



THE UNIVERSITY OF ARIZONA  
**GLOBAL CAMPUS**

# 2025-2026 Academic Catalog Supplement

Last Updated June 4, 2026

OPE ID: 00188100

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# TABLE OF CONTENTS

Global Campus Foundations.....	2
Admission Policies and Procedures for Associate Degree Programs.....	6
Admission Policies and Procedures for Bachelor’s Degree Programs.....	11
Admission Policies and Procedures for Master’s Degree Programs.....	16
Admission Policies and Procedures for Doctoral Degree Programs.....	20
Bachelor of Arts in Business Economics.....	24
Bachelor of Arts in Communication Studies.....	26
Bachelor of Arts in Health and Wellness .....	28
Bachelor of Arts in Social Science.....	29
Bachelor of Arts in Supply Chain Management.....	31
Doctor of Professional Studies in Organizational Leadership.....	33
Master of Arts in Teaching and Learning with Technology .....	36
Master of Professional Studies in Leadership .....	38
The Resolution Center .....	39
Hazing Prevention .....	42
Course Descriptions.....	43
Errata.....	58

# Global Campus Foundations

Revision, effective for students starting on or after 07/01/2026

## Global Campus Foundations

Global Campus Foundations is the University of Arizona Global Campus framework for general education. It is designed as a purposeful pathway that builds the durable skills and breadth of knowledge that are necessary for success in students' careers, academic journeys, and personal lives. Serving as the cornerstone of students' academic experience, Global Campus Foundations nurtures intellectual curiosity, strengthens essential skills, and positions learning as a transformative journey that empowers individuals to realize their potential.

Grounded in the pillars of Integrative Learning and Professional Advancement, the curriculum connects rigorous inquiry with practical application. Students learn to think across boundaries, apply knowledge in authentic contexts, and develop as adaptable, ethical decision makers. Learning experiences are intentionally designed to connect with students' experiences in their workplaces and communities while empowering them to communicate with clarity, solve pressing problems, and fuel the curiosity necessary to become a lifelong learner.

Global Campus Foundations is organized into three integrated requirements. 1) Foundations builds essential academic and professional skills that support success across disciplines. 2) Exploring Perspectives introduces students to the humanities, arts, social sciences, and natural sciences, encouraging them to adopt the stance of the practitioner. 3) Building Connections helps students develop interdisciplinary thinking, communication, critical thinking, problem solving, and civic knowledge and participation.

The Global Campus Foundations learning experience is designed to ground students in disciplinary knowledge and durable skills that are the roots that feed future success. Through thoughtful study and practical learning, students sharpen the skills they need to communicate clearly, solve problems, and make sound and informed decisions. By connecting perspectives with authentic application, Global Campus Foundations helps learners actualize their intellectual potential, build durable skills, lead with integrity, and participate thoughtfully and confidently in the creation of better lives.

## Global Campus Foundations Learning Outcomes

### *Written Communication*

Students will create clear, cohesive, and ethically responsible written work that integrates information from diverse sources, demonstrates control of language and conventions, and adapts purposefully to audience, context, and genre.

### *Oral and Interpersonal Communication*

Students will communicate effectively and ethically in oral and interpersonal contexts by adapting messages to diverse audiences, interpreting meaning with accuracy, and employing strategies that foster clarity, understanding, and professional impact.

### *Critical Thinking*

Students will apply logical reasoning and evidence-based analysis to identify problems, evaluate arguments, and develop well-supported solutions and positions across varied contexts.

### *Information, Research, and Inquiry*

Students will locate, evaluate, and ethically use information from diverse sources to communicate effectively and support informed decision-making across academic, professional, and personal contexts.

### *Digital Fluency*

Students will effectively and ethically use digital technologies to locate, evaluate, and create information, while applying digital tools to problem-solving, communication, and innovation in academic, professional, and personal contexts.

### *Quantitative Reasoning*

Students will apply mathematical reasoning and quantitative evidence to interpret data, solve problems, and make informed decisions in academic, professional, and personal contexts.

### *Civic Institutions*

Students will analyze the principles, history, and constitutional foundations of the United States, evaluate their impact on contemporary institutions and public life, and apply civic knowledge and skills to engage responsibly in a self-governing society.

## Global Campus Foundations Requirements

Global Campus Foundations requirements for the University of Arizona Global Campus Associate- and Bachelor-level programs are outlined in this section; however, specific Global Campus Foundations courses may be required for some programs and majors. Not every Global Campus Foundations course is available in every degree program. Please refer to the program requirements sections of this Catalog for information on specific degree program requirements.

<b>Global Campus Foundations Total</b>	<b>33 credits</b>
Foundations	15 credits
Digital Fluency	3 credits
Information, Research, and Inquiry	3 credits
Written Communication	6 credits
Quantitative Reasoning	3 credits
Exploring Perspectives	9 credits
Artist and Humanist Perspective	3 credits
Natural Scientist Perspective	3 credits
Social Scientist Perspective	3 credits
Building Connections	9 credits
Interdisciplinary Oral Communication	3 credits
Interdisciplinary Critical Thinking	3 credits
Interdisciplinary Civic Institutions	3 credits

## Foundations (15 credits)

Students must demonstrate completion of the subsequently listed requirements for the Associate and Bachelor's degrees. Courses offered by the University of Arizona Global Campus to satisfy these requirements are listed in each area.

### Digital Fluency (3 credits)

Digital Fluency is the ability to critically, ethically, and effectively engage with digital technologies in a society shaped by rapid innovation. Students will develop skills in using digital tools for research, communication, decision-making, and problem-solving, while also learning to evaluate information, manage their digital identities, and protect themselves and others in online environments. Students will also apply digital technologies to create content, solutions, and innovations that support academic success, workplace effectiveness, and meaningful participation in civic and personal life.

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

- GEN 102 Digital Fluency for Life and the Workplace (3 credits)
- INF 220 IS Principles (3 credits)
- INF 231 Programming Concepts (3 credits)
- TEC 100 Computer Literacy (3 credits)

### Information, Research, and Inquiry (3 credits)

Information, research, and inquiry is the set of research skills that allow individuals to recognize when information is needed, to locate it, evaluate it, and effectively use it to communicate a message or support a claim. Students will develop the skills necessary to critically evaluate sources and communicate information appropriately, effectively, and ethically.

One information, research, and inquiry 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)

### Written Communication (6 credits)

Written communication is the use of texts to create and transmit meaning. Students will examine, analyze, and utilize different types of communication appropriate to professional and academic settings. They will also develop and assess communication strategies appropriate for certain audiences and evaluate ethical issues that arise from communicating with others.

Two courses, 6 credits, is required. The University of Arizona Global Campus offers the following courses to satisfy this requirement:

- ENG 121 Composition I (3 credits)
- ENG 122 Composition II (3 credits)

Typically, English composition courses, may be applied in transfer to satisfy the written communication requirement.

### Quantitative Reasoning (3 credits)

Quantitative reasoning is the ability to efficiently process data, interpret it, represent it using mathematical forms, and solve numerical and applied mathematical problems. Students will use mathematical forms, logical reasoning, and valid techniques to solve problems related to their fields of study as well as their personal lives.

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)
- MAT 233 Statistics and Discrete Mathematics (3 credits)

Students in the Bachelor of Science in Computer Software Technology program must complete or show equitable transfer credits for MAT 222 in the Global Campus

Foundations Quantitative Reasoning requirement. This program also requires that students take MAT 232 as part of their major and that MAT 232 cannot satisfy their Quantitative Reasoning requirement.

## **Exploring Perspectives (9 credits)**

Courses offered to satisfy the exploring perspectives requirements are subsequently listed:

### **Artist and Humanist Perspective (3 credits)**

The artist and humanist perspective invites students to engage with the creative and intellectual forces through which humanity seeks meaning, beauty, and understanding. Through artistic creation and humanistic reflection, students explore how imagination, expression, and inquiry illuminate the human condition and give form to our shared values, struggles, and aspirations. This perspective cultivates cultural literacy, empathy, and aesthetic awareness while fostering the capacity to critically engage with the enduring questions that shape human experience. By encountering diverse works of art, thought, and tradition, students develop the ability to interpret the world with both sensitivity and discernment.

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

- INS 200 Ways of Knowing: Interdisciplinary Humanities (3 credits)
- ART 101 Art Appreciation (3 credits)
- ENG 125 Introduction to Literature (3 credits)
- ENG 225 Introduction to Film (3 credits)
- HIS 103 World Civilizations I (3 credits)
- HIS 104 World Civilizations II (3 credits)
- HIS 206 United States History II (3 credits)
- LIB 101 The Art of Being Human (3 credits)
- LIB 102 Human Questions (3 credits)
- LIB 202 Women, Culture, and Society (3 credits)
- LIB 316 Historical Contexts and Literature
- PHI 208 Ethics and Moral Reasoning (3 credits)

### **Natural Scientist Perspective (3 credits)**

The natural scientist perspective emphasizes inquiry into the physical and natural world through observation, experimentation, and evidence-based reasoning. Students will explore how scientific methods generate knowledge, test hypotheses, and refine explanations of natural phenomena. This perspective fosters curiosity, critical evaluation of scientific claims, and application of scientific reasoning to personal, professional, and societal challenges.

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

- SCI 205 Introduction to Environmental Sustainability (3 credits)
- SCI 207 Our Dependence upon the Environment (4 credits)
- HIM 205 Anatomy and Physiology I (4 credits)
- HPR 205 The Human Body, Health, and Disease (4 credits)

### **Social Scientist Perspective (3 credits)**

The social scientist perspective equips students with the tools to examine human behavior, social structures, and cultural institutions through systematic inquiry. Students will engage with theories, evidence, and methods of the social sciences to interpret how individuals and groups interact, societies organize themselves, and policies and institutions shape society and culture. This perspective cultivates critical analysis of complex social issues, informed by data, context, and ethical reasoning, and prepares students to evaluate claims and contribute to civic and professional life.

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

- CRJ 201 Introduction to Criminal Justice (3 credits)
- ECE 205 Introduction to Child Development (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)
- EDU 100 Issues in Education (3 credits)
- HON 280 Society, Power, and Responsibility (3 credits)
- MIL 101 Introduction to Military Studies (3 credits)
- POL 111 Introduction to Political Science (3 credits)
- POL 201 American National Government (3 credits)
- POL 255 Introduction to International Relations (3 credits)
- PSY 101 Introduction to Psychology (3 credits)
- SOC 101 Introduction to Sociology (3 credits)
- SOC 205 Social Theory (3 credits)
- SSC 101 Introduction to Social Science (3 credits)

## **Building Connections (9 credits)**

Courses offered to satisfy the exploring perspectives requirements are subsequently listed:

### **Interdisciplinary Oral Communication (3 credits)**

Oral and interpersonal communication is the use of language, speech, and affect to transmit messages. Students will examine the encoding of messages for different audiences and decoding of messages to reconstruct meaning. Students will assess appropriate communication strategies for various audiences and evaluate ethical issues that arise from communicating with others as well as utilize effective oral and interpersonal presentation strategies and methods.

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

- BUS 340 Business Communications (3 credits)
- CGD 240 Media Writing and Editing (3 credits)
- COM 200 Interpersonal Communication (3 credits)
- COM 223 Persuasion in Communication (3 credits)
- SPE 103 Oral Communication (3 credits)

### **Interdisciplinary Critical Thinking (3 credits)**

Critical thinking is a set of skills and strategies for making decisions about what people ought to do and believe. Students will analyze thought processes and language, identify logically fallacious thinking, and use the essential skills of deductive and inductive argument in analysis and evaluation. Students will also learn to objectively identify problems, gather information from varied and appropriate sources, and utilize methods of decision-making to provide solutions to those problems.

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

- BUS 114 Principles of Supervision (3 credits)
- COM 223 Persuasion in Communication (3 credits)
- HON 270 Thinking Critically about Global Issues (3 credits)
- PHI 103 Informal Logic (3 credits)
- PSY 101 Introduction to Psychology (3 credits)

## **Interdisciplinary Civic Institutions (3 credits)**

Civic Institutions is the study of the historical, political, legal, and economic foundations of the United States and their continuing influence on contemporary society. Students will examine the history and principles of American constitutional democracy, analyze founding documents and constitutional debates, evaluate landmark Supreme Court cases, and consider how these forces have shaped and continue to shape American institutions of self-governance. Students will also assess the civic knowledge and actions necessary for responsible participation in a self-governing society, including civil dialogue, informed decision-making, and the application of basic economic reasoning to public policy and personal choices.

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

- POL 202 The American Republic: Principles, Ideals, Institutions, and Society (3 credits)

# Admission Policies and Procedures for Associate Degree Programs

Effective 03/03/2026

Revision, effective for students starting on or after 07/01/2026

## Conditional Admission Requirements for Associate Degree Programs

Applicants are conditionally admitted to an Associate degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and all documents required for conditional admission are on file and approved. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Applicants seeking admission to an Associate degree program must meet the following admission requirements prior to registration and the start of the first course at the University of Arizona Global Campus. Students must provide documentation prior to being conditionally admitted and registered for their program. Failure to provide approved documentation prior to the student's start date will result in the student being unable to start their program on the applicable start date.

- 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.
  - 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.
  - 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 as defined by the University of Arizona Global Campus transfer credit policies, may be admitted. Unofficial transcripts must be provided.
- 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 and Policies*.
- 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
- *Served in the U.S. armed services as either current active-duty or veteran service member; 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.

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

\*\*If satisfying the English Language Requirement through a high school diploma, GED, or equivalent not completed in the United States, additional documentation may be required. Please contact the Office of the Registrar 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 in order to be provisionally or fully admitted.

Attendance in the first course is confirmation of a student's intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt. Failing to meet Basic Academic Requirements (BAR) (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

Students who fail to meet Basic Academic Requirements are denied admission.

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

The University of Arizona Global Campus reserves the right to deny admission or re-admission to any applicant. The University of Arizona Global Campus does not admit students based on an "ability to benefit" test. The University of Arizona Global Campus recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate their identity.

## **Appeal Procedure beyond a Second (2nd) Conditional Admission Period or Promise Attempt**

Provisional admission status must be attained by the end of the second (2nd) attempt of the University of Arizona Global Campus Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second (2<sup>nd</sup>) attempt of the University of Arizona Global Campus Promise must wait six (6) months from the date they were denied admission to re-apply, or they may appeal the University's decision any time before six (6) months have elapsed using the process outlined subsequently to request a third (3rd) attempt of conditional admission in the University of Arizona Global Campus Promise. In the cases where an appeal is denied or the third (3rd) attempt of beyond is unsuccessful in attaining provisional admission, a student must wait six (6) months to then appeal for any additional attempt of the University of Arizona Global Campus Promise.

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the University of Arizona Global Campus Admission Appeals Committee reviews the appeals and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to [academic.progress@uagc.edu](mailto:academic.progress@uagc.edu) or electronically via the online Conditional Admission Appeal form and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and,
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at the University of Arizona Global Campus.

Appeal decisions will be communicated from the Office of the Registrar to students via email.

## **Provisional Admission Requirements for Associate Degree Programs**

Students must meet the following requirements in order to be provisionally admitted to an Associate degree program at the University of Arizona Global Campus:

- Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and
- Attend Week 4 of their first course.

Attendance in Week 4 constitutes a student's confirmation of their intention to continue in the program as a regular student. Upon attendance in Week 4 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

## **Transfer Credit Evaluation for Associate Degree Programs**

The Transcript Administration Department will request official transcripts of all prior postsecondary education, as long as the institution allows third-party requesting. Schools provided by the student in the application for admission, and/or any school appearing in the student's National Student Clearinghouse record, will be requested. Please refer to the *Undergraduate General Transfer Credit Provisions and Limitations* policy in this Catalog for more details. 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 Office of the Registrar will complete the student's official transfer credit evaluation.

Two weeks prior to the conclusion of the second (2nd) attempted UAGC course in a degree seeking program, if any transcripts of prior postsecondary education have not yet been received, the Office of the Registrar will proceed with the official 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. 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.

### **Full Admission Requirements for Associate Degree Programs**

The following requirements must be met prior to the conclusion of the second (2nd) attempted UAGC course in a degree seeking program. To start the third (3rd) 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 (or conditionally admitted for those starting on or after 03/03/2026) with completion of at least a two-year program 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.

Students for whom the aforementioned required documentation does not apply, are fully admitted at the time of their official transfer credit evaluation\* and after they have successfully completed the Conditional Admission Period. Students with no history of postsecondary education are fully admitted after they have successfully completed the Conditional Admission Period.

The student is responsible for all eligibility-related assertions, attestations, and verifications relied upon by the institution during the admissions process. Should any of the student's information be subsequently established

as inaccurate, resulting in the student's disqualification for full admission, the student will remain responsible for any and all financial obligations incurred while at the institution, including, but not limited to, financial aid funds that were consequently returned by the University.

If at any time it is determined that the student does not meet admission requirements outlined for the program as indicated on the application for admission, conditional, provisional and/or full admission will be rescinded and the student will be withdrawn from the University.

\*In accordance with the *Transfer Credit Evaluation* policy in Section 6 of this catalog.

# Admission Policies and Procedures for Bachelor's Degree Programs

Effective 03/03/2026

Revision, effective for students starting on or after 07/01/2026

## Conditional Admission Requirements for Bachelor's Degree Programs

Applicants are conditionally admitted to a Bachelor's degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and all documents required for conditional admission are on file and approved. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Applicants seeking admission to a Bachelor's degree program must meet the following admission requirements prior to registration and the start of the first course at the University of Arizona Global Campus. Students must provide documentation prior to being conditionally admitted and registered for their program. Failure to provide approved documentation prior to the student's start date will result in the student being unable to start their program on the applicable start date.

- 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.
  - 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.
  - 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 as defined by the University of Arizona Global Campus transfer credit policies, may be admitted. Unofficial transcripts must be provided.
- 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 and Policies*.
- 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<sup>^</sup>;
  - Received a GED that was taken in English<sup>^</sup>;
  - 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

- *Served in the U.S. armed services as either current active-duty or veteran service member; 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.

*\*Satisfying the English Language Requirement does not exempt a student who earned their 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 Office of the Registrar 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.

Attendance in the first course is confirmation of a student’s intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt. Failing to meet Basic Academic Requirements (BAR) (attaining a cumulative course grade of C- or better as of Day 6 of Week 3 in the first course) also concludes an attempt.

Students who fail to meet Basic Academic Requirements are denied admission.

