirement to take AIS 620 Statistics & Data Sciences for Business Leaders ~~MAT 540 Statistical Concepts for Research~~. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

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Correction, published 9-23-2022

MISM Program-Specific Requirements

Students who have successfully completed undergraduate or graduate-level coursework in management information systems, information systems or computer science with a grade of "B-" or higher within the last *five (5)* ~~ten (10)~~ years will be exempt from ISM 500 Introduction to Management of Information Systems.

Students who have successfully completed undergraduate or graduate-level coursework in computer programming with a grade of "B-" or higher within the last *five (5)* ~~ten (10)~~ years or who have earned a certificate in computer programming/coding from a recognized non-traditional training provider (e.g. coding boot camp, etc.) within the last *five (5)* ~~ten (10)~~ years will be exempt from ISM 510 Introduction to Computer Programming for Business Applications.

Page 215 & 216

Revision, effective 7-5-2022 [remove BUS 612]

Correction, published 10-24-2022 [prerequisite for TMG 699]

Revision, effective 1-1-2023 [remove BUS 644 & MAT 540 & updates to Program Specific Requirements]

Master of Science in Technology Management

Program Specific Requirements

Unofficial or official transcripts from the institution(s) that awarded your bachelor's degree in science,

technology, engineering, or other fields must be submitted with the Application for Admission. It is strongly preferred that the undergraduate degree be in a science, technology, or engineering discipline. Applicants with a bachelor's degree in fields other than science, technology or engineering that can document prior technical work experience equivalent to the knowledge found in a preferred program may request a waiver. It will be incumbent upon the student to provide evidence and documentation through the waiver process that is satisfactory to the Dean or designee for the Forbes School of Business and Technology®. See Admission Policies and Procedures for Graduate Programs for full details.

Master of Science in Technology Management students who submit official transcripts indicating that they have earned a Bachelor's degree or higher in Business, Business Administration, Accounting, Finance, or Economics or have successfully completed undergraduate coursework in Accounting or Finance with a grade of "C" or higher, or graduate coursework in Accounting or Finance with a grade of "B" or higher will be exempt from the requirement to take BUS 591 Financial Accounting & Analysis.

Students who have successfully completed undergraduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "C" or higher or graduate coursework in Statistics, Business Statistics, or Quantitative Methods with a grade of "B" or higher will be exempt from the requirement to take *AIS 620 Statistics & Data Sciences for Business Leaders* ~~MAT 540 Statistical Concepts for Research~~. Students are responsible for notifying the University if they believe they have met these requirements through previous college coursework during the application process and are responsible for submitting official transcripts for verification.

Major Course Requirements

- BUS 600 Management Communications with Technology Tools (3 credits)
- *BUS 591 Financial Accounting & Analysis (3 credits)
- BUS 611 Project Planning & Management (3 credits)
- ~~BUS 644 Operations Management (3 credits)~~
- ~~*MAT 540 Statistical Concepts for Research (3 credits)~~
- OMM 640 Business Ethics & Social Responsibility (3 credits)
- TMG 601 Technology Strategy & Governance (3 credits) Prerequisite: BUS 600

- TMG 602 Management of Technology (3 credits) Prerequisite: BUS 600
- *AIS 600 Analytics & Artificial Intelligence for Decision Support* (3 credits)
- *AIS 620 Statistics & Data Sciences for Business Leaders* (3 credits)
- TMG 699 Technology Management Capstone (3 Credits) ~~Prerequisite: GEN 499.~~

Students will select 3 courses from this list, for a total of 9 credits:

- ~~BUS 612 Advanced Project Procurement (3 credits)~~
- BUS 642 Business Research Methods & Tools (3 credits)
- BUS 660 Contemporary Issues in Organizational Leadership (3 credits)
- BUS 661 Leading Organizational Change (3 credits)
- INF 620 Management Information Systems (3 credits)
- INF 630 Business Systems Analysis (3 credits)
- ISM 643 Leadership in Business Systems Development (3 credits)
- *MGT 602 Conflict Resolution Strategies* (3 credits)
- MHA 605 Business Intelligence (3 credits)
- MHA 616 Health Care Management Information Systems (3 credits)
- MHA 626 Strategic Planning & Marketing in Health Care (3 credits)