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

The University of Arizona Global Campus reserves the right to deny admission or re-admission to any applicant. The University of Arizona Global Campus does not admit students based on an “ability-to-benefit” test. The University of Arizona Global Campus recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student’s identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate their identity.

## **Appeal Procedure Beyond a second (2nd) Consecutive Conditional Admission Period or The Promise Attempt**

Provisional admission status must be attained by the end of the second (2<sup>nd</sup>) attempt of the University of Arizona Global Campus Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second (2<sup>nd</sup>) attempt of the University of Arizona Global Campus Promise must wait six (6) months from the date they were denied admission to re-apply, or they may appeal the University's decision any time before six (6) months have elapsed using the process outlined subsequently to request a third (3<sup>rd</sup>) attempt of conditional admission in the University of Arizona Global Campus Promise. In the cases where an appeal is denied or the third (3<sup>rd</sup>) attempt or beyond is unsuccessful in attaining provisional admission, a student must wait six (6) months to then appeal for any additional attempt of the University of Arizona Global Campus Promise.

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the University of Arizona Global Campus Admission Appeals Committee reviews the appeals and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student not to attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to [academic.progress@uagc.edu](mailto:academic.progress@uagc.edu) or electronically via the online Conditional Admission Appeal form and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college-level credits during their period of absence; and,
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at the University of Arizona Global Campus.

Appeal decisions will be communicated from the Office of the Registrar to students via email.

## **Provisional Admission Requirements for Bachelor's Degree Programs**

Students must meet the following requirements to be provisionally admitted to a Bachelor's degree program at the University of Arizona Global Campus:

- Attain a cumulative course grade of C- or better by Day 6 of Week 3 in their first course; and
- Attend Week 4 of their first course.

Attendance in Week 4 constitutes a student's confirmation of their intention to continue the program as a regular student. Upon attendance in Week 4 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

## **Transfer Credit Evaluation for Bachelor's Degree Programs**

The Transcript Administration Department will request official transcripts of all prior postsecondary education, as long as the institution allows third-party requesting. Schools provided by the student in the application for admission, and/or any school appearing in the student's National Student Clearinghouse record, will be

requested. Please refer to the *Undergraduate General Transfer Credit Provisions and Limitations* policy in this Catalog for more details. 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 Office of the Registrar will complete the student's official transfer credit evaluation.

Two weeks prior to the conclusion of the second (2<sup>nd</sup>) attempted UAGC course in a degree seeking program, if any transcripts of prior postsecondary education have not yet been received, the Office of the Registrar 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.

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.

### **Full Admission Requirements for Bachelor's Degree Programs**

The following requirements must be met prior to the conclusion of the second(2<sup>nd</sup>) attempted UAGC course in a degree seeking program. To start the third (3<sup>rd</sup>) course, you must complete all the requirements subsequently outlined.

- Official 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 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.

Students for whom the aforementioned required documentation does not apply, are fully admitted at the time of their official transfer credit evaluation\* and after they have successfully completed the Conditional Admission Period. Students with no history of postsecondary education are fully admitted after they have successfully completed the Conditional Admission Period.

The student is responsible for all eligibility-related assertions, attestations, and verifications relied upon by the institution during the admissions process. Should any of the student's information be subsequently established as inaccurate, resulting in the student's disqualification for full admission, the student will remain responsible for any and all financial obligations incurred while at the institution, including, but not limited to, financial aid funds that were consequently returned by the University.

If at any time it is determined that the student does not meet admission requirements outlined for the program as indicated on the application for admission, conditional, provisional and/or full admission will be rescinded and the student will be withdrawn from the University.

\*In accordance with the Transfer Credit Evaluation policy in Section 6 of this Catalog.

# Admission Policies and Procedures for Master's Degree Programs

Effective 03/03/2026

Revision, effective for students starting on or after 07/01/2026

## Conditional Admission Requirements for Master's degree programs

Applicants are conditionally admitted to a Master's degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and all documents required for conditional admission are on file and approved. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Applicants seeking admission to any Master's degree program must meet the following admission requirements prior to registration and the start of the first course at the University of Arizona Global Campus. Failure to provide approved documentation prior to the student's start date will result in the student being unable to start in their program on the applicable start.

1. Have a Bachelor's degree or a graduate level degree from an approved accredited college or university with a grade point average (GPA) of 2.0\* or above. Applicants must provide an approved unofficial or official transcript or diploma prior to being conditionally admitted and registered for their program;
2. Have access to a computer with an Internet connection for the Web-based programs and meet the minimum technology requirements and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the *General Academic Information and Policies* section of this *Catalog*;
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
  - *Served in the U.S. armed services as either current active-duty or veteran service member; 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 550 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.

\*Applicants to the Master of Science in Instructional Design and Technology competency-based education program must have a Bachelor's degree or graduate level degree from an approved accredited college or university with a grade point average (GPA) of 3.0 or above.

The University of Arizona Global Campus reserves the right to deny admission or re-admission to any applicant. The University of Arizona Global Campus recognizes the importance of protecting student privacy

and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate his or her identity.

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.

Attendance in the first course is confirmation of a student's intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt.

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

### **Appeal Procedure beyond a Second (2nd) Consecutive Conditional Admission Period or The Promise Attempt**

Provisional admission status must be attained by the end of the second (2<sup>nd</sup>) attempt of the University of Arizona Global Campus Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second (2<sup>nd</sup>) attempt of the University of Arizona Global Campus Promise must wait six (6) months from the date they were denied admission to re-apply, or they may appeal the University's decision any time before six (6) months have elapsed using the process outlined subsequently to request a third (3<sup>rd</sup>) attempt of conditional admission in the University of Arizona Global Campus Promise. In the cases where an appeal is denied or the third (3<sup>rd</sup>) attempt of beyond is unsuccessful in attaining provisional admission, a student must wait six (6) months to then appeal for any additional University of Arizona Global Campus Promise attempt.

Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the University of Arizona Global Campus Appeals Committee reviews the appeals and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.

Students must appeal in writing to the University Registrar. The appeal must be submitted to [academic.progress@uagc.edu](mailto:academic.progress@uagc.edu) or electronically via the online *Conditional Admission Appeal* form and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:

- A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;
- Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college-level credits during their period of absence; and,
- A plan for completion of the coursework required to meet basic academic requirements during their coursework at the University of Arizona Global Campus.

Appeal decisions will be communicated from the Office of the Registrar to students via email.

## **Provisional Admission Requirements for Master's degree programs**

Students must attend beyond Week 3 of their first course in order to be provisionally admitted to a Master's degree program at the University of Arizona Global Campus.

Attendance beyond Week 3 constitutes a student's confirmation of their intention to continue in the program as a regular student. Upon attendance beyond Week 3 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

## **Transfer Credit Evaluation for Master's Degree Programs**

The Transcript Administration Department will request official transcripts of all prior postsecondary education, as long as the institution allows third-party requesting. Schools provided by the student in the application for admission, and/or from any school appearing in the student's National Student Clearinghouse record, will be requested. Please refer to the *Master's Transfer Credit* Policy in this Catalog for more details.

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 Office of the Registrar staff will complete the student's official transfer credit evaluation.

Two weeks prior to the conclusion of the second (2nd) attempted UAGC course in a degree-seeking program, if any transcripts from institutions where graduate credit was earned have not yet been received, the Office of the Registrar 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.

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.

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

## **Full Admission Requirements for Master's degree programs**

The following requirements must be met prior to the conclusion of the second (2nd) attempted University of Arizona Global Campus course in a degree seeking program. To start the third (3rd) 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, if required for admission.

\*Applicants to the Master of Science in Instructional Design and Technology competency-based education program must submit an official transcript from the approved accredited institution that awarded the baccalaureate or graduate level degree indicating a minimum GPA of 3.0\* with a degree conferral date prior to the start of the first course at the University of Arizona Global Campus.

# Admission Policies and Procedures for Doctoral Degree Programs

Effective 03/03/2026

Revision, Effective for students starting on or after 07/01/2026

## Conditional Admission Requirements for Doctoral degree programs

Applicants are conditionally admitted to a Doctoral degree program when they submit a completed application indicating that they meet admission requirements outlined for that program and all documents required for conditional admission are on file and approved. Applicants in a conditional admission status are not eligible for Title IV funds and are not considered regular students until granted provisional or full admission.

Applicants seeking admission to any Doctoral program must meet the following admission requirements prior to registration and the start of the first course at the University of Arizona Global Campus. Failure to provide approved documentation prior to the student's start date will result in the student being unable to start in their program on the applicable start.

1. *Applicants must have ~~Provide proof of~~ a Master's degree from an approved accredited institution with a graduate-level cumulative GPA of 3.0 or higher, or an earned Doctoral degree from an approved accredited institution. Applicants must provide an unofficial or official transcript demonstrating degree completion prior to being conditionally admitted and registered for their program;*
  - o Students who have completed 12 credits or more of doctoral-level coursework may have their GPA calculated for doctoral coursework to meet the 3.0 graduate GPA requirement.
2. *Applicants must submit a Resume or Curriculum Vitae (CV) demonstrating progressive responsibility in a professional setting. At least 3 years of experience is highly preferred.*
3. *Applicants must obtain two academic or professional references who must submit completed surveys related to the applicant.*
4. *Applicants must be employed. Employment in the field or career in which the applied doctoral project research will take place is strongly encouraged. Exceptions may be granted on a case-by-case basis. Applicants requesting an exception must provide evidence in the application demonstrating their capacity to succeed in applied professional research, including a clear explanation of how they will secure access to an appropriate professional setting, organizational context, or problem of practice that will support completion of the applied doctoral project.*
5. *Applicants must complete responses to reflective questions in the application. These responses are used to assess the applicant's goals, readiness for doctoral study, capacity for reflective and professional thinking, and potential to contribute meaningfully to the learning community.*
6. *Applicants must have access to a computer with an Internet connection and meet the minimum technology requirements and minimum computer skills, abilities, features, system configurations, hardware, and software outlined in the General Academic Information and Policies section of this Catalog;*
7. *Applicants must have the ability to study in English indicated by one of the following:*
  - Earned a Bachelor's or Master's degree in which the primary language of instruction was English; or

- *Served in the U.S. armed services as either current active-duty or veteran service member; 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 550 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.*

The University of Arizona Global Campus reserves the right to deny admission or re-admission to any applicant. The University of Arizona Global Campus recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate their identity.

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.

Attendance in the first course is confirmation of a student's intent to matriculate and, therefore, constitutes an attempt. Subsequent withdrawal from the course or institution, whether administrative or student-initiated, concludes an attempt.

Students who are administratively withdrawn for failing to submit required Financial Aid documents during the conditional admission period are required to submit the required documents as a prerequisite to a subsequent attempt.

### **~~Appeal Procedure Beyond a Second (2nd) Consecutive Conditional Admission Period or The Promise Attempt~~**

~~Provisional admission status must be attained by the end of the second (2<sup>nd</sup>) attempt of the University of Arizona Global Campus Promise, while a student is in conditional standing. Students who fail to attain provisional admission by the end of their second (2<sup>nd</sup>) attempt of the University of Arizona Global Campus Promise must wait six (6) months from the date they were denied admission to re-apply, or they may appeal the University's decision any time before six (6) months have elapsed using the process outlined subsequently to request a third (3<sup>rd</sup>) attempt of conditional admission in the University of Arizona Global Campus Promise. In the cases where an appeal is denied or the third (3<sup>rd</sup>) attempt or beyond is unsuccessful in attaining provisional admission, a student must wait six (6) months to then appeal for any additional attempt of the University of Arizona Global Campus Promise.~~

~~Disagreements over academic quality will not be considered as an appropriate basis for such appeals. In cases of appropriate cause, the University of Arizona Global Campus University Admission Appeals Committee reviews the appeals and renders a decision to the student. Appeals must include an explanation of the event that occurred, which caused the student to not attain provisional admission to the University after two attempts.~~

~~Students must appeal in writing to the University Registrar. The appeal must be submitted to academic.progress@uagc.edu or electronically via the online *Conditional Admission Appeal* form and approved prior to enrollment in any future courses. Additionally, the student's appeal letter must include:~~

- ~~• A reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in the undue hardship to the student;~~
- ~~• Compelling evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of college level credits during their period of absence; and,~~
- ~~• A plan for completion of the coursework required to meet basic academic requirements during their coursework at University of Arizona Global Campus University.~~

~~Appeal decisions will be communicated from the Office of the Registrar to students via email.~~

### **Provisional Admission Requirements for Doctoral degree programs**

Students must attend beyond Week 3 of their first course in order to be provisionally admitted to a Doctoral degree program.

Attendance beyond Week 3 constitutes a student's confirmation of their intention to continue in the program as a regular student. Upon attendance beyond Week 3 of their first course, students are considered matriculated, regular students in their degree program. Students who meet the requirements for Full Admission will be fully admitted into the degree program.

### **Transfer Credit Evaluation for Doctoral Degree Programs**

**\*At this time the Doctoral program does not accept transfer credits\***. Please refer to the *Doctorate Transfer Credit* Policy in the Academic Catalog for more details.

~~The Transcript Administration Department will request official transcripts of all prior postsecondary education, as long as the institution allows third-party requesting. Schools provided by the student in the application for admission, and/or from any school appearing in the student's National Student Clearinghouse record, will be requested. Please refer to the *Doctorate Transfer Credit* Policy in this Catalog for more details.~~

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

~~Two weeks prior to the conclusion of the second (2nd) attempted UAGC course in a degree-seeking program, if any transcripts from institutions where doctoral-level credit was earned have not yet been received, the Office of the Registrar 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.~~

~~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.~~

## **Full Admission Requirements for Doctoral degree programs**

The following requirements must be met prior to the conclusion of the second (2nd) attempted UAGC course in a degree-seeking program. To start the third (3rd) 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 an approved accredited institution that awarded a Doctoral degree, with a degree conferral date prior to the start of the first course at University of Arizona Global Campus.
  - Students who have completed 12 credits 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 admission requirements, if required for admission.

# Bachelor of Arts in Business Economics

Effective 01/06/2026

The Bachelor of Arts in Business Economics is an analytical program that integrates economics and business to give students a comprehensive understanding of both theory and practice. Emphasizing quantitative methods, data analytics, and applied economic analysis, the program equips students with the skills needed to address complex issues in today's global economy. It prepares graduates for careers in data analytics, finance, business management, economic and market research, public policy, and related professional fields.

*Licensure and Certification Terms and Conditions: This program is not designed to meet the state educational requirements for a specific professional license or certification in any state. Students seeking licensure or certification in a particular profession shall carefully research the requirements prior to enrollment and regularly review the requirements as they are subject to change.*

*Requirements vary by state. The University of Arizona Global Campus does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in their field of study.*

## Program Outcomes

Business Economics major graduates will be able to:

1. Assess data and business information using economic reasoning and evidence-based approaches;
2. Examine how individuals, firms, and policymakers allocate scarce resources to achieve efficiency and strategic objectives;
3. Evaluate economic and business decisions with statistical methods, data analytics, and econometric techniques;
4. Assess the effects of fiscal, monetary, trade, and regulatory policies on firms, markets, and the broader economy;
5. Utilize emerging tools and technology to enhance economic modeling, forecasting, and business strategy; and
6. Communicate complex economic and business analyses clearly to support decision-making in professional contexts.

## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 45 credits

Electives: 32 credits

Students must earn a minimum of 30 upper-division credits.

## Major Course Requirements (45 credits)

- ECO 204 Principles of Microeconomics (3 credits)
- ECO 203 Principles of Macroeconomics (3 credits)
- MGT 330 Management for Organizations (3 credits)
- ACC 205 Principles of Accounting I (3 credits)
- ACC 206 Principles of Accounting II (3 credits) *Prerequisite: ACC 205*
- BUS 311 Business Law I (3 credits)
- ^BUS 308 Statistics for Managers (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisite: ACC 205 or ACC 208 or ACC 281*
- ECO 316 Financial Institutions and Markets (3 credits) *Prerequisite: ECO 100 or ECO 203*
- AIS 300 Principles of Data Analytics (3 credits)
- ECO 320 International Economics (3 credits)
- ^ECO 342 Principles of Econometrics (3 credits) *Prerequisite: BUS 308*
- ECO 408 Managerial Economics (3 credits) *Prerequisite: ECO 204*
- ECO 406 Business Cycles and Growth (3 credits) *Prerequisite: ECO 203*
- ^^ECO 490 Economics Capstone (3 credits) *Prerequisite: ECO 406 and ECO 408*

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

# Bachelor of Arts in Communication Studies

Effective 01/06/2026

The Bachelor of Arts in Communication Studies is designed to provide students a deep understanding of how formal and informal communication shapes the world, including public policy, social relations, and human thought and action. It also explores how individuals, groups and powerful corporations reach, inform, and influence others. From independent paths in digital media, content creation, and journalism to more traditional roles in public relations, education, business, and human resources, this program prepares students to succeed across a broad and ever-changing range of communication opportunities.

As the communication landscape continues to shift, more individuals are building careers in the communication field on their own—creating original content, growing online communities, and engaging audiences directly through social media, podcasts, video platforms, and other emerging technologies. This program reflects that reality and encourages students to explore both established and emerging forms of communication with creativity, ethical awareness, and strategic insight.

Students will study topics such as communication theory, persuasion, storytelling, media literacy, visual communication, and intercultural communication while developing skills in writing, speaking, and digital production in interpersonal, organizational, and public contexts. In addition, students will gain exposure to rapidly developing communication tools shaped by artificial intelligence, including generative content creation, data-driven audience analysis, and automated content management systems, developing a critical understanding of both their possibilities and limitations. Graduates will leave with a flexible, future-ready skill set and a deeper understanding of the role communication plays in a society shaped by technology, media, and human connection.

*Licensure and Certification Terms and Conditions: This program is not designed to meet the state educational requirements for a specific professional license or certification in any state. Students seeking licensure or certification in a particular profession shall carefully research the requirements prior to enrollment and regularly review the requirements as they are subject to change. Requirements vary by state. The University of Arizona Global Campus does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in their field of study.*

## Program Outcomes

Communication Studies major graduates will be able to:

1. Develop fluent and clear messages for specific audiences by selecting and applying appropriate communication technologies and channels to enhance message delivery, engagement, and impact;
2. Apply appropriate strategies to overcome intercultural, interpersonal, and physical barriers to effective personal and professional communication across varied contexts;
3. Integrate the core principles, practices, and ethical considerations of independent journalism, influencer communication, and other forms of professional communication;
4. Formulate effective research in various contexts to support content development, audience analysis, technology applications, and other relevant goals;
5. Critique both individual and campaigns of communication messages, utilizing critical thinking and relevant communication theories; and
6. Evaluate how communication shapes individual and cultural identities and how those identities, in turn, influence communication.

## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*36 credits

Electives: 47 credits

Students must earn a minimum of 30 upper-division credits.

\*In this program, 6 credits from the major may also satisfy General Education requirements.

## Major Course Requirements (36 credits)

- COM 101 Introduction to Communication (3 credits)
- COM 150 Foundations of Digital Presence (3 credits) *Prerequisite: SPE 103*

- \*COM 345 Media Writing for Communication (3 credits)
- COM 327 Visual Communication (3 credits)
- \*COM 355 Technology and Communication (3 credits)
- COM 370 Intercultural Communication (3 credits)
- BUS 352 e-Business (3 credits)
- COM 377 Research and Methods in Communication (3 credits)
- COM 412 Advanced Message Design and Creation (3 credits) *Prerequisite: COM 345 and COM 327*
- COM 333 Ethics in Communication (3 credits)
- BUS 362 Introduction to Entrepreneurship (3 credits)
- ^COM 480 Communication Studies Capstone (3 credits) *Prerequisite: GEN 499*

\*Satisfies General Education requirements.

^ This course must be taken last in the program.

# Bachelor of Arts in Health and Wellness

Effective 01/06/2026

The Bachelor of Arts in Health and Wellness degree prepares students to understand and promote health across all aspects of life, emphasizing the link between lifestyle, disease prevention, and well-being. Through a holistic approach, students examine how the dimensions of wellness influence health. The program covers major health risks, positive and negative health practices, and strategies for wellness programs, including nutrition, fitness, injury prevention, and stress management. Graduates are equipped for roles in business, community, and healthcare settings, ready to design and lead programs that support lifelong health for individuals and groups.

*Licensure and Certification Terms and Conditions: This program is not designed to meet the state educational requirements for a specific professional license or certification in any state. Students seeking licensure or certification in a particular profession shall carefully research the requirements prior to enrollment and regularly review the requirements as they are subject to change. Requirements vary by state. The University of Arizona Global Campus does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in their field of study.*

## Program Outcomes

Health and Wellness major graduates will be able to:

1. Analyze the relationship between lifestyle choices, disease prevention, and health outcomes;
2. Assess major health risks and challenges affecting individuals and recommend evidence-based strategies to address them;
3. Apply knowledge of nutrition, fitness, stress management, and other health behaviors to develop effective wellness promotion plans for diverse populations;
4. Develop health and wellness programs tailored to the needs of individuals;
5. Demonstrate the ability to communicate health information and promote positive behavioral and lifestyle changes in a variety of professional settings; and
6. Apply professional competencies necessary for roles in business, community organizations, healthcare, and wellness industries.

## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 36 credits

Electives: 41 credits

Students must earn a minimum of 30 upper-division credits.

## Major Course Requirements (36 credits)

- HWE 200 Introduction to Health and Wellness (3 credits)
- HSC 260 Anatomy and Pathophysiology (3 credits)
- HCS 308 Introduction to Nutritional Concepts (3 credits) *Prerequisite: HWE 200*
- HWE 330 Musculoskeletal Anatomy and Physiology (3 credits) *Prerequisite: HSC 260*
- HCS 334 Personal Fitness and Wellness for Optimal Living (3 credits) *Prerequisites: HWE 200 and HSC 260*
- HWE 340 Exercise and Nutrition Principles in Wellness (3 credits)
- PSY 361 Health Psychology (3 credits)
- PSY 380 Counseling and Behavior Change (3 credits) *Prerequisites: HWE 200 and PSY 361*
- HWE 415 Stress Management (3 credits)
- HWE 420 Wellness for Special Populations (3 credits) *Prerequisites: HWE 200, HWE 330, HWE 340, and HCS 334*
- HPR 460 Analysis of Health Research (3 credits)
- ^HWE 498 Health and Wellness Capstone (3 credits) *Prerequisite: GEN 499*

^This course must be taken last in the program.

# Bachelor of Arts in Social Science

Effective 01/06/2026

The Social Science Program offers an interdisciplinary framework for exploring global challenges such as environmental sustainability, health, social inequality, technological issues, and social change. By integrating perspectives from the social sciences, the program emphasizes applied learning, equipping students with analytical, research, and problem-solving skills that are transferable to a variety of careers. Students will develop a strong understanding of cultural contexts and diverse perspectives, preparing them to effectively engage with individuals and communities in an increasingly interconnected world. Graduates are prepared to engage in evidence-based decision making and contribute meaningfully to professional environments across public, private, and nonprofit sectors.

*Licensure and Certification Terms and Conditions: This program is not designed to meet the state educational requirements for a specific professional license or certification in any state. Students seeking licensure or certification in a particular profession shall carefully research the requirements prior to enrollment and regularly review the requirements as they are subject to change. Requirements vary by state. The University of Arizona Global Campus does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in their field of study.*

## Program Outcomes

Social Science major graduates will be able to:

1. Evaluate fundamental social science concepts, theories, and frameworks for contemporary issues in the social sciences;
2. Examine the effectiveness of social, technological, and policy-based interventions in addressing complex societal challenges;
3. Explore the importance and influence of diversity within and among cultures and societies;
4. Analyze contemporary issues in the social sciences using critical thinking and ethical reasoning skills; and
5. Apply qualitative and quantitative research methods using real-world data and case studies of global and contemporary significance.

## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: \*43 credits

Major Course Requirements: \*36 credits

Electives: 53 credits

Students must earn a minimum of 30 upper-division credits.

\*In this program, 12 credits from the major may also satisfy General Education requirements.

## Major Course Requirements (36 credits)

- \*SSC 101 Introduction to Social Science (3 credits)
- SOC 302 Social Platforms and Social Action (3 credits)
- \*BUS 250 Corporate and Social Responsibility (3 credits)
- SOC 308 Racial and Ethnic Groups (3 credits)
- SSC 320 Global Socioeconomic Perspectives (3 credits)
- PSY 302 Industrial/Organizational Psychology (3 credits)
- \*COM 370 Intercultural Communication (3 credits)
- SSC 340 Human Health and Global Environmental Change (3 credits)
- SSC 351 Science, Technology, and Society (3 credits) *Prerequisite: SSC 101*
- \*PSY 326 Research Methods (3 credits) *Prerequisite: MAT 232*
- SSC 360 Gender in the Social Sciences (3 credits) *Prerequisite: SSC 101*
- ^SSC 460 Qualitative Research Methods in the Social Sciences (3 credits)

\* Satisfies General Education requirements.

^ This course must be taken last in the program.

*Note: SSC 101 should be taken prior to 300-level courses and above in their respective subject areas.*

# Bachelor of Arts in Supply Chain Management

Effective 01/06/2026

The Bachelor of Arts in Supply Chain Management program focuses on developing practical skills and industry relevant competencies in logistics, procurement, production planning, transportation, quality control, and warehouse operations. Students gain career focused skills in optimizing supply chain processes and managing information flows to improve organizational efficiency and customer satisfaction. The curriculum emphasizes strategic thinking, analytical problem solving, and effective decision making, while also integrating core business knowledge to prepare graduates for leadership roles across diverse operational functions. This program aligns with current industry standards and equips students with the capabilities needed to meet evolving workforce demands in supply chain and operations management.

*Licensure and Certification Terms and Conditions: This program is not designed to meet the state educational requirements for a specific professional license or certification in any state. Students seeking licensure or certification in a particular profession shall carefully research the requirements prior to enrollment and regularly review the requirements as they are subject to change. Requirements vary by state. The University of Arizona Global Campus does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in their field of study.*

*This program is not designed to qualify students for any certifications from the Association for Supply Chain Management (ASCM), including but not limited to the Certified Supply Chain Professional (CSCP) Certification. Students interested in learning more about the CSCP Certification and any other certifications offered by ASCM should visit <https://www.ascm.org/learning-development/certifications-credentials/>.*

*This program is not designed to qualify students for any certifications from the American Purchasing Society. Students interested in learning more about the certifications offered by the American Purchasing Society should visit <https://www.american-purchasing.com/certification>.*

## Program Outcomes

Supply Chain Management major graduates will be able to:

1. Apply industry standard supply chain management principles that address business challenges in logistics, operations and procurement;
2. Examine globalization's impact on supply chains and develop skills to navigate international trade, cross border logistics, and global sourcing;
3. Evaluate supply chain models and design, aligned with current industry practices to develop critical thinking and decision-making skills;
4. Analyze how supply chain management can enhance organizational performance through operational efficiency, cost control, and value creation;
5. Assess information technology tools to measure and improve supply chain performance, building skills in data analytics, ERP systems, and digital logistics platforms; and
6. Integrate supply chain goals with corporate strategy, cultivating leadership and strategic planning skills.

## Program Requirements

Total number of credits required: 120 credits

General Education Requirements: 43 credits

Major Course Requirements: 39 credits

Electives: 38 credits

Students must earn a minimum of 30 upper-division credits.

## Major Course Requirements (39 credits)

- MGT 330 Management for Organizations (3 credits)
- ECO 204 Principles of Microeconomics (3 credits)

- ACC 205 Principles of Accounting I (3 credits)
- ^BUS 401 Principles of Finance (3 credits) *Prerequisites: ACC 205 or ACC 208 or ACC 281*
- ^BUS 308 Statistics for Managers (3 credits)
- ^BUS 307 Operations Management and Quantitative Techniques (3 credits)
- INF 220 IS Principles (3 credits) *Prerequisite: INF 103, TEC 100, or permission of instructor*
- MGT 323 Principles of Supply Chain Management (3 credits)
- MGT 370 International Supply Chain Management (3 credits)
- SCM 300 Technologies in Modern Supply Chain Management (3 credits)
- SCM 460 Integrated Distribution and Logistics Management (3 credits)
- BUS 443 Quality Management for Organizational Excellence (3 credits)
- ^^SCM 499 Supply Chain Integration and Strategy Capstone (3 credits) *Prerequisite: GEN 499*

^ Quantitative Reasoning Core Competency requirement must be met before taking this course.

^^ This course must be taken last in the program.

# Doctor of Professional Studies in Organizational Leadership

*Effective for students starting on or after 07/01/2026*

The Doctor of Professional Studies (DPS) in Organizational Leadership program is designed for students with career aspirations in applying the principles of leadership and human performance in organizations to improve organizational operations and strategic execution. The DPS in Organizational Leadership degree focuses on applied workforce outcomes, including leadership and applied research skills, developed through theory and practice, authentic assessment, and experiential learning rooted in organizational psychology.

*Licensure and Certification Terms and Conditions: This program is not designed to meet the state educational requirements for a specific professional license or certification in any state. Students seeking licensure or certification in a particular profession shall carefully research the requirements prior to enrollment and regularly review the requirements as they are subject to change. Requirements vary by state. The University of Arizona Global Campus does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in their field of study.*

## Program Outcomes

Graduates of the Doctor of Professional Studies (DPS) in Organizational Leadership program will be able to:

1. Conduct self-directed, evidence-based applied research that addresses practical problems across various professional contexts, using appropriate theoretical models, methodologies, and ethical protocols.
2. Develop strategies that promote responsive practices in communities and organizational systems, recognizing the influence of social, cultural, and systemic dynamics.
3. Integrate interdisciplinary knowledge to create sustainable solutions for enhancing leadership, human development, individual and team performance, learning systems, and community well-being in complex organizational contexts.
4. Communicate effectively using multiple modalities, supporting transformative change through professional engagement, collaboration, and leadership.
5. Apply ethical policies, frameworks, and standards to guide responsible scholarly inquiry, digital literacy, personal integrity, and professional practice.
6. Incorporate iterative feedback to enhance personal and professional growth, leadership effectiveness, and scholarly development through metacognitive practices.

## Program-Specific Requirements

### Major Courses (18 credits)

- \*^DOC 700 Essentials of Advanced Scholarship (3 credits)
- PSY 711 Psychology of Leadership (3 credits)
- ORG 710 Advanced Seminar: Leadership and Management (3 credits)
- ORG 720 Professional Ethics for Organizational Leadership (3 credits)
- ORG 730 Leadership and Organizational Culture (3 credits)
- ORG 740 Advanced Seminar: Leading Organizational Change (3 credits)

### Research Fundamentals Courses (9 credits)

- ^RES 705 Foundations of Applied Research (3 credits)
- RES 710 Applied Quantitative Research (3 credits) *Prerequisite: RES 705*
- RES 715 Applied Qualitative Research (3 credits) *Prerequisite: RES 710*

## **Applied Doctoral Project Courses (21 credits)**

- ^RES 720 ADP I: Problems of Practice (3 credits)
- ^RES 730 ADP II: Building on Prior Evidence (3 credits) *Prerequisite: RES 720*
- ^RES 740 ADP III: Project Approach (3 credits) *Prerequisite: RES 730*
- ^RES 750 ADP IV: Inquiry Investigation (3 credits) *Prerequisite: RES 740*
- ^RES 760 ADP V: Interpreting Results (3 credits) *Prerequisite: RES 750*
- ^RES 770 ADP VI: Applying Findings (3 credits) *Prerequisite: RES 760*
- ^RES 780 ADP VII: Project Outcomes (3 credits) *Prerequisite: RES 770*

\*This course must be taken first in the program and cannot be replaced or waived by credit in transfer.

^This course contains a synchronous component.

## **Specializations (12 credits)\***

### **Education Innovation Leadership**

- EDU 710 Leadership in Practice: Case Studies in Educational Organizations (3 credits)
- EDU 720 Leadership Inquiry and Action Research in Educational Contexts (3 credits)
- EDU 730 Governance and Politics of Education (3 credits)
- EDU 740 Change in People, Society, Bureaucracies and Institutions (3 credits)

### **Human Services Leadership**

- HUM 710 Performance and Quality Management (3 credits)
- HUM 720 Financial and Grant Management (3 credits)
- HUM 730 Program Review and Evaluation (3 credits)
- HUM 740 Organizational Operations and Human Services Administration (3 credits)

### **Organizational Effectiveness**

- ORG 750 Advanced Seminar: Human Resources Business Strategy (3 credits)
- ORG 760 Advanced Topics in Performance Management (3 credits)
- ORG 770 Advanced Seminar: The Leader as Coach (3 credits)
- ORG 780 Strategic Talent Development (3 credits)

### **Performance Psychology Leadership**

- PSY 703 Advanced Performance Management I: Core Mind-Body Practices (3 credits)
- PSY 704 Advanced Group Dynamics in Performance Settings (3 credits)
- PSY 705 Advanced Performance Management III: The Psychology of Peak Experience (3 credits)
- PSY 706 Advanced Consulting Skills for Performance Optimization (3 credits)

\*Specialization courses will be taken after successful completion of ORG 740.

## **Graduation Requirements**

To be eligible for the DPS in Organizational Leadership a student must successfully complete the following:

- The approved program consisting of 60 credits;
- Applied Doctoral Project requirements; and
- A minimum cumulative grade point average of 3.30 in all coursework attempted at the University.

The degree will be noted on the transcript as a Doctor of Professional Studies in Organizational Leadership with specialization as applicable.

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

# Master of Arts in Teaching and Learning with Technology

Effective 01/06/2026

The Master of Arts in Teaching and Learning with Technology program is designed to prepare innovative educators and technology specialists who can effectively integrate technology into teaching and learning settings. Students will study both foundational principles and emerging trends within the field of educational technology. The program focuses on cultivating the skills needed to design, develop, implement, and evaluate technology-enhanced educational materials and experiences. Students will gain hands on experience and build expertise while exploring a range of digital tools and developing strategies for the ethical implementation of technology and designing instruction for face-to-face, online, and hybrid learning environments. This program emphasizes practical application, thereby ensuring that students can immediately apply their skills in classroom settings.

*Licensure and Certification Terms and Conditions:* This program is not designed to meet the state educational requirements for teacher licensure or certification in any state. Students seeking teacher licensure shall carefully research their state's requirements prior to enrollment and regularly review the requirements as they are subject to change. Requirements vary by state. Graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree, earning an additional degree. None of the University of Arizona Global Campus online education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), which is a requirement for certification in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure, certification, or employment in their field of study.

*Alabama Students:* Authorization to provide an education program does not indicate eligibility for an Alabama professional educator or professional leadership certificate. Applicants who complete an education or educator preparation program at a non-Alabama institution must apply for an Alabama professional educator or professional leadership certificate through the Alabama Certificate Reciprocity Approach. Current requirements may be found at <https://www.alabamaachievers.org/teacher-center/>.

*California Students:* An education degree offered through the University of Arizona Global Campus online modality does not lead to teacher licensure in the state of California. In order to obtain teacher licensure, a baccalaureate or higher degree, except in professional education, from an approved accredited college or university is required. Residents that meet the education requirement must also complete a California Commission on Teacher Credentialing approved teacher preparation program which includes specific coursework, a teaching performance assessment, and a formal recommendation by the program sponsor where the preparation program was completed. For additional details regarding the single subject teaching credential requirements for teachers prepared in California, please visit: [https://www.ctc.ca.gov/credentials/leaflets/Single-Multiple-Subject-Credentials-\(CL-560C\)](https://www.ctc.ca.gov/credentials/leaflets/Single-Multiple-Subject-Credentials-(CL-560C)) For additional details regarding the single subject teaching credential requirements for teachers prepared outside of California, please visit: [https://www.ctc.ca.gov/credentials/leaflets/Single-Subject-Credentials-Outside-CA-\(CL-560\)](https://www.ctc.ca.gov/credentials/leaflets/Single-Subject-Credentials-Outside-CA-(CL-560)).

*Kentucky Students:* Please be advised that although the University of Arizona Global Campus offers a variety of programs aimed at preparing potential educators in diverse settings, our programs are NOT accredited in Kentucky by the Education Professional Standards Board and are NOT recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky. For more information, please visit the Education Professional Standards Board's website at <http://www.epsb.ky.gov/mod/page/view.php?id=220>.

## Program Outcomes

Master of Arts in Teaching and Learning with Technology graduates will be able to:

1. Explain foundational theories, principles, and emerging trends in educational technology;
2. Design technology-enhanced learning strategies for online, face-to-face, and hybrid environments;
3. Utilize a variety of technologies to support teaching and learning;
4. Develop effective instructional materials and digital content;
5. Apply ethical and equitable practices in the integration of technology in education; and
6. Justify decisions for using technology in educational settings.