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Correction, Published 9-23-2022

Practicum Requirements

Students are required to complete a practicum consisting of ninety (90) contact hours, which may be paid or unpaid depending on the circumstances of the practicum site. As practical knowledge and skills are essential to a successful career in public health, a planned, supervised, and evaluated practicum is an essential component of a public health professional degree program. The goal of the practicum is to provide an opportunity for students to synthesize, integrate, and apply practical skills, knowledge, and training learned through courses, to gain professional experience in a public health work environment, and to work on public health practice projects that are of particular interest to the student. Prior to beginning a supervised practicum and/or employment in most

health care facilities, students may need to provide or successfully complete:

- Background checks
- Toxicology Screening
- Blood-borne pathogen training
- Liability coverage
- HIPAA training
- Proof of current immunizations (required of the state) including a two-step TB test (within a year of clinical practicum), MMR or titers, Tdap (10 yr. booster), Varicella, Hepatitis B immunizations or titers, Influenza or record of decline, and/or health clearance from a physician.

Potential practicum locations include:

- Health care offices
- Public health offices
- Community health centers
- Non-profit organizations
- State health offices, or
- Other health-related organizations

If the student chooses their previous or current employer to host their practicum, it must be with a different department and supervisor.

Students can only complete their Practicum in states where this program is available. All students enrolling in a degree program with a practicum requirement are expected to complete the practicum in the United States. If students anticipate that they will not be able to complete their practicum in the United States all exceptions must be approved prior to admission into the program.

Students who reside and/or work outside the United States may be ineligible to complete practicum hours at a facility abroad; requirements and restrictions vary by country. Students must notify the Program Chair prior to enrolling in the program to discuss a potential practicum location and obtain Program Chair permission to enroll

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Revision, effective 10/25/2022

Conditional Admissions Requirements for Doctoral Programs

3. Have the ability to study in English indicated by one of the following:

- Earned Bachelor's or Master's degree in which the primary language of instruction was English; or
- *Successfully completed one of the following testing options within the approved timeframe as noted below. Copies of unofficial scores must be submitted prior to conditional admissions, and official scores must be submitted for full admission:*
 - *Test of English as a Foreign Language (TOEFL). A minimum score of 500 paper-based or 79 Internet-based is required and the test must have been taken within the last two (2) years.*
 - *International English Language Testing System (IELTS). A minimum score of 7 is required and the test must have been taken within the last three (3) years.*
 - *Pearson. A minimum score of 60 is required.*
- ~~Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination taken within the past two (2) years.*~~
- ~~For the TOEFL, a minimum score of 550 paper-based or 79 internet-based is required.~~
- ~~For the IELTS, a minimum score of 6.5 is required.~~
- ~~Copies of unofficial scores must be submitted prior to provisional enrollment, and official scores must be submitted prior to full admission.~~

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Correction, published 7-14-2022 [doctoral-level]

Revision, effective 7-29-2022

Transfer Credit Evaluation for Doctoral Degree Programs

Records Management staff will begin requesting official transcripts from schools where any ~~graduate~~ doctoral-level credit was earned, using the signed Transcript Request form. ~~This includes:~~

- ~~College or university transcripts from institutions where graduate credit was earned~~
- ~~Military credits evaluated for equivalency to graduate-level college credits.~~

Once these transcripts have been received, the Registrar's Office staff will complete the student's transfer credit evaluation.

Two weeks prior to the conclusion of the third (3rd) attempted Global Campus UAGC course in a degree-seeking program, if any transcripts from institutions where graduate doctoral-level credit was earned have not yet been received, the Registrar's Office staff will proceed with the transfer credit evaluation of any transcripts received to date. Additional transcripts may be submitted for evaluation at a later date, should they become available.

If it is determined two weeks prior to the conclusion of the third (3rd) attempted UAGC course that certain transcripts are unable to be provided, students may sign and submit an Authorization to Close File form thereby waiving potential transfer credits from previously attended schools, in order to expedite the transfer credit evaluation process. These transcripts may be submitted for evaluation at a later date, should they become available.