## Core Requirements (30 credits)

- EDT 500 Introduction to Educational Technology (3 credits)
- EDT 501 Developing Technology Enhanced Instruction (3 credits) *Prerequisite: EDT 500*

- EDT 502 Digital Content Creation (3 credits) *Prerequisite: EDT 500*
- EDT 650 Foundations of Artificial Intelligence in Education (3 credits)
- EDT 651 Artificial Intelligence Applications and Design in Education (3 credits) *Prerequisite: EDT 650*
- EDT 652 Leadership and Ethics in Artificial Intelligence Integration (3 credits) *Prerequisite: EDT 650*
- EDT 600 Introduction to Online Teaching and Learning (3 credits)
- EDT 601 Promoting Student Engagement in Online Environments (3 credits) *Prerequisite: EDT 600*
- EDT 602 Designing Effective Online Courses (3 credits) *Prerequisite: EDT 600*
- ^EDT 697 MATLT Capstone (3 credits)

^Must be taken last in the program.

## **Graduation Requirements**

To be eligible for the Master of Arts in Teaching and Learning with Technology degree, a student must successfully complete the following:

- The approved program consisting of 30 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Arts in Teaching and Learning with Technology.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

# Master of Professional Studies in Leadership

Effective for students starting on or after 07/01/2026

The Master of Professional Studies in Leadership provides emerging leaders with an individualized approach to leadership development, cultivating executive presence, and refining the skills needed to transform people and organizations. The program emphasizes framework thinking and techniques needed to develop effective strategies, articulate a shared vision, leverage analytics, create high-performing teams, and achieve digital innovations that deliver powerful experiences. Graduates emerge from the program with a refined portfolio of skills to lead with confidence and integrity in a variety of settings.

*Licensure and Certification Terms and Conditions: This program is not designed to meet the state educational requirements for a specific professional license or certification in any state. Students seeking licensure or certification in a particular profession shall carefully research the requirements prior to enrollment and regularly review the requirements as they are subject to change. Requirements vary by state. The University of Arizona Global Campus does not guarantee that any professional organization will accept a graduate's application to sit for any exam for the purpose of professional certification. Further, a criminal record may prevent an applicant from obtaining licensure, certification, or employment in their field of study.*

## Program Outcomes

Master of Professional Studies in Leadership graduates will be able to:

1. Develop executive leadership presence through self-assessment, integrity, practice, and relational awareness;
2. Address contemporary leadership challenges using relevant leadership theories;
3. Integrate communication strategies ethically and in alignment with authentic leadership;
4. Synthesize knowledge from cognitive and behavioral sciences to drive performance;
5. Apply practical frameworks to resolve problems, build resilience, and drive innovation; and
6. Utilize sources of data and technology ethically, in leadership decision-making.

## Core Requirements (30 credits)

- LDR 580 Developing the Leader Within (3 credits)
- LDR 585 Leadership Presence and Communication (3 credits)
- LDR 590 Healthy Leadership and Organizational Culture (3 credits)
- LDR 615 Finance for Leadership (3 credits)
- LDR 620 Strategic Frameworks (3 credits)
- AIS 600 Analytics and Artificial Intelligence for Decision Support (3 credits)
- LDR 625 Leading High-Performance Teams (3 credits)
- LDR 630 Frameworks for Innovation (3 credits)
- LDR 635 Information Design and Visual Communication (3 credits)
- ^ LDR 640 Capstone: Leadership in Action (3 credits)

^Must be taken last in the program.

## Graduation Requirements

To be eligible for the Master of Professional Studies in Leadership degree, a student must successfully complete the following:

- The approved program consisting of 30 credits; and
- A minimum cumulative grade point average of 3.00 in all coursework attempted at the University.

The degree will be noted on the transcript as a Master of Professional Studies in Leadership.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the date the student completes all academic degree requirements. However, release of diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University

# The Resolution Center

Revision, Published 08-28-2025

## Page 16

### The Resolution Center

The University of Arizona Global Campus community benefits from informal, formal, and academic advocacy-related processes. The Resolution Center encourages prompt and equitable resolution of informal and formal complaints 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 and advocacy-related processes, such as the Academic Resolution process, which works to connect students with appropriate outcomes and 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 Resolution Center processes.

**Issues Eligible for Review:** Students or Complainants may submit concerns about existing University policies and procedures. In addition, complaints can be filed regarding topics including, but not limited to, instructors, grading, billing, transcripts, financial aid, and other finance options, such as employer-related benefits, course drop or scheduling concerns, personal hardship matters, student account balances, military benefits, disability-related matters, and advising issues.

*Please note: any academic-related complaints requesting to grade or re-grade an assignment will not be considered until the course has concluded and a final grade has been posted.*

In addition, any discrimination complaints based on a protected classification, including race, color, religion, sex (including pregnancy), national origin (including shared ancestry and ethnic characteristics), age, disability, veteran status, sexual orientation, gender identity, or genetic information, or any other consideration made unlawful by federal, state, or local laws excluding behavior that falls under the Title IX Nondiscrimination Policy, may be eligible for review.

Students are encouraged to begin the resolution process within thirty (30) calendar days of the incident prompting the complaint or from the date of knowledge of the incident prompting the complaint. However, complaints should generally be filed within five (5) years of the incident or five (5) years from a student’s last date of recorded attendance at the University. Complaints received after this time may not be considered for review.

### How to File a Complaint

An individual may file a complaint with the Resolution Center by completing the *Resolution Center Submission form* or by emailing [resolution@uagc.edu](mailto:resolution@uagc.edu).

Upon receipt of the complaint, the Resolution Center will review the complaint to determine if the complaint can be informally resolved

or appropriately addressed by an established University process, including Resolution Center processes.

### Step I: Informal (Departmental Resolution)

Students should address the complaint or concern at the departmental level with the individual involved in the complaint, such as faculty and staff. If satisfactory resolution is not reached after discussion with the individual or if it is impracticable to address the problem or complaint with the individual, the student should proceed with filing a complaint with the Resolution Center.

If the required information has not been submitted with the complaint form, a Resolution Specialist will inform the Complainant in writing of the additional information that is needed. The Complainant will be provided with a reasonable amount of time to submit the missing information for the complaint. If the Complainant does not submit the additional required information, the complaint will not be processed.

Once the complaint is deemed eligible for review by the Resolution Center and all required information has been received, the complaint will be assigned to a Resolution Specialist. The specialist will determine if the complaint can be informally resolved within three (3) business days, which may include referring the student to an established University process, or if the complaint should be referred to a Resolution Center process. If the complaint is not eligible for review by the Resolution Center (see above for “Issues Eligible for Review”), the Complainant will be notified by the Resolution Center.

### Step II: Resolution Center Processes

If a complaint cannot be resolved informally, the complaint will be referred to the Academic Resolution process or the Formal Grievance process. If the complaint is academic in nature, it will be referred to the Academic Resolution process. For all other eligible issues, the complaint will be referred to the Formal Grievance process.

### Academic Resolution Process

If a student has a concern about an instructor or their course and/or would like to formally request a revised letter grade, they must provide documentation and communication to demonstrate that Step I occurred. If the student and instructor are not able to resolve the matter, the student may be referred to the Academic Resolution process.

A request for a revised letter grade may be considered if one or more of the following conditions exist:

- An error was made in the calculation of the course grade.
- The instructor was incorrect with respect to an objective fact within the discipline, and this error affected the student’s final grade.
- The student experienced an obstacle outside of the classroom that impacted their ability to engage in the course and is now requesting to have assignments graded.
- A violation of a posted policy occurred, which impacted the student’s final letter grade for the course.

Please note that the Academic Resolution process is not eligible for Step III, as this process is considered an appeal request for the above-noted reasons.

## Formal Grievance Process

During the Formal Grievance process in Step II, the Resolution Specialist will adequately, reliably, and impartially investigate the complaint. The specialist will evaluate the findings and issue a written response detailing the outcome of the investigation, based on the preponderance of the evidence standard (more likely than not).

### Investigation

During the investigation phase, the specialist will contact the student and others, including all witnesses\* identified by either Complainant or Respondent who are likely to have knowledge relevant to the allegation or may be able to discuss the student's concerns. The student's participation in the process is essential, and the resolution specialist may speak with the student several times during the investigation stage. Students should be prepared to speak with the resolution specialist and to provide any additional relevant information the specialist might request. Failure to provide the requested information may delay or preclude a thorough investigation.

\*The specialist will document all efforts to contact relevant witnesses. If the resolution specialist is unable to contact a relevant witness, the attempts to contact the witness and the reasons such attempts were unsuccessful must be documented by the resolution specialist.

### Evaluation and Response

Following the completion of the investigation, Step II Formal Grievances are evaluated through a collaborative process that may involve leadership of the various functional areas within the University. 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. 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 thirty (30) business days following the referral to the formal grievance process. 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 their representative via email.

Per Step III below, a student may request to appeal the outcome of the Step II Formal Grievance process. Unless a student articulates a permissible ground for appeal, the response at Step II is final.

## Step III: Executive Committee Appeal Request (for Formal Grievance Process)

### Timeline for Filing an Appeal

The student should file the appeal within ten (10) business days of the date of the University's written response, should any of the following grounds be met:

- To consider new evidence that was unavailable during the original investigation that could be outcome-determinative.
- To assess whether a material deviation from written procedures impacted the fairness of the process in a way that could be outcome-determinative.
- To challenge if the findings of the investigation do not accord with the preponderance of the evidence.
- To assess whether bias of the investigator deprived the process of impartiality in a way that could be outcome-determinative.

### How to Request an Appeal

The student must set forth in writing and identify at least one of the above grounds for appeal, accompanied by information that supports the ground(s) for appeal. The written appeal shall be sent to [GrievanceAppeal@uagc.edu](mailto:GrievanceAppeal@uagc.edu).

## Appeal Process

### Phase One: Review and Evaluation

Within three (3) business days of receipt of the request, the Resolution Center will review the appeal to ensure that:

- It states one or more of the four (4) grounds for appeal; and
- It is accompanied by any relevant newly available information or evidence that was not available during the formal grievance process.

If the request does not state a ground for appeal and does not include new information or evidence to evaluate, the Complainant will be notified in writing that the appeal is ineligible for processing and that no action will be taken on the request. The Complainant will have three (3) business days to amend and cure the appeal. The amended request should be sent to [GrievanceAppeal@uagc.edu](mailto:GrievanceAppeal@uagc.edu). If the amended appeal meets the threshold, it will proceed to Phase Two.

### Phase Two: Evaluation and Determination

The Executive Committee will render a written decision on the appeal within ten (10) business days from the date the appeal was accepted for processing. The Executive Committee will use the preponderance of the evidence standard (more likely than not) of review to make a determination on the appeal of the formal grievance outcome. The Executive Committee's determination shall be final.

*The terms "student" and "complainant" are used interchangeably and refer to an individual student, alumnus, former student, prospective applicant, or applicant.*

*Business day is defined to mean normal operating hours, Monday through Friday, excluding recognized University holidays and closures.*

## Complaints to States and Accrediting Bodies

Students may file a complaint with the University's institutional accrediting body by contacting WASC Senior

College and University Commission (WSCUC), 11080 Marina Village Parkway, Suite 500, Alameda, CA 94501, (510) 748-9001, <https://www.wscuc.org/>.

Students may file a complaint with the International Accreditation Council for Business Education (IACBE) via email ([iacbe@iacbe.org](mailto:iacbe@iacbe.org)) or by regular mail at 11960 Quivira Road, Suite 300, Overland Park, Kansas 66213, USA.

Please refer to the SARA Complaint Process and Complaints to States sections in the Introduction section of this Catalog and <https://www.uagc.edu/disclosures/state-authorization> for the SARA complaint process and information on complaints to states and accrediting bodies.

# Hazing Prevention

Revision, Published 08-28-2025

## Page 23

### Hazing Prevention

The University of Arizona Global Campus is dedicated to fostering a safe, inclusive, and respectful environment in which students may participate fully in activities and organizations without jeopardizing their health, safety, or well-being. Hazing can cause irreversible harm to victims, their families, and the university community. For this reason, UAGC strictly prohibits hazing, reinforcing our dedication to a healthy and supportive learning environment.

#### What is Hazing?

“Hazing” means any intentional, knowing, or reckless act committed by a person, whether individually or in concert with other persons, against a student, regardless of the student's willingness to participate, and in which (a) the act is committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization; and (b) the act endangers the mental or physical health or safety of a student, encountered in the course of participation in a University program or activity, or an organization, of physical or psychological injury; or (c) any act otherwise defined as hazing under applicable state, local, tribal or federal law, including but not limited to A.R.S. § 13-1215 and A.R.S. § 15-2301.

#### What's Prohibited?

- All hazing activities
- Asking someone else to haze
- Helping or encouraging hazing
- Saying “I agreed to it” is not a defense. Consent does not make hazing okay.

#### What's Not Prohibited?

- Customary University-sponsored public athletic events, contests, or competitions.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program; or
- Rights (including remedies or procedures) available to individuals under the Constitution of the United States or other Federal laws that establish protections for freedom of speech or expression.

#### Examples of Hazing:

- Cyberbullying or Harassment
- Forced Participation in Degrading Online Activities
- Manipulative Use of Technology
- Sexual, Emotional or Psychological Manipulation
- Physical Hazing
- Impersonation or Doxxing
- Criminal Hazing

### Your Responsibility

All students and employees shall take reasonable measures within the scope of their individual authority to prevent violations of this Policy.

### How to Report

Violations of this Policy or interference in an investigation under this Policy by students or organizations are subject to sanctions under the Student C. Violations of this Policy by students or organizations can be reported by submitting a [Report of Concern](#) and choosing “Referral to Student Conduct” from the drop down menu.

### Investigations and Law Enforcement

The Conduct Officer or designee will investigate the complaint in accordance with the University's Student Conduct Process. Additionally, the University will report to the University of Arizona Police Department and/or local law enforcement any complaint of Hazing involving criminal conduct that creates a substantial risk to the health or safety of the University community. Such reporting shall include, but not be limited to, criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, liquor law violations, drug law violations, and illegal weapons possession. Any violation involving a crime, an emergency, or an imminent threat to the health or safety of any person should be reported immediately by dialing 9-1-1 to reach local law enforcement officials.

### Sanctions

Organizations, as well as individual members, may be held responsible for hazing conduct under this Policy and state law. Disciplinary sanctions issued to a student may include but are not limited to formal written warning; educational projects (e.g. reflective papers, coaching sessions, modules, etc.); grade changes for integrity violations; suspension or expulsion. Other appropriate sanctions or actions allowable under existing University rules, policies, and procedures may be imposed.

Sanctions issued to an organization may include revocation of the use of University property or privileges for a period of time, revocation or denial of recognition or registration, or suspension of social or intramural activities or events.

- Students: penalties up to suspension or expulsion.
- Organizations: suspension or loss of university recognition if hazing is allowed or condoned.
- Faculty/Staff: disciplinary action up to termination if they allow or condone hazing.

### Appeals

Anyone disciplined under this policy has the right to appeal through the University's regular process.

### Hazing Transparency and Reporting Requirement

In compliance with the Stop Campus Hazing Act and A.R.S. § 15-2301, UAGC will publish an annual report of hazing violations, including the name of the organization involved, the date of the violation, a description of the incident, and sanctions imposed. This report will be made publicly available on the University website.

# 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 last offer date. New course descriptions will be standard font.

**ABS 417 Community Organizing and Development** 3 Credits  
*Last offer date 06/21/2016*

**ACC 205 Principles of Accounting I** 3 Credits  
*Students cannot take ACC 201 to meet the ACC 205 degree requirement without Dean/Program Chair Approval. Students in a version of the BA in Business Administration requiring ACC 205 can take ACC 201 to meet the ACC 205 requirement without Dean/Program Chair approval.*

**ACC 206 Principles of Accounting I** 3 Credits  
*Students cannot take ACC 202 to meet the ACC 206 degree requirement without Dean/Program Chair Approval. Students in a version of the BA in Business Administration requiring ACC 206 can take ACC 202 to meet the ACC 206 requirement without Dean/Program Chair approval.*

**ACC 305 Intermediate Accounting I** 3 Credits  
*This course is the first of three intermediate accounting courses and provides an in-depth study of financial accounting and reporting including the conceptual framework, accounting systems, and the preparation of financial statements in accordance with U.S. generally accepted accounting principles (GAAP). Topics include the regulatory environment, the full accounting cycle, and the requirements for financial statement presentation and disclosure. Emphasis is placed on accounting for cash, receivables, and inventories, including valuation, internal controls, and the effects of different accounting methods. Prerequisite: ACC 206.*

**ACC 306 Intermediate Accounting II** 3 Credits  
*This course is the second of three intermediate accounting courses and builds on the conceptual framework, regulatory compliance, and generally accepted accounting principles (GAAP) covered in the first intermediate accounting course. Topics in this course include the accounting for current and contingent liabilities, fixed assets, intangible assets, investments, long-term debt, and equity financing. Emphasis is placed on proper valuation, presentation, and disclosure in the financial statements. Prerequisite: ACC 305*

**ACC 307 Intermediate Accounting III** 3 Credits  
*This course is the third of three intermediate accounting courses and continues the study of complex corporate financial reporting concepts. Topics in this course include accounting for revenue recognition, retained earnings, pensions, leases, income taxes, and accounting changes. Emphasis is placed on measurement, presentation, and disclosure in financial statements. Prerequisite: ACC 306*

**BUS 307 Operations Management and Quantitative Techniques** 3 Credits  
*Operations Management and Quantitative Techniques introduces students to the essential analytical methods used in modern business decision-making and operations. This course provides a practical survey of quantitative techniques commonly applied in business with a strong focus on developing operations management skills for real-*

*world contexts. Students will explore foundational concepts of decision analysis and quantitative techniques while applying these tools to operational challenges. Emphasis is placed on building problem-solving skills, interpreting quantitative results, and applying data-driven insights to managerial decisions. Prerequisite: Fulfillment of Quantitative Reasoning Core Competency.*

**BUS 318 Organizational Behavior** 3 Credits  
*This course studies the factors influencing individual and group behavior, as well as their interactions with each other and management. It examines how organizations manage their internal environments to boost productivity, efficiency, and communication among members. The course emphasizes applying knowledge of organizational behavior to improve productivity and job satisfaction in the workplace. Prerequisite: BUS 201 or MGT 330.*

**BUS 342 Financial Planning and Practice** 3 Credits  
*"&" replaced with "and" in the course title*

**BUS 405 Principles of Investments** 3 Credits  
*This course provides an introduction to the security investment process and portfolio management. It further examines individual financial instruments and investment strategies associated with various financial instruments. The study and analysis of securities and other forms of investments is a key part of this course. Emphasis is on investment principles from the manager's point of view. Prerequisite: BUS 401.*

**BUS 593 Management Communications with Technology Tools** 3 Credits  
*This course is designed to introduce the student to Graduate Business programs, with emphases upon conceptualizing communication and communication processes in the context of organizations, management and career. Emphasis will be on technology, theories and models, qualitative communication research and presentations. Equivalent to BUS 600.*

**BUS 594 Organizational Behavior** 3 Credits  
*This course investigates behavioral factors that affect modern organizations and their management. Topics include group and team dynamics, organizational structure, motivation, leadership, power, and change management. Equivalent to BUS 610.*

**BUS 595 Project Planning and Management** 3 Credits  
*This course provides a comprehensive exploration of modern project management as an essential business process integrated across all organizational functions. It emphasizes the evolution of project management from a niche discipline to a critical enterprise-wide strategy, supported by real-world examples from various industries. Students will develop both behavioral and technical competencies through topics ranging from organizational behavior to project planning, cost control, and procurement. This course can help students with the tools and insights necessary to lead and support successful project initiatives. Equivalent to BUS 611.*

**BUS 596 Leadership and Teamwork** 3 Credits  
*This course provides a high-level learning experience that involves the analysis of leadership skills, models and practices, organizational settings, team development, global markets, and cultural factors impacting leadership. Students will focus on ethical considerations impacting leaders within modern organizations nationally and internationally. Students will utilize communication technologies to demonstrate communication skills useful to leaders. Equivalent to BUS 621.*

**BUS 597 Global Marketing 3 Credits**

The Global Marketing course develops a comprehensive understanding of global competition. It focuses on the managerial application of marketing tools and methodology utilized in gaining global competitive advantage and creating socially responsible marketing strategies. It covers the analysis of various environmental forces in the global arena such as economic environment, political, legal, and regulatory climates, as well as trade, cultural and social environments. Emphasis is placed on tools and tactics used in the development of a successful global marketing plan including information systems, market research, segmentation, targeting and positioning, various global marketing strategies, and the four major components of a marketing plan: products and brand, price, channels of distribution, and promotion. Equivalent to BUS 622.

**BUS 600 Management Communications with Technology Tools 3 Credits**

Last date 06/02/2026

**BUS 610 Organizational Behavior 3 Credits**

Last date 06/02/2026

**BUS 611 Project Planning and Management 3 Credits**  
“&” replaced with “and” in course title

*This course provides a comprehensive exploration of modern project management as an essential business process integrated across all organizational functions. It emphasizes the evolution of project management from a niche discipline to a critical enterprise-wide strategy, supported by real-world examples from various industries. Students will develop both behavioral and technical competencies through topics ranging from organizational behavior to project planning, cost control, and procurement. This course can help students with the tools and insights necessary to lead and support successful project initiatives.*

Last offer date 05/12/2026

**BUS 621 Leadership and Teamwork 3 Credits**

Last offer date 06/02/2026

**BUS 622 Global Marketing 3 Credits**

Last offer date 06/02/2026

**BUS 624 Law and Ethics in the Business Environment 3 Credits**

“&” replaced with “and” in course title

**BUS 626 Global Economics and Political Influence 3 Credits**

“&” replaced with “and” in course title

*This course provides executives and emerging leaders with economic reasoning and analytical tools to understand how global economic forces and political institutions shape the environment in which executives make strategic decisions. Drawing on microeconomics, macroeconomics, and political economy, students learn to analyze markets, interpret key economic indicators, and assess the business impact of government policies and geopolitical events. Emphasis is placed on applying economic models and data to real-world managerial problems, integrating ethical considerations, and communicating clear, evidence-based recommendations to senior stakeholders in a complex and rapidly changing global context.*  
Prerequisite BUS 592.

**BUS 629 Financial Budgeting, Forecasting, and Analysis 3 Credits**

*The Financial Budgeting, Forecasting and Analysis course provides the concepts and tools to make sound comprehensive short-term and strategic long-term financial decisions. Topics include working capital management, capital budgeting, long-term financing, capital allocation, and international financial management. Importance will*

*be placed on basic budgeting and forecasting as this is a critical management skill. Emphasis will also be placed on contemporary global issues such as cryptocurrency, micro lending, crowd funding and green financing. Finally, the course will relate many of the corporate financial concepts to personal finances as there is an increased responsibility for individuals to manage their own wealth. Overall the course will aid in developing a financial intuition to help students make better financial decisions in both career and life.*  
Prerequisite: BUS 591 or BUS 592

**CGD 218 Visual Literacy in Business 3 Credits**  
Last offer date 03/19/2024

**COM 150 Foundations of Digital Presence 3 Credits**

This course introduces students to the foundational concepts and tools for building a professional digital presence. Students will explore personal branding, online identity, audience engagement, and content strategy across different modes of communication (e.g., podcast, video, written word, etc.) via multiple platforms. Emphasis is also placed on reflective analysis of both planning and content, ethical participation in digital spaces, and the creation of an initial digital presence plan that students can build on throughout their academic and professional journey. Prerequisites: SPE 103.

**COM 333 Ethics in Communication 3 Credits**

Ethics in Communication introduces students to the ethical foundations and philosophies that shape communication practices across media and professional contexts. While drawing on journalism as a historical foundation, the course expands to include independent and entrepreneurial communicators such as content creators, freelancers, influencers, and digital media professionals. Students will examine major ethical theories and standards and apply them to case studies that explore truth-telling, transparency, privacy, representation, accountability, and the impact of digital platforms. Special attention will be given to the ethical dimensions of AI in communication, including issues of authorship, accuracy, disclosure, and responsible use of emerging tools. Emphasis is placed on ethical decision-making in real-world communication situations, particularly where individuals act without the oversight of traditional institutions. By the end of the course, students will be prepared to recognize ethical dilemmas, evaluate competing responsibilities, and apply ethical reasoning to guide their professional communication practice.

**COM 377 Research and Methods in Communication 3 Credits**

Communications Research and Methods provides an introduction to the research practices that support effective professional communication. The course emphasizes the ability to locate, evaluate, and apply accurate and unbiased information in communication contexts, with attention to the role of research in maintaining credibility and trust. Students will examine both qualitative and quantitative approaches to communication research, including methods of audience analysis and the interpretation of media use data. While academic perspectives on research are included, the focus is on applications that support professional communicators, particularly those working independently. Students will complete two applied research projects that require the use of research tools to verify accuracy, analyze audiences, and inform communication strategies.

**COM 412 Advanced Message Design and Creation 3 Credits**

Advanced Message Design and Creation builds on foundational communication skills by focusing on the design and production of persuasive, creative, and audience-centered messages across a

variety of media. Students will learn how to develop content strategies, design messages that align with brand identity, and adapt content for multiple formats including blogs, podcasts, video, and digital storytelling platforms. Emphasis is placed on critical thinking, argumentation, and ethical responsibility in message creation, as well as mastery of professional style conventions. By the end of the course, students will produce polished original work that demonstrates advanced skills in concept development, platform adaptation, and professional presentation. Prerequisite: COM 345 and COM 327

**CRJ 620 Organizational Behavior in Law Enforcement and Corrections 3 Credits**

*This course provides an analysis of the various issues facing criminal justice and correctional organizations in the context of professional practice, including theoretical concepts and research focused on organizational behavior, management and leadership of human resources, and design and structural processes of such organizations. Included topics are fiscal accountability; personnel deployment; implementation of change, motivation and retention of personnel, the hiring, assignment, and promotion of personnel, organizational communication; professional development, emerging technologies, and applicable legal issues as they pertain to agency operations.*

**DOC 700 Essentials of Advanced Scholarship 3 Credits**

This course focuses on the foundational competencies for doctoral learning and research. Students self-assess current skills and develop a learning plan aimed at aligning professional advancement with doctoral degree expectations. Academic writing, research rigor, ethics, professional communication and incorporating feedback are emphasized. This course requires live workshop sessions with faculty and peers.

**ECE 313 Collaboration with Parents and Community 3 Credits**  
*Last offer date 12/9/2025*

**ECE 323 Collaborating with Families and Communities 3 Credits**

In this course, students will explore how strong, positive partnerships with families and communities can enrich early childhood education and child development. Emphasis is placed on understanding child development within the broader contexts of family, culture, language, and society. Learners will design inclusive strategies that reflect and celebrate the strengths and values of diverse families and discover ways to connect with resources to enhance learning and foster meaningful community ties. Through collaborative planning, students will apply assessment tools and data-informed practices to support young children's growth across all learning domains. The course also challenges students to reflect on their role as compassionate educators and advocates, capable of nurturing trusting relationships and leading positive change in the field.

**ECE 355 Understanding Behavior and Family Dynamics 3 Credits**  
"&" replace with "and" in the course title

*This course will explore the multifaceted dynamics of childhood development within the context of diverse family structures. Students will delve into key theories of family systems, attachment, and child development, examining how these theories impact children's social, emotional, and behavioral well-being. The course will emphasize the importance of building strong, respectful, and collaborative partnerships with families. Students will learn strategies for effective communication and culturally sensitive family engagement. Furthermore, the course will equip students with the*

*knowledge and skills to assess children's developmental needs and explore evidence-based practices for promoting positive behavior.*

**ECE 440 Virtual Early Childhood Experience 3 Credits**

This course provides students with an immersive opportunity to connect theory to practice in early childhood education. A key component of the course is the inclusion of virtual experiences that allow students to observe and practice with professionals and families in supporting children with diverse needs. Through guided observations and reflective practice, students will explore the principles of creating inclusive, responsive, and supportive learning environments that nurture each child's development. The course emphasizes the importance of collaboration, ethical decision-making, and cultural responsiveness in fostering meaningful relationships with children, families, and colleagues. Students will also gain insight into the professional roles and responsibilities within the field, preparing them to navigate diverse educational settings.

**ECE 590 Leadership, Innovation and Social Justice in Early Childhood Education 3 Credits**

Students in this course will be introduced to the professional knowledge, skills, dispositions, and standards expected of early childhood education professionals and innovative leaders in the field. Further, this course will introduce several programmatic themes—social justice, 21st century teaching and learning, and leadership—to inspire students to be active early childhood advocates for children. Students will also gain insights and understanding related to the academic, personal, and professional expectations of graduate students to support their success in the MAECEL program and in their profession. Equivalent to ECE 600.

**ECE 591 Advanced Topics in Child Development, Learning and Developmentally Appropriate Practices 3 Credits**

This course examines current issues, trends, theories, and research related to child development and developmentally appropriate practices in the early childhood classroom. Students generate ethical solutions to relevant issues in the field of early childhood education and social justice. Further, students will examine how various leadership models foster professional knowledge and skills within their chosen field of study. Using this information, students design a classroom environment that incorporates evidence-based and developmentally appropriate strategies that promote optimal learning and development in young children. Equivalent to ECE 624. Prerequisite: ECE 590 or EDU 594.

**ECE 600 Leadership, Innovation and Social Justice in Early Childhood Education 3 Credits**

*Last offer date 06/02/2026*

**ECE 624 Advanced Topics in Child Development, Learning and Developmentally Appropriate Practices 3 Credits**

*Last offer date 06/02/2026*

**ECE 696 Capstone 2: Culminating Project 3 Credits**

This final capstone course engages students in implementing and evaluating an action research intervention within an authentic educational or organizational setting developed in EDU 694: Capstone 1 – Educational Research. Students analyze and interpret findings in relation to theory and practice, develop evidence-based recommendations for future improvement, and disseminate results through professional written and oral presentations. The course emphasizes reflective practice and professional growth as educators, leaders, and researchers. Prerequisite EDU 694

**ECO 316 Financial Institutions and Markets 3 Credits**

*This course provides a comprehensive examination of financial institutions and markets, focusing on the structure and function of money and capital markets, the determination of interest rates, and the role of key financial instruments such as bonds, equities, and derivatives. It analyzes the operations of various financial institutions, including the Federal Reserve System, and explores how monetary policy mechanisms influence financial markets and asset prices. The course emphasizes practical applications and critical analysis of real-world financial phenomena. Prerequisite: ECO 100 or ECO 203. (Cross-listed as BUS 316.)*

**ECO 490 Economics Capstone 3 Credits**

This capstone course provides students in the Business Economics program with an opportunity to synthesize and apply economic knowledge in real-world business contexts. Students will explore the strategic role of economics in firm decision making, analyze competitive environments using economic tools, and evaluate how market structures, data trends, and global forces shape business strategies. Through the lens of innovation, disruption, and sustainability, students will assess how economic reasoning guides ethical and financially sound decisions. The course culminates in a strategic economic proposal in which students develop actionable recommendations to address a current business challenge. Emphasis is placed on critical thinking, data interpretation, and professional communication of economic insights. Prerequisites: ECO 406 and ECO 408

**ECO 590 Global Economics 3 Credits**

This course provides an overview of international economics including international trade theory, trade policies, and macroeconomic policies. Emphasis is placed on trade models, trade considerations for multinational corporations, monetary policy, exchange rates, and financial globalization. Equivalent to ECO 610.

**ECO 610 Global Economics 3 Credits**

*Last offer date 09/09/2025*

**EDT 500 Introduction to Educational Technology 3 Credits**

This course explores the theories, concepts, and practical applications of educational technology to enhance teaching and learning. Students will evaluate the impact of technology on education, examining both its challenges and opportunities. Through hands-on coursework, students will develop instructional materials using digital tools, applying evidence-based strategies for technology integration. By the end, students will be equipped with the knowledge and skills to effectively implement and assess technology in educational settings.

**EDT 501 Developing Technology Enhanced Instruction 3 Credits**

This course equips students with the skills to create effective instructional materials and learning experiences using technology. Students will explore instructional design principles, strategies for integrating technology into diverse educational settings, and tools for designing digital materials. The course emphasizes practical approaches to developing instruction that enhance student engagement and learning outcomes through the thoughtful use of technology. By the end of the course, students will be prepared to design technology-enhanced instruction for a variety of educational settings. Prerequisites: EDT 500.

**EDT 502 Digital Content Creation 3 Credits**

This course equips students with the skills to leverage technologies for effective teaching and learning. Focusing on practical applications, participants will use digital tools to create engaging multimedia learning materials and align them with instructional

objectives. The course emphasizes evaluating the quality and effectiveness of digital content to ensure it meets diverse learner needs. Students will also explore the integration of artificial intelligence driven technologies to design personalized learning experiences. By the end of the course, learners will be prepared to create technology-enhanced instructional materials that support educational outcomes. Prerequisites: EDT 500.

**EDT 600 Introduction to Online Teaching and Learning 3 Credits**

This course provides a foundational understanding of online learning environments. Students will examine key components of online classrooms, as well as online pedagogy and course design principles. The course explores the differences between traditional, online, and hybrid learning, highlighting the unique benefits and challenges of each. Participants will also engage in work on the ethical implications of artificial intelligence in education. By the end of the course, students will gain insights into the principles and practices that shape effective online learning experiences.

**EDT 601 Promoting Student Engagement in Online Environments 3 Credits**

This course equips students with the skills to create engaging and inclusive online learning experiences. Students will evaluate collaboration tools to foster student interaction, design activities that promote active participation, and integrate gamification techniques to enhance engagement. The course also explores artificial intelligence tools for personalized learning and strategies to ensure equitable access to online resources. By the end of the course, students will be prepared to design innovative, accessible, and engaging online learning environments that meet diverse student needs. Prerequisites: EDT 600

**EDT 602 Designing Effective Online Courses 3 Credits**

This course focuses on best practices for designing online courses that align with curriculum goals and meet diverse student needs. Students will learn how to structure courses, create clear learning objectives, and develop engaging content using instructional design principles tailored for virtual settings. Prerequisites: EDT 600

**EDT 650 Foundations of Artificial Intelligence in Education 3 Credits**

This course introduces the core concepts of artificial intelligence (AI) in educational settings. This course explores the principles of AI and current applications in teaching, learning, and administration. Students will critically examine the benefits and challenges of AI integration while addressing ethical considerations such as bias, privacy, and responsible use. By the end of the course, learners will gain a foundational understanding of how AI can enhance educational practices and decision-making.

**EDT 651 Artificial Intelligence Applications and Design in Education 3 Credits**

This course immerses students in the transformative use of artificial intelligence within the fields of education, teaching, and learning. Participants will examine how artificial intelligence can personalize instruction, automate assessment, support differentiated learning, and enhance educational content design. Through a human-centered lens, students will design solutions that address real classroom needs, emphasizing ethical responsibility, equity, and positive student outcomes. Prerequisites: EDT 650

**EDT 652 Leadership and Ethics in Artificial Intelligence Integration 3 Credits**

This course is designed to help educators and administrators understand how artificial intelligence (AI) can improve school

operations and student outcomes while addressing ethical considerations. Students will explore how AI can be used for tasks like scheduling, tracking student progress, and supporting teachers in their work. The course focuses on practical, real-world applications of AI that are easy to implement and manage, along with strategies for ensuring fairness, privacy, and transparency. Students will also learn how to build trust and collaboration with teachers, parents, and the school community when introducing AI-driven initiatives. Prerequisites: EDT 650

**EDT 697 MATLT Capstone 3 Credits**

The MATLT Capstone course allows students to integrate the knowledge and skills gained throughout their program into a comprehensive, technology-driven project. Students will examine educational theory and research to design innovative teaching and learning experiences that effectively leverage technology. The course emphasizes evaluating the impact of technology on teaching and learning outcomes and applying best practices in educational technology. Through the development of a final project, students will demonstrate their ability to integrate theory, research, and technology to enhance educational practices and create meaningful learning experiences for diverse learners.

**EDU 100 Issues in Education 3 Credits**

*This course introduces students to education as both a professional pathway and a dynamic social institution. Students will explore the personal, ethical, and professional qualities that define effective educators while examining how cultural, economic, and policy factors shape schooling in diverse societies. Through the lens of the social sciences, students will analyze human behavior, equity, and institutional practices that influence teaching and learning. Emphasis is placed on developing a personal “why” for teaching, fostering culturally responsive mindsets, and understanding how evidence-based instructional models promote access and achievement for all learners.*

**EDU 363 Education and Social Justice 3 Credits**  
*Last offer date 11/20/2018*

**EDU 371 Phonics-Based Reading and Decoding 3 Credits**

This course provides an overview of research-based concepts and instructional practices for teaching children how to read following the Science of Reading. In addition, the course will review assessments for evaluating the performance of developing readers, including phonemic awareness, letter-sound identification, word reading, and fluency. This course will also cover early literacy principles and the stages and components of early literacy development. Finally, the course will help students draw connections between oral language, phonological awareness, phonemic awareness, phonics, and fluent reading. ~~Prerequisite: EDU 372~~

**EDU 428 Student Achievement in Public Schools 3 Credits**  
*Last offer date 09/10/2019*

**EDU 594 Teaching, Learning and Leading in the 21st Century 3 Credits**

This course is designed to give students a real-world perspective into what it is like to teach, learn, and lead in the 21st-century classroom. This course provides an opportunity for students to experience the world of the classroom and analyze the range of perspectives and topics that impact being a successful teacher, learner, and leader in the 21st century. The course will bring together a unique set of ‘voices’ from the field to explore the contemporary nature of what it

is like to teach in today’s changing schools while focusing on identifying innovations that can develop students’ capacity to be agents of innovation, collaboration, and creativity. Equivalent to EDU 650.