Students are responsible for reviewing their transfer credit evaluation as well as their scheduled courses with their Academic Advisor and informing them of any courses that they feel are duplicative or equivalent in content to previously completed coursework.

Students may submit official transcripts to the University of Arizona Global Campus for review of transfer credits at any time.

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Revision, Effective 10-25-2022

Full Admission Requirements for Doctoral Programs

The following requirements must be met prior to the conclusion of the third (3rd) attempted Global Campus course in a degree-seeking program. To start the fourth (4th) course, students must complete all the requirements subsequently outlined and must meet all admissions requirements applicable to their specific degree program. Students who do not complete all requirements will not be fully admitted and will be withdrawn from the program.

- Submission of an official transcript from the approved accredited institution that awarded the Master's degree indicating a minimum GPA of 3.0 or an official transcript from the approved accredited institution that awarded a Doctoral degree, with a degree conferral date prior to the start of the first course at the University of Arizona Global Campus.
 - Students who have completed 12 credit or more of doctoral-level coursework may have

their GPA calculated for doctoral coursework to meet the 3.0 graduate GPA requirement.

- Students must submit official *test scores from one of the approved English Language testing agencies as reflected under the conditional admissions requirements TOEFL or IELTS scores*, if required for admission.

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Revision, Effective 1-1-2023

Doctor of Philosophy (PhD) in Organizational Development and Leadership

Capstone and Dissertation Courses

- ~~RES 8990/8992 Dissertation* (5 credits)~~
- RES 8971 Dissertation I (1 credit)
- RES 8972 Dissertation II (1 credit)
- RES 8973 Dissertation III (1 credit)
- RES 8974 Dissertation IV (1 credit)
- RES 8975 Dissertation V (1 credit)

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Revision, Effective 1-1-2023

Doctor of Philosophy (PhD) in Education

Capstone and Dissertation Courses

- ~~RES 8990/8992 Dissertation* (5 credits)~~
- RES 8971 Dissertation I (1 credit)
- RES 8972 Dissertation II (1 credit)
- RES 8973 Dissertation III (1 credit)
- RES 8974 Dissertation IV (1 credit)
- RES 8975 Dissertation V (1 credit)

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Revision, Effective 1-1-2023

Doctor of Philosophy (PhD) Human Services

Capstone and Dissertation Courses

- ~~RES 8990/8992 Dissertation* (5 credits)~~
- RES 8971 Dissertation I (1 credit)
- RES 8972 Dissertation II (1 credit)
- RES 8973 Dissertation III (1 credit)

- RES 8974 Dissertation IV (1 credit)
- RES 8975 Dissertation V (1 credit)

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Revision, Published 9-9-2022

Admissions Requirements

The Post Baccalaureate Teaching Certificate program is currently open only to ~~employees of the University of Arizona Global Campus that reside in~~ residents of Arizona, California and Florida, ~~and Florida residents who are not employees.~~ It is not eligible for Title IV, VA or Tuition Assistance funding. Applicants seeking admission to any Post Baccalaureate program are required to meet the following requirements prior to enrollment:

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Correction, Published 9-9-2022

Post Baccalaureate Teaching Certificate

Special Terms and Conditions: Students who successfully complete all Post Baccalaureate Teaching Certificate requirements ~~program~~ and are US citizens can earn Florida Professional Teacher Certification in one of forty-two subject areas (valid for five (5) years, with a full Florida Reading Endorsement Certificate). The Department of Education Studies (DES) team in the University of Arizona Global Campus Department of Education & Liberal Arts can work with students to complete and submit all necessary forms to the Florida Bureau of Educator Certification. The Florida Department of Education's process is to notify program completers to submit fingerprints for background clearance. Following clearance, the Florida Department of Education's process is to award program completers the Florida Professional Teacher Certification in the subject area for which it was earned and send a hard copy of that certificate to the program completers as proof that professional teaching credentials have been obtained. ***The University of Arizona Global Campus does not grant the Teaching Credential.***