**EDU 595 Creativity, Culture, and Global Contexts in Education Decision Making 3 Credits**

This course provides rich opportunities for participants to examine the impact of culturally responsive teaching within diverse learning environments to foster positive social change. Participants will adopt a cultural and global perspective of teaching and learning to understand how they can best support diverse learners and become agents of social change in their respective fields. Through scenario-based activities, participants will directly apply skills needed to make informed decisions about the design, development, implementation, and evaluation of culturally relevant instructional practices to facilitate the learning of diverse learners. Equivalent to EDU 692. Prerequisite: EDU 594.

**EDU 608 Children’s and Young Adult Literature 3 Credits**  
*Last offer date 10/16/2018*

**EDU 650 Teaching, Learning and Leading in the 21st Century 3 Credits**  
*Last offer date 06/02/2026*

**EDU 692 Creativity, Culture, and Global Contexts in Education Decision Making 3 Credits**  
*Last offer date 06/02/2026*

**EDU 694 Capstone I: Educational Research 3 Credits**  
*This course introduces learners to action research as a systematic, ethical, and reflective approach to improving practice within educational and organizational contexts. Learners will explore the purpose, goals, and ethical foundations of action research and examine its role in fostering professional growth and leadership development. Through critical analysis of current research literature, students will evaluate the quality, relevance, and ethical neutrality of scholarly work using both traditional and emerging digital research tools. The course emphasizes methodological decision-making as learners assess research designs and justify appropriate approaches for addressing real-world problems of practice.*

*As a culminating experience, learners will develop a comprehensive, feasible, and ethically sound action research proposal grounded in their professional context. This proposal will serve as the foundation for ECI 696: Capstone 2 Culminating Project, in which learners will implement their approved action research plan, collect and analyze data, and reflect on findings to inform professional practice, leadership growth, and organizational improvement.*

**EDU 5101 Learning Theory 3 Credits**  
*Last offer date 08/28/2018*

**EDU 5250 Foundations of Learning 3 Credits**  
*Last offer date 03/19/2019*

**EDU 710 Leadership in Practice: Case Studies in Educational Organizations 3 Credits**  
In this course, students will explore what it means to lead with vision, ethics, and equity in today’s educational landscape. Using real-world case studies, students will critically examine leadership theories and practices while applying research and systems thinking to challenges across PreK–12 and higher education contexts.

Through iterative analysis, reflection, and synthesis, students strengthen their capacity as scholar-practitioners-leaders who connect evidence-based inquiry with meaningful organizational transformation. Culminating in the creation of an original, research-informed leadership case study, students will demonstrate mastery by translating theory into practice, articulating ethical and systemic insights, and contributing their own voice to the evolving discourse on educational leadership.

**EDU 720 Leadership Inquiry and Action Research in Educational Contexts 3 Credits**

This applied doctoral course introduces educational leaders to inquiry as a leadership practice, drawing on principles of action research and insider inquiry. The course emphasizes how leaders examine and respond to complex problems of practice within their own organizational contexts through cycles of reflection, evidence, and action. Students explore foundational concepts such as scholar-practitioner identity, knowing-in-action, positionality, ethics, and organizational context as they relate to leadership decision-making. Rather than focusing on implementation, the course centers on the design of an action-research-informed leadership inquiry that is responsive to context, values, and organizational dynamics. Through engagement with scholarly literature, applied examples, and peer dialogue, students develop a structured inquiry plan that prepares them to lead thoughtful, ethical, and evidence-informed change.

**EDU 730 Governance and Politics of Education 3 Credits**

This course offers participants a chance to explore the diverse aspects of educational politics and policy creation at all educational levels. It emphasizes the development of educational policies, the political dynamics surrounding both non-profit and for-profit learning environments, the rise of new educational technologies, and governance across various educational settings. The course will investigate the impact of societal shifts, examining significant reform movements and potential future developments in education from local to national scales. Key topics include the process of shaping educational policies, the global dimensions of educational politics, the politics surrounding learning environments, issues of inclusivity and exclusivity in education, and the dynamics of educational reform. This course is designed to be accessible and relevant to individuals working or involved in all levels of education.

**EDU 740 Change in People, Society, Bureaucracies and Institutions 3 Credits**

In this course, students will analyze educationally relevant factors and historical events that have influenced educational practices, and how innovation and technology can prepare students for the future. Particular attention will be paid to educational technology and innovation. Learners will evaluate the application of theories, frameworks, and models of change with emphasis on the role of the change agent. In addition, learners will develop competencies to build organizational or institutional capacity by fostering personal growth and promoting transparency within the organizational change process, and proposing innovative, technology-focused solutions to a problem of practice.

**EPP 542 Elementary STEM Methods II 3 Credits**  
*This course was never offered*

**ESE 370 Learning and the Brain 3 Credits**  
“&” replaced with “and in the course title

**ESE 590 Educating Students with Exceptionalities 3 Credits**  
This course provides an introduction to the education of students in the school setting with exceptional needs, specifically those with mild to moderate disabilities, who qualify for services under one or

more of the eligibility criteria covered by special education federal laws. Special education key terms and common strategies that influence learning and behavior as well as ethical and legal privacy rights of families of children with disabilities are introduced. Additionally, variations, characteristics, and patterns of individual differences in learning and academic progress are investigated. Equivalent to ESE 601.

**ESE 591 Law and Ethics in Special Education 3 Credits**

Law and Ethics in Special Education explores the fundamental civil and legal principles and pivotal legislation that contribute to the eligibility, learning environment placement, instruction, service delivery, and privacy issues of those who have a qualifying disability under federal laws. Learners will identify critical issues that may lead to ethical, professional, and legal conflicts of student and family rights and between interdisciplinary team participants, as well as proactive strategies for resolution. The course analyzes personal biases and considers diverse cultural experiences and individualized patterns of learning and development in relation to professional ethics and practice standards. Equivalent to ESE 603. *Prerequisite: ESE 590.*

**ESE 601 Educating Students with Exceptionalities 3 Credits**  
*Last offer date 06/02/2026*

**ESE 603 Law and Ethics in Special Education 3 Credits**  
*Last offer date 06/02/2026*

**ESE 610 Assessment and Evaluation of Students with Mild to Moderate Disabilities 3 Credits**  
“&” replaced with “and in the course title

**FIN 590 Financial Analysis and Security Valuation 3 Credits**

This course is intended for graduate students who expect at some point in their careers to use financial statements to evaluate earnings quality, performance, prospects, and value of a business. The primary emphasis will be on the analysis of public companies, but most of the tools and techniques utilized are also relevant to private firms’ financial analysis. This course focuses on the fundamental analysis of valuation, with a focus on developing and applying methods for valuing firms using financial statement analysis. Equivalent to FIN 671.

**FIN 591 Money, Banking, and Financial Institutions 3 Credits**

This course focuses on the essential elements of money, banking and financial markets. The emphasis is on macroeconomics including forms and functions of money, financial markets, the role of electronic trading, interest rates, efficient markets, depository institutions and regulations, money supply, central banks, the role of the Federal Reserve, and monetary policy. Students will explore advanced treatment of money and its role in the economy. Students will also examine and analyze the various financial structures and institutions, the Federal Reserve System, and the increasing importance of the global financial arena. Special emphasis is placed on financial events and policy issues. Equivalent to FIN 681.

**FIN 671 Financial Analysis and Security Valuation 3 Credits**  
*Last offer date 05/12/2026*

**FIN 681 Money, Banking, and Financial Institutions 3 Credits**  
*Last offer date 05/12/2026*

**GEN 101 Developing Skills and Strategies for Success 3 Credits**  
This course is not available for non-degree seeking students and cannot be taken as an elective.

**GRO 325 Aging and Health 3 Credits**  
*Last offer date 11/18/2025*

**HHS 207 Communication Skills for Health and Human Service Personnel** **3 Credits**  
*Last offer date 03/05/2024*

**HHS 320 Cultural Awareness in the Human Services** **3 Credits**  
*This course prepares students to understand the various factors that shape how health and human services are delivered to diverse populations. Students will examine how these dynamics influence the ways in which help is both given and received. This course will also help students recognize and apply the skills, competencies, and professional responsibilities needed to effectively serve diverse populations in health and human services settings.*

**HIA 590 Foundations in Health** **3 Credits**  
This foundation course addresses essential elements of health informatics. Students will study facets of this evolving field and their relationship with all aspects of health care. As a foundational course, students will explore the relationship of data and information; informatics skills; the current state of health care information systems; and specialized applications of health informatics. Equivalent to HIA 601.

**HIA 591 Health Care Program and Project Management** **3 Credits**  
This course defines the role of leadership in effectively managing multiple projects to achieve the organization's goals. Students will learn the key elements of planning, execution, monitoring, and controlling the variables of a project as well as multiple projects simultaneously. The course includes project management theory, processes, quality control, and communication with stakeholders. There is emphasis on practical application of project management theories and management of resources and priorities. Equivalent to HIA 608.

**HIA 601 Foundations in Health** **3 Credits**  
*Last offer date 06/02/2026*

**HIA 608 Health Care Program and Project Management** **3 Credits**  
*Last offer date 05/12/2026*

**HIA 612 Technology Topics in Information Governance and Business Analytics** **3 Credits**  
“&” replaced with “and” in the course title  
*Students are introduced to the technology tools and methods associated with data governance, metadata design, data warehousing, and business intelligence. Data transformation technologies used to turn transactional data into business intelligence models are explored. The course also addresses the technical aspects of how to secure technology platforms.*

**HIM 251 Clinical Classification Systems II** **3 Credits**  
*This course is part two of a two-part course that introduces students to applications for clinical classification and coding. Students will compare and contrast various processes, policies, and procedures to ensure the accuracy of coded data and demonstrate their understanding of diagnosis and procedure coding systems through practical application using a simulated coding lab. Prerequisites: HIM 105, HIM 205, HIM 206, HIM 210, HIM 217 and HIM 250.*

**HIM 370 Professional Practice Experience I** **3 Credits**  
Course title revised to “Supervised Experiential Learning I”

**HSC 260 Anatomy and Pathophysiology** **3 Credits**  
This introductory course provides students the opportunity to develop a basic understanding of health and disease as it relates to

basic human physiology. The functions of the skeletal, muscular, integumentary, nervous, special senses, endocrine, cardiovascular, respiratory, immune, gastrointestinal, urinary, and reproductive systems are explored. The most common conditions and diseases associated with these systems are examined. Students are provided the opportunity to learn about the major contributing factors associated with these conditions and diseases.

**HSM 202 Homeland Security Law and Policy** **3 Credits**  
This course addresses the legal and policy formulations that support a broad understanding of homeland security law and policy in the U.S. The course provides the basic direction of homeland security means and objectives, and establishes a context for homeland security within the broader purview of national security. Principles of international law are addressed, as are the U.S. Constitution, U.S. legislative authority, and relevant U.S. laws. Students learn about national security, homeland security, and emergency management laws and policies.

**HSM 323 Revolution and Terrorism in the Modern World** **3 Credits**  
*Last offer date 09/30/2025*

**HSM 330 Continuity and Exercise Design** **3 Credits**  
This course explores organizational continuity and exercise design as part of the larger emergency management cycle. Students will examine the terminology, processes, and components associated with organizational continuity. Students will also gain experience with components of exercise planning and design as part of the continuous improvement process.

**HSM 433 Counter Terrorism and Intelligence Analysis** **3 Credits**  
*Last offer date 11/04/2025*

**HUD 5320 Advanced Theories of Adult Personal Transformation** **3 Credits**  
*Last offer date 02/26/2019*

**HUD 5340 Resiliency, Transformation, and Life's Challenges** **3 Credits**  
*Last offer date 08/07/2018*

**HUM 590 Overview of Human Services** **3 Credits**  
This course is designed to introduce the student to the broad field of human services, the types of disciplines represented in the field, the general nature and scope of services provided by the disciplines, the similarities in services provided, and the differences among the disciplines. A major emphasis will be on the ways in which human services professionals can effectively and efficiently interact to enhance service delivery and maximize the use of valuable resources. Equivalent to HUM 5010.

**HUM 600 Grant Writing** **3 Credits**  
This course provides students with knowledge of various types of government and private grants, sources of information on funding agencies, grant writing principles and techniques, pre-submission consultation review processes, and the overall grant review process. Practice in researching funding sources and grant guidelines and in proposal preparation are included. Equivalent to HUM 5060.

**HUM 610 Integrative Project for Human Services** **3 Credits**  
This course provides the opportunity for students planning careers in human service agencies to apply knowledge and skills obtained throughout the program in a practical way. Students may opt for projects in new program/service delivery design, program evaluation, or grant writing by utilizing quantitative or qualitative research on an issue in human service delivery, or other appropriate areas, approved by the instructor. HUM 5100 is the Capstone course in the student's program. Equivalent to HUM 5100. *Prerequisite:*

completion of all required coursework. This course may not be transferred in.

**HUM 620 Recruiting and Coaching Volunteers 3 Credits**

This course is designed to provide students with working knowledge of volunteer use in human service agencies. Sources and methods of volunteer recruitment, ethical and legal issues in the use of volunteers, methods of training, and techniques for motivating, securing, and maintaining a positive and engaged ongoing inclusive commitment, and effective use of volunteers are areas of focus in this course. Equivalent to HUM 5210.

**HUM 630 Non-Profit Principles and Practices 3 Credits**

This course provides students with the common issues and principles surrounding non-profit agencies and organizations. Background and philosophy, rules and regulations, tax implications, principles of philanthropy, the role of grants and other sources of external funding are emphasized. Equivalent to HUM 5220.

**HUM 640 Human Services Delivery Skills and Processes 3 Credits**

This course provides students with a broad overview of the laws and regulations that govern delivery of services in the various human services disciplines. Cross-disciplinary regulations, policy development and review in agencies, and methods to impact policy/regulation development and revision at the state and national level are areas of emphasis. Equivalent to HUM 5300.

**HUM 650 Human Services Administration 3 Credits**

This course draws from the concepts of organizational behavior and leadership theory and human services policy to present the students a conceptual framework for leading a human services organization. Leadership issues unique to human services settings will be discussed, with the focus on developing effective leadership styles, promoting self-care practices, and using mindfulness-based strategies to enhance self-awareness and improve organizational effectiveness in human services agencies. Equivalent to HUM 5500.

**HUM 660 Group Theories and Human Systems 3 Credits**

This course will explore group theories and groups as human systems. Students will study how large and small groups are utilized in human service organizations. The students will also gain an understanding of group dynamics and functionality for the application of research and theory relating to large and small groups and human social systems for the enhancement of service delivery. The emphasis is on integrating theory and concepts from the behavioral and social sciences as a basis for understanding group systems theory and human behavior within human services and society. Equivalent to HUM 6100.

**HUM 670 Fiscal Administration in Mental Health Care Systems 3 Credits**

This course explores the common metrics mental health organizations use, the data used in support of those metrics, the assessment of fiscal outcomes, trends and events. Identifying cost centers and programs is considered. Students will evaluate differing funding streams that could potentially support the provision of mental health services including public funding, public insurance programs (e.g., Medicaid, Medicare), government and foundation grants, and private donations. Fundraising efforts as applied to an overall budget strategy will also be considered. Equivalent to HUM 6800.

**HUM 710 Performance and Quality Management 3 Credits**

This course will provide students with a comprehensive step-by-step approach to performance and quality management in human service organizations that provide services to underserved communities. Students will investigate the quality of service delivery, assess risks,

and identify quality/outcome indicators associated with the efficacy of the programs provided by human service organizations.

Additional focus will be placed on the areas of methodological, ethical, political, and organizational foundations that enable students to create a performance and management plan to improve service delivery that is supported by research evidence that stakeholders may use to enhance their programs' effectiveness.

**HUM 720 Financial and Grant Management 3 Credits**

This financial and grant management course critically examines and identifies various accounting and financial knowledge related to the establishment and monitoring of financial strategies, policies, and tools within a government or private human services organization or service. In addition, financial management roles and responsibilities, advanced grant writing principles and techniques, and ethical financial practices and accountability will be explored and developed.

**HUM 730 Program Review and Evaluation 3 Credits**

This practical program review and evaluation course for the human services discipline will employ a hands-on approach ultimately culminating in a hypothetical program evaluation and service-level improvement by completing weekly process goals, to include analysis of a completed needs assessment survey. The course will provide students with all materials needed in order to evaluate the complex program presented and complete tasks to ultimately modify it by the end of the term.

**HUM 740 Organizational Operations and Human Services Administration 3 Credits**

Students will apply advanced critical thinking skills in this course designed to expose them to a broad range of essential organizational operations and extend students' existing knowledge base on the workings of human services administration. In addition to exploration of volunteer recruitment, retention and management, marketing, crossdisciplinary regulations, development, and implementation of policy, change management, fund-raising, and diversity, equity, and inclusion.

**HUM 5010 Overview of Human Services 3 Credits**

*Last offer date 06/02/2026*

**HUM 5060 Grant Writing 3 Credits**

*Last offer date 05/12/2026*

**HUM 5100 Integrative Project for Human Services 3 Credits**

*Last offer date 05/12/2026*

**HUM 5210 Recruiting and Coaching Volunteers 3 Credits**

*Last offer date 05/12/2026*

**HUM 5220 Non-Profit Principles and Practices 3 Credits**

*Last offer date 05/12/2026*

**HUM 5300 Human Services Delivery Skills and Processes 3 Credits**

*Last offer date 06/02/2026*

**HUM 5500 Human Services Administration 3 Credits**

*Last offer date 05/12/2026*

**HUM 6100 Group Theories and Human Systems 3 Credits**

*Last offer date 06/02/2026*

**HUM 6800 Fiscal Administration in Mental Health Care Systems 3 Credits**

*Last offer date 05/12/2026*

**IDT 590 Instructional Analysis I 3 Credits**

This course provides an introduction to the instructional design process. Students will start with the identification of a problem or

need that can be addressed by an instructional intervention. Weekly course work will then culminate in conducting a complete instructional design front end analysis (IDFEA). Major components to the IDFEA include: gathering data to inform the intervention, identifying and describing a target audience and learning setting, and providing an overview of tasks, instruction, and content that will be associated with the proposed solution to the problem or need. 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. Equivalent to IDT 601.

**IDT 591 Instructional Analysis II 3 Credits**

This course builds on the work completed in IDT 590: 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. Equivalent to IDT 602. *Prerequisite: IDT 590.*

**IDT 601 Instructional Analysis I 3 Credits**

*Last offer date 05/12/2026*

**IDT 602 Instructional Analysis II 3 Credits**

*Last offer date 05/12/2026*

**IDT 608 Instructional Development I 3 Credits**

*Course title revised to Instructional Development*

**ILE 101 Essential Skills of Personal Finance 1 Credit**

Essential Skills of Personal Finance is a one-credit course that introduces students to core concepts and everyday practices of personal finance. Students learn to track income and expenses, create a simple spending plan, understand basic banking products, distinguish between assets and liabilities, and recognize the role of credit and debt in overall financial well-being. The course emphasizes practical application, short reflections, and small action steps that students can implement immediately. By the end of the course, students will have a clearer picture of their current financial situation and a personalized set of next steps to support their academic, personal, and career goals.

**INF 590 Systems Analysis and Design 3 Credits**

This course addresses the business systems analysis function and purpose within organizations. Students will learn to elicit, analyze, and validate business and user requirements. Topics include information systems solutions planning, requirements gathering, logical system diagrams, developing information systems solutions to address business problems, and intelligent business information systems analysis methods, based upon emergent technology. Equivalent to INF 630.

**INF 620 Management of Information Systems 3 Credits**

*This course provides a management-focused perspective of modern business information systems by introducing the application of AI and cybersecurity protocol. The topics addressed in the course consist of the fundamentals of computer systems including hardware*

*/ software, programming languages, software development methodologies, basics of networking, and cybersecurity. The course introduces information systems solutions for business problems by automating business processes, conducting risk assessment and cybersecurity threat detection.*

**INF 630 Systems Analysis and Design 3 Credits**

*Last offer date 06/02/2026*

**INS 200 Ways of Knowing: Interdisciplinary Humanities 3 Credits**

This new modular interdisciplinary humanities course is proposed as a way to reimagine General Education as a meaningful, integrative experience rather than a disconnected requirement. Students need frameworks that help them understand how knowledge is produced, authorized, and applied across disciplines. This course equips students with humanistic and interdisciplinary tools to examine perception, language, identity, and power while directly connecting these inquiries to their fields of study. By fostering critical thinking, ethical reasoning, and reflective judgment, Ways of Knowing prepares students for professional practice, civic engagement, and lifelong learning.

**ISM 500 Introduction to Management of Information Systems 3 Credits**

*This course introduces the fundamentals of computer systems and the role of information processing in organizational strategy and operations from a management perspective. Students explore core technologies, business applications, and emerging intelligent systems to understand how information supports decision-making at every level. Hands-on labs provide applied experience that develops both technical skills and management insight, preparing students to grow in a wide range of professional contexts.*

**JRN 330 Media Law and Ethics 3 Credits**

Media Law and Ethics familiarizes students with the major laws and ethical guidelines associated with news and information media. This course will explore the fundamental principles of media law and the ethical responsibilities of media practitioners. *Prerequisite: JRN 200 & JRN 201*

**LDR 580 Developing the Leader Within 3 Credits**

Today's complex global environment requires leaders to reflect and focus on developing their own unique leadership capabilities. Developing the Leader Within provides the foundation for leadership growth by integrating dimensions of applied leadership theory, approaches, and behaviors that prepare leaders to act with clarity and purpose in complex organizational settings.

Participants review the evolution of modern leadership theories, complete leadership self-assessments, engage in experiential learning to practice leadership skills, articulate their authentic leadership approaches, and initiate a Master Leadership Portfolio which culminates in the program's capstone experience.

**LDR 585 Leadership Presence and Communication 3 Credits**

As organizations adapt to evolving landscapes, leaders are expected to build trust and inspire action across organizations and stakeholders to lead innovation. The Leadership Presence and Communication course equips emerging leaders with the techniques needed to develop authentic connections to strengthen team and organizational cohesion. Participants develop a toolkit of effective written and oral communication strategies and gain practice in applying a framework of leadership presence to drive performance and achieve impactful organizational results.

**LDR 590 Healthy Leadership and Organizational Culture 3 Credits**

Effective leaders shape organizational success not only through strategy but also by cultivating ethical, resilient, and thriving work environments. The Healthy Leadership and Organizational Culture course investigates the principles and practices of healthy leadership, with an emphasis on integrity, transparency, and accountability as the foundation for fostering trust, promoting employee well-being, and sustaining organizational resilience. Learners critically analyze both exemplary and destructive leadership behaviors to develop the insight and skills necessary for addressing the impacts of ethical failures, misuse of power, and toxic culture dynamics.

**LDR 615 Finance for Leadership 3 Credits**

Finance for Leadership equips students with a practical understanding of the financial principles and data-driven insights that shape fiscally responsible decision-making. Learners will evaluate how financial analysis, risk assessment, resource allocation, and key performance indicators influence organizational performance. Participants apply an evidence-based framework to guide financial decisions with transparency and integrity, address fiscal challenges, and cultivate environments where resilience and innovation can thrive. Class members will engage in leadership simulations, case studies, and relevant scenarios to gain confidence in applying financial skills to their professional roles.

**LDR 620 Strategic Frameworks 3 Credits**

Effective leaders must guide organizations through vision and sound direction to arrive at stable strategies that deliver long-term value and growth. The Strategic Frameworks course equips developing leaders with the analytical tools needed to interpret complex environments, evaluate organizational trade-offs, and chart purposeful direction. Class members employ different strategic models and contexts to evaluate organizational outcomes of each approach.

**LDR 625 Leading High-Performance Teams 3 Credits**

Optimizing team performance requires a deep understanding of how people think, behave, and collaborate. Leading High-Performance Teams equips class members with an understanding of the cognitive and behavioral forces that shape team dynamics. Learners will explore how cognition, motivation, communication patterns, and interpersonal dynamics shape team dynamics. Course participants develop an evidence-based framework to assist their capacity to guide teams with authenticity, address performance challenges constructively, and create environments where innovation and collective achievement can thrive.

**LDR 630 Frameworks for Innovation 3 Credits**

Modern leaders must navigate constant disruption, making innovation not just a competitive advantage but an essential driver of long-term resilience and growth. Frameworks for Innovation examines the mindsets, structures, and organizational conditions that enable creative problem solving. Course participants learn to assess innovation readiness, influence stakeholder alignment, and lead the processes between exploration and operational execution. Emerging leaders develop the skills needed to identify problems of practice, generate novel approaches, and guide teams through iterative cycles of discovery and refinement.

**LDR 635 Information Design and Visual Communication 3 Credits**

Information Design and Visual Communication is an interdisciplinary course that ranges from the development of graphs and data visualizations to the design of geographical information, logos, images, and dashboard composition for diverse stakeholders. Learners develop techniques to prepare data for visualization, choose a relevant visual framework to represent data, and apply

principles of visual design to enhance audience understanding and appeal of those designs. Information Design and Visual Communication is grounded in the disciplines of psychology, statistics, cognitive science, and design composition.

**LDR 640 Capstone: Leadership in Action 3 Credits**

The culminating course in the program offers emerging leaders the opportunity to synthesize and apply their knowledge by completing an organizational thesis project that addresses a relevant leadership challenge. Building on insights from their Master Leadership Portfolio of self-assessments, course participants evaluate organizational practices, identify challenges, and uncover opportunities for improvement. Emphasis is placed on evidence-based decision-making, strategic analysis, effective communication, and executive presence throughout the research and evaluation process. Based on their findings, students develop a practical proposal for actionable change or for a strategic plan designed to enhance performance, foster resilience, and drive innovation. At the end of the course, participants will present their proposals and demonstrate the ability to apply leadership theory, analytical frameworks, and practical strategies that showcase their ability to design impactful leadership solutions. *This course is not available for non-degree seeking students.*

**MGT 323 Principles of Supply Chain Management 3 Credits**

*This course is an introduction to core logistics/physical distribution and supply chain functions. Students gain competencies in material handling, warehousing, inventory management, cost analysis, and financial controls. Key skills learned include data interpretation, process optimization, systems thinking, and cross functional communication.*

**MGT 370 International Supply Chain Management 3 Credits**

*In this course, students evaluate international supply chain management within a global logistics and trade environment. Students investigate transportation networks, regulatory and geopolitical influences, and the roles of intermediaries, documentation, insurance, and compliance in cross-border operations. Learners will develop strategies for managing global inventory, mitigating risk, and building resilient supplier partnerships across diverse cultural and regulatory settings. The course emphasizes the strategic role of logistics and transportation organizations in optimizing global supply chain performance.*

**MGT 380 Leadership for Organizations 3 Credits**

*This course provides an in-depth exploration of leadership as a dynamic, ethical, and strategic practice within organizations. Students will analyze the principles of leadership across persons, processes, and systems. The course emphasizes ethical leadership, corporate social responsibility, and the development of high-performing organizational cultures. Students will examine theories of organizational behavior and followership, cultivate strategies for leading teams, and foster resilience through effective communication and persuasion techniques. Key topics include the strategic creation and implementation of leadership initiatives, the navigation of organizational power, politics, and conflict, and leading transformational change using evidence-based models. Special attention is given to cultivating openness, ethical influence, innovation, and adaptability in response to emerging technologies and global challenges. By the end of the course, students will be prepared to lead ethically and strategically across complex and evolving organizational landscapes. Prerequisite: BUS 119 for the BA Business Leadership and BA Organizational Management programs.*

**MGT 602 Conflict Resolution Strategies 3 Credits**

*This course explores conflict as a dynamic force within organizations that, when managed effectively, can foster innovation, strengthen relationships, and improve workplace culture. Students will examine their personal conflict styles and emotional triggers. Key negotiation tactics are applied to a variety of organizational scenarios to build practical resolution skills. Students will assess how leadership styles, organizational structures, and cultural dynamics shape the development and resolution of conflict. Psychological safety, intercultural competence, and the ethical and legal dimensions of workplace disputes are also emphasized. By the end of the course, students will be equipped to design conflict intervention strategies that promote a healthy conflict climate and encourage constructive engagement at all levels of an organization.*

**MHA 591 Principles of Health Care Administration 3 Credits**

This course provides a foundation in the principles of management, leadership, organizational theory, and organizational behavior as applied to the unique context of the complex healthcare setting. Key concepts include conflict management, effective communication, ethical dilemma, decision-making, diversity, health equity, innovation, organizational learning, team, and transformational change. This course focuses on management practices in healthcare organizations by using case scenarios to illustrate the issues faced in day-to-day management. Equivalent to MHA 601.

**MHA 592 Health Care Ethics and Law 3 Credits**

This course focuses upon the legal and ethical issues arising in the health care environment. Case study analysis is used to illustrate the ethical and legal implications commonly addressed in health care. Equivalent to MHA 622.

**MHA 601 Principles of Health Care Administration 3 Credits**

*Last offer date 06/02/2026*

**MHA 622 Health Care Ethics and Law 3 Credits**

*Last offer date 06/02/2026*

**MHA 624 Continuous Quality Improvements and Risk Management 3 Credits**

*This course provides a systematic review on quality improvement and patient safety in health care. This course examines the history and evolution of continuous quality improvement, its terms, principles, theories, methodologies, and practices. Students will complete a team project focusing on the application of learned knowledge in continuous quality improvement, patient safety, industry benchmark, and accreditation.*

**MHA 690 Health Care Capstone 3 Credits**

*This culminating capstone course challenges students to synthesize knowledge, skills, and leadership competencies acquired throughout the program to address real-world issues in various healthcare settings. Through case-scenario-based discussions, students will evaluate and respond to complex organizational problems from a leadership perspective. To support professional growth, students will complete a career-ready ePortfolio highlighting their academic accomplishments and applied competencies. Additionally, students will develop and present a comprehensive healthcare business plan, demonstrating their learning and ability to apply systems thinking and lead strategically.*

**MPH 590 Introduction to Public Health Concepts 3 Credits**

This course presents foundational information about the field of public health – its purpose, focus, infrastructure, and tools. The seven program themes (Integration of Science and Practice,

Quantitative Foundations, Health Policy, Structural Determinants of Health, Systems Thinking, Leadership, Diversity and Culture) that will be covered in the core courses are introduced in a way that demonstrates the application and integration of these disciplines in the analysis and resolution of public health problems in the community. Equivalent to MPH 601.

**MPH 591 Social and Biological Determinants of Public Health 3 Credits**

This course provides an overview of current knowledge regarding the social and biological mechanisms of major health concerns in the US and globally. The focus will be on understanding and interpreting the determinants of health and disease in a public health context. Students will examine major public health problems from the past century and the interventions used to address them. Equivalent to MPH 602. Prerequisite: MPH 590.

**MPH 601 Introduction to Public Health Concepts 3 Credits**

*Last offer date 05/12/2026*

**MPH 602 Social and Biological Determinants of Public Health 3 Credits**

*Last offer date 05/12/2026*

**OMM 590 Human Resource Management 3 Credits**

This course is a study on managing people in the workplace, focusing on the important policies and processes associated with recruiting, hiring, training and evaluating personnel in order to achieve strategic organizational goals. Equivalent to OMM 618.

**OMM 618 Human Resource Management 3 Credits**

*Last offer date 06/02/2026*

**ORE 100 Designing Success 1 Credit**

Designing Success is a one-credit orientation course that prepares students for success in the online college environment. Students learn to navigate the learning management system and student portal, access academic resources, and understand institutional policies and expectations. The course emphasizes growth mindset principles, academic and life skills, and strategies for managing time, overcoming challenges, and seeking support. Through reflective activities and personalized planning, students build confidence, resilience, and a clear foundation for academic success.

**ORG 590 Cultural Diversity and Individual Differences 3 Credits**

This course provides a systematic review of the wide range of cultures and individual differences and the ways in which cultural mores, ethnocentrism, and factors such as matters of race, gender, religion, sexual orientation, customs and cultures impact behavior of the individual themselves and of those around them. Through this course, students will better understand themselves and others, in terms of perceptions and behaviors. Equivalent to ORG 6499.

**ORG 600 Contemporary Issues in Mental Health Care Compliance 3 Credits**

This course familiarizes the student with major areas of compliance in the administration of mental health agencies. Through readings and exercises students will explore HIPAA, JCAHO, other accrediting bodies, grant compliance, insurance regulations and lobbying efforts on behalf of mental health systems of care. Other topics may also be examined as new issues arise. Equivalent to ORG 5650.

**ORG 610 Professional Ethics, Standards of Practice and Law 3 Credits**

This course studies the ethical and legal issues confronting practicing professionals. Topics related to ethics, standards of practice, and professional conduct are explored. Students learn principles of

ethical decision-making, standards of care specified by state and federal laws, and the National Organization for Human Services (NOHS) code of ethics. Emphasis is placed on the exploration of the emotional impact that major ethical and legal dilemmas have on decision-making. Students will also be prepared for their graduate journey through readiness and preparatory activities. Equivalent to ORG 6520.

**ORG 5571 Traditional Criminological Theories** 3 Credits  
*Last offer date 03/24/2020*

**ORG 5650 Contemporary Issues in Mental Health Care Compliance** 3 Credits  
*Last offer date 05/12/2026*

**ORG 6499 Cultural Diversity and Individual Differences** 3 Credits  
*Last offer date 06/02/2026*

**ORG 6520 Professional Ethics, Standards of Practice and Law** 3 Credits  
*Last offer date 06/02/2026*

**ORG 6523 Teams in Organizations** 3 Credits  
*Last offer date 01/21/2020*

**ORG 6534 Human Resources Management** 3 Credits  
*Last offer date 03/03/2020*

**ORG 6572 Law Enforcement and Communities** 3 Credits  
*Last offer date 03/3/2020*

**ORG 6574 Law and Society** 3 Credits  
*Last offer date 01/07/2020*

**ORG 710 Advanced Seminar: Leadership and Management** 3 Credits  
This course develops students' knowledge and understanding of contemporary leadership and management theory and practice. Students gain an understanding of the differences between leadership and management as well as implications of and reasons for these differences. Students analyze core leadership and management practices and evaluate and communicate their relevance to effective organizational performance in a complex, diverse, and rapidly changing globalized business environment. This class will encourage students to develop and reflect on their own leadership and management competencies and experiences. Students will also start to establish a foundation of doctoral level research and presentation.

**ORG 720 Professional Ethics for Organizational Leadership** 3 Credits  
This course explores ethical theories and professional standards guiding organizational leadership in complex, multidisciplinary contexts. Students examine moral dilemmas, assess the influence of social and systemic dynamics on ethical decision-making, and develop ethically grounded leadership strategies that promote accountability, equity, and sustainability.

**ORG 730 Leadership and Organizational Culture** 3 Credits  
This course addresses the alignment of organizational culture with organizational structure and strategy. The role of leaders in creating, maintaining, and changing culture is emphasized. The course includes contemporary applications of theory and practice in the role leaders have in guiding organizational culture toward successful outcomes.

**ORG 740 Advanced Seminar: Leading Organizational Change** 3 Credits  
This seminar examines cutting edge trends in organizational change, the current global business climate, forces driving change, and issues related to positioning organizations for the future. The topics selected will connect change with culture, existing organizational strategies, and the process of change in future directions. Major case study examples of organizational change are included in the learning process.

**ORG 750 Advanced Seminar: Human Resources Business Strategy** 3 Credits  
This advanced graduate seminar explores issues and models for leveraging human resources to execute business strategy. Topics include succession planning, leadership development models, workforce staffing models, compensation models, and training and development strategies.

**ORG 760 Advanced Topics in Performance Management** 3 Credits  
This advanced course explores the theory and strategic application of performance management systems. An emphasis is placed on best practices in employee engagement, leadership development, succession planning, evaluative performance feedback, and compensation models. The ways that the changing nature of work and changing demographics in the business world are influencing performance management systems are examined, including globalization, generational differences, multinational operations and cross-cultural issues. Based on current theories and applications for performance management systems, students explore current literature and case examples to implement and support organizational development activities and increased organizational effectiveness.

**ORG 770 Advanced Seminar: The Leader as Coach** 3 Credits  
This advanced graduate seminar examines coaching as an essential component of leadership responsibilities. Students will explore models and approaches to supporting teams and team development, and will develop a thorough understanding of team challenges and factors leading to improved team performance. The role of leader as coach and personal leadership competencies will be analyzed in context of developing high performance teams.

**ORG 780 Strategic Talent Development** 3 Credits  
This course focuses on the role of training, coaching, and mentoring as they relate to strategic talent development utilizing an evidence-based approach. Students will learn to integrate and align a development strategy with the long term goals and needs of the organization. Connections will be made to tools and methods used for performance management, identification of high potential leaders, and succession planning. Topics include the role of talent management in increasing the effectiveness of the organization, alignment of talent management strategies with organizational vision and direction, talent management approaches, use of data in talent management, and current trends in talent development.

**ORG 8340 Exploring the Self: Increasing the Efficiency of Helping Others** 3 Credits  
*Last offer date 11/11/2025*

**ORG 8770 Doctoral Capstone Seminar** 4 Credits  
*Last offer date 07/17/2018*

**POL 202 The American Republic: Principles, Ideals, Institutions, and Society** **3 Credits**

This course serves as a general survey of U.S. government and political institutions within social, historical, and contemporary context. Students will discuss the basic principles of constitutional democracy within the United States with regard to founding documents, political institutions, the separation of powers, federalism, civil liberties, civil rights, and political participation. Students will also evaluate how the history of the United States shapes contemporary U.S. society and political debates.

**PSY 304 Lifespan Development** **3 Credits**

*This course provides a basic introduction to the nature of human growth and development from conception through death. Students will explore physical, cognitive, socio-emotional, and moral development from both theoretical and practical perspectives. The context and impact of family and society as well as individual, cultural, gender, and sex differences on development will be evaluated across the lifespan. Prerequisite: PSY 101.*

**PSY 323 Perception, Learning, and Cognition** **3 Credits**

*Students will study the theory, research, history, and application of cognition, perception, and learning. Cognition includes all mental activities such as how information is organized and processed, stages of memory formation, decision making, and problem solving. Perception includes the organization and interpretation of sensory experience. Learning entails relatively permanent changes in brain systems for perception, cognition, emotion, and behavior that result from experience. Students will analyze and discuss how these topics relate to personal, ethical, and professional settings. Prerequisite: PSY 101 or equivalent.*

**PSY 325 Statistics for the Behavioral and Social Sciences** **3 Credits**  
“&” replaced with “and” in course title

**PSY 590 Introduction to Graduate Study in Psychology** **3 Credits**

This course introduces students to the Master of Arts in Psychology program at the University of Arizona Global Campus. Students will navigate student success resources to support development of graduate-level communication and research skills. Students will critically examine relationships between psychological concepts, applications, and research while applying ethical principles and professional standards in discussions and assignments. Finally, students will discuss historical and contemporary issues in psychology surrounding diversity, equity, inclusivity, and belongingness. Equivalent to PSY 600.

**PSY 591 Developmental Psychology** **3 Credits**

This course will cover developmental and contextual experiences of humans across the lifespan. Emphasis will be placed on biological, cognitive, and psychosocial changes that affect the individual from conception to death from both a theoretical and applied perspective. The impact of ethnic, gender, sex, and cultural differences on development will be explored. Students will evaluate theoretical trends and their foundations in research in the context of lived experiences. Equivalent to PSY 605.

**PSY 600 Introduction to Graduate Study in Psychology** **3 Credits**  
*Last offer date 06/02/2026*

**PSY 603 Life Span Development** **3 Credits**

This course surveys the major theoretical perspectives on life span development from conception through late adulthood. Developmental processes related to physical, cognitive, moral, and emotional functions are reviewed as well as societal and cultural aspects of development. Equivalent to PSY 5130.

**PSY 605 Developmental Psychology** **3 Credits**  
*Last offer date 06/02/2026*

**PSY 640 Psychological Testing and Assessment** **3 Credits**

*This course provides an overview of evidence- and research-based approaches to assessment in occupational and consumer settings. Students will assess psychometric properties of existing measures and apply psychological principles to guide decision-making and address employee and customer problems while emphasizing ethical uses and limitations of psychological tests. Students will apply knowledge of the principles of assessment and present challenges and solutions in the use of these measures in a variety of settings. Prerequisite: PSY 635*

**PSY 703 Advanced Performance Management I: Core Mind-Body Practices** **3 Credits**

In this course students will analyze the foundational principles of performance psychology, exploring mind-body practices that are essential for optimal individual and team performance in diverse settings. Students will learn to both apply and teach core skills to manage systemic arousal and enhance focus. Students will acquire the tools necessary to construct detailed performance profiles, considering individual variables such as age, gender, and cultural parameters. This deep level of analysis serves as a crucial foundation for effectively integrating mind-body practices to enhance performance. Throughout the course, students will also evaluate and apply strategies for measuring the efficacy of these practices across various professional, organizational, and creative settings.

**PSY 704 Advanced Group Dynamics in Performance Settings** **3 Credits**

In this course, doctoral students will evaluate and implement the helping relationship in the context of performance psychology to enhance performance in self and others. The curriculum includes foundational topics, including selecting theoretical orientations and identifying consulting fundamentals. Students will also explore relevant issues regarding ethics, supervision, and referral. Importantly, students will learn how to use consulting skills in a variety of performance domains.

**PSY 705 Advanced Performance Management III: The Psychology of Peak Experience** **3 Credits**

This course will develop a deep understanding of the primary outcome of performance enhancement programs: peak experiences and the acquisition of expertise. The central emphasis is on developing advanced awareness skills crucial for attaining self-mastery in any high-performance domain. Students will learn how to effectively guide individuals and groups toward goal achievement, ensuring congruence with their current capabilities. The ultimate aim for students is to recognize and cultivate individual and collective experiences characterized by optimal performance, actualization, effortless awareness, flow states, and peak experiences across diverse contexts such as business, organizations, leadership, music, military, and sport.

**PSY 706 Advanced Consulting Skills for Performance Optimization** **3 Credits**

In this course, doctoral students will explore the helping relationship in the context of performance psychology to enhance performance in self and others. The curriculum includes foundational topics like selecting theoretical orientations and identifying consulting fundamentals. Students will also explore relevant issues regarding ethics, supervision, and referral. Importantly, students will learn how to use consulting skills in a variety of performance domains.

**PSY 711 Psychology of Leadership** **3 Credits**

The course will provide an overview of the key events and accomplishments that have played an important role in the historical evolution of the psychology of leadership and the systems that form the basis of the discipline. A review of the history of organizational psychology introduces several important distinctions that define the discipline and theoretical models and perspectives that trace the evolution of theory and practice. The learning activities emphasize the dichotomy between the science and applications of organizational psychology and leadership. The course approaches the psychology of leadership from three different perspectives 1) objectives for research and practice in the field, 2) basic methodological orientation of practitioners and 3) the systems and research-based foundations that form the basis of organizational psychology and the psychology of leadership.

**PSY 5130 Life Span Development** **3 Credits**

*Last offer date 06/02/2026*

**PSY 6290 Learning Theory and Behavioral Applications** **3 Credits**

*Last offer date 03/03/2020*

**RES 705 Foundations of Applied Research** **3 Credits**

Effective leadership in today's organizations relies on the ability to leverage data science for ethical problem-solving and decision-making. This course equips students with practical knowledge of data analytics. Students new to data science will gain a working knowledge of data usage, while experienced students will develop more advanced strategies and language for integrating analytics into their workflow. Through the exploration of data sets, case studies, and diverse cross-functional perspectives, students will learn how to ethically apply data-driven insights to tackle complex workplace challenges and drive successful team outcomes.

**RES 710 Applied Quantitative Research** **3 Credits**

This course provides a foundation for the design, implementation, and interpretation of quantitative research. Students will evaluate the strengths and limitations of quantitative methodologies and align appropriate approaches with defined problems of practice. Students will develop skills in quantitative data analysis through the application of appropriate statistical techniques, while also learning to communicate results effectively. Students will interpret and apply quantitative findings to generate actionable solutions that inform decision-making. Prerequisite: RES 705.

**RES 715 Applied Qualitative Research** **3 Credits**

This course provides a foundation for the design, implementation, and interpretation of qualitative research. Students will evaluate the strengths and limitations of qualitative methodologies and align appropriate approaches with defined problems of practice. Students will develop skills in qualitative data analysis through the application of established methodologies and emerging technological tools, while also learning to communicate results effectively. Students will interpret and apply qualitative findings to generate actionable solutions that inform decision-making. Prerequisite: RES 710.

**RES 720 ADP I: Problems of Practice** **3 Credits**

This course guides students through the systematic process of identifying and refining a problem of practice within an applied setting. Students will evaluate the significance, scope, and practical implications of the identified issue, ensuring it is relevant to their field of study and professional context. Emphasis is placed on aligning the problem with an appropriate research approach and clearly defined purpose, leading to the development of focused research questions. By the end of the course, students will be

prepared to articulate intended project outcomes that not only address the problem of practice but also demonstrate scholarly rigor and practical value.

**RES 730 ADP II: Building on Prior Evidence** **3 Credits**

This course develops students' ability to critically examine and contextualize problems of practice within established bodies of knowledge and existing paradigms. Through synthesis of concepts from scholarly and professional publications, students will incorporate evidence-based perspectives to justify the intended project. Particular attention is given to evaluating underlying assumptions in research, fostering the ability to question, analyze, and apply knowledge with rigor and relevance. Prerequisite: RES 720.

**RES 740 ADP III: Project Approach** **3 Credits**

This course equips students with the skills to design a rigorous and ethically sound approach to their proposed project. Students will identify viable data sources, determine appropriate sampling strategies, and assess the sample size necessary to produce credible results. Students will select and secure the resources and materials needed for project execution and create clear data collection and analysis protocols. Prerequisite: RES 730.

**RES 750 ADP IV: Inquiry Investigation** **3 Credits**

This course emphasizes the ethical and methodological rigor required to conduct research aligned with intended project outcomes. Students will adhere to Human Protection Standards and Institutional Review Board (IRB) requirements while collecting, storing, and evaluating data. Students will be held to the highest standards of scholarship and integrity throughout the data management process. Prerequisite: RES 740.

**RES 760 ADP V: Interpreting Results** **3 Credits**

This course requires students to analyze and present research findings using rigorous methodologies and ethical responsibility. Students will utilize technologies essential to achieving their research goals while applying appropriate quantitative and/or qualitative analyses. Students will align results with the identified purpose of the project. Students will transform raw data into findings relevant to their research. Prerequisite: RES 750.

**RES 770 ADP VI: Applying Findings** **3 Credits**

This course prepares students to contribute original research through rigorous analysis, application, and communication of findings. Students will evaluate the strengths and limitations of applying research in practice while exercising ethical discernment in translating results to real-world contexts. Emphasis is placed on reporting research according to generally accepted standards including descriptive and visual means. Prerequisite: RES 760.

**RES 780 ADP VII: Project Outcomes** **3 Credits**

This course is the culmination of the student's applied doctoral project. Students will deliver objective solutions that address relevant workforce and stakeholder needs addressing their problem of practice. Students will defend their completed project and submit a final written manuscript. Prerequisite: RES 770.

**RES 7105 Scholarly Argument I** **3 Credits**

In this course students will learn foundation skills for searching the academic literature and constructing a sound argument. Students will develop a detailed topic outline and an annotated bibliography of resources in an area of interest. This course will give students the opportunity to develop the research skills to succeed in their coursework and complete either an Applied Doctoral Project or Dissertation.

**RES 7110 Scholarly Argument II** **3 Credits**

This course will build on the work students began in Scholarly Argument I and the research skills honed throughout the curriculum. Organization of content and formulating a well-researched scholarly argument are key learning outcomes. Students will produce a first draft of a literature review in their content areas and review potential research methodologies for completing either an Applied Doctoral Project or Dissertation.

**SCI 205 Introduction to Environmental Sustainability** **3 Credits**

This course explores the complex relationship between human societies and natural systems. Students will learn about ecology, natural resources, climate change, energy, sustainable technologies, and environmental justice while investigating sustainable challenges and solutions through an interdisciplinary lens. Students will research and propose solutions to environmental challenges at both a local and global scale with a focus on applications across multiple economic sectors, careers, and geographic regions.

**SCM 300 Technologies in Modern Supply Chain Management** **3 Credits**

This course explores the impact of modern technologies on supply chain management, focusing on strategy and operational functions. The curriculum will examine how data analytics, artificial intelligence (AI), machine learning, the Internet of Things (IoT), blockchain, automation and other technologies are revolutionizing supply chains.

**SCM 460 Integrated Distribution and Logistics Management** **3 Credits**

This course examines the integration of logistics, warehousing, and distribution in global supply chains, focusing on environments shaped by trade dynamics, geopolitical tensions, and technology. Students will analyze warehouse design, transportation, inventory strategies, and network optimization with attention to financial, economic, and sustainability factors. Emphasis is on risk management, automation, compliance, and logistics as a driver of competitive advantage. Discussions, assignments, and quizzes challenge students to develop responsible solutions for real-world supply chain issues.

**SCM 499 Supply Chain Integration and Strategy** **3 Credits**

This capstone course applies supply chain concepts through a project focused on real-world strategic challenges. Key topics include procurement, risk management, international negotiations, supplier relationships, supply chain marketing and sustainability. Students will engage in assignments, discussions, and a final project to demonstrate their ability to design, evaluate, and manage resilient, ethical, and effective global supply chains. *Prerequisites: GEN 499.*

**SRM 320 Organization and Administration of Sports and Recreation Management** **3 Credits**

*Last offer date 8/27/2024*

**SRM 325 Case Research in Sports and Recreation Management** **3 Credits**

*Last offer date 10/15/2024*

**SSC 351 Science, Technology, and Society** **3 Credits**

In this course, students will explore how science and technology shape, and are shaped by, social, cultural, and economic forces. Students examine contemporary issues such as artificial intelligence, digital platforms, and emerging technologies through social science theories, case studies, and real-world data. There is an emphasis on

ethical and cultural contexts, quantitative analysis of real-world data, and the application of AI tools for social science research. Prerequisites: SSC 101

**SSC 360 Gender in the Social Sciences** **3 Credits**

In this course, students will examine gender, sexuality, and intersectionality through key social science theories and frameworks. Students analyze how cultural, political, and economic structures shape gender roles and inequalities across diverse societies. The course also explores strategies for advancing equity, while emphasizing the influence of diversity and intersecting identities on lived experiences. Case studies and social science data provide opportunities to apply ethical reasoning and critical analysis to contemporary gender issues. Prerequisite: SSC 101.

**SSC 460 Qualitative Research Methods in the Social Sciences** **3 Credits**

This course focuses on qualitative research theories, methods, and frameworks in the social sciences. Students design research studies, practice data collection and analysis, and evaluate how qualitative approaches address complex social issues. Emphasis is placed on applying critical thinking and ethical reasoning, interpreting real-world data, and communicating findings effectively through written and oral formats. Prerequisite: SSC 101.

# Errata

The errata listed below apply to the University of Arizona Global Campus University Academic Catalog 2025-2026 (effective date is July 1, 2025 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 1-2

Addition, Effective 12-01-2025

### PMI Global Accreditation Center

The Bachelor of Arts in Project Management program is accredited by the [PMI Global Accreditation Center for Project Management Education Programs \(GAC\)](#) which is an independent academic accrediting body that accredits programs at the bachelor's, postgraduate, and doctorate levels offered within accredited institutions of higher education worldwide, assuring they are relevant, student-focused, and accountable. GAC accreditation demonstrates that a program meets comprehensive global standards of excellence and prepares graduates to meet today's market demands.

## Page 12

Deletion, Effective 08-28-2025

### Anti-Harassment / Nondiscrimination / Anti-Retaliation

(Removed as of 08-28-2025)

## Page 12

Revision, Effective 08-28-2025

### Nondiscrimination

The University of Arizona Global Campus does not discriminate in its education programs and activities on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, genetic information, service in the uniformed services, political activities and affiliations, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws. Specifically, Title IX requires the University not to discriminate on the basis of sex in its education programs and activities. Sexual harassment, including sex-based violence, is a form of prohibited sex discrimination. Examples of covered acts are found in the University's policies on Title IX.

At the University of Arizona Global Campus we are committed to fostering a living, learning and working environment where all people are respected and can thrive. We resolutely oppose all forms of bias and prohibit discrimination on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information, per our Nondiscrimination Policy. Antisemitism, Islamophobia and all other forms of hatred will not be tolerated.

The University of Arizona Global Campus is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex (including pregnancy), national origin (including shared ancestry and ethnic characteristics), age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes they have been the subject of discrimination to report the matter immediately to the [Resolution Center](#). All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.

Questions regarding Title IX may be referred to the University of Arizona Global Campus Title IX Coordinator, Leah Belsley, at [titleix@uagc.edu](mailto:titleix@uagc.edu), 180 South Arizona Avenue, Suite #301, Chandler, AZ 85225, (866) 711-1700 ext. 20705 or to the Office for Civil Rights at Office for Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or a criminal complaint with local law enforcement.

## Page 18

Deletion, Effective 08-28-2025

### Academic Resolution Academic Resolution Processes

(Replaced by The Resolution Center policy as of 08-28-2025)

## Page 22, and various pages

Revision, Effective 12-10-2025

### Student Portal Landing Page rebranded to myUAGC

The Student Portal landing page has been rebranded to myUAGC. This update has been made throughout the catalog where applicable.

## Page 35

Revision, Published 11-04-2025

### Health Information

#### Drug Free Schools and Communities Act Program

Students may obtain information on the illegal possession, use, or distribution of alcohol and illicit drugs, as well as the University's standards of conduct, associated health risks, drug or alcohol counseling and treatment programs, University disciplinary actions, and federal, state, and local sanctions for violations of law by viewing the Drug Free Schools and Communities Act Program Report, located on the University of Arizona Global Campus website at <https://www.uagc.edu/consumer-information/drug-free>. [www.uagc.edu/DFSCA](http://www.uagc.edu/DFSCA).

#### Counseling, Treatment, and Rehabilitation Programs

The following national toll-free telephone numbers are provided to assist any member of the University community who may require assistance in dealing with a drug or alcohol problem.

- [Alcoholics Anonymous](#)
- [American Addiction Centers](#)
- [Cocaine Anonymous](#)
- [Marijuana Anonymous](#)
- [Narcotics Anonymous](#)
- [National Drug Helpline](#)
- [Native American Indian General Services Office of Alcoholics Anonymous \(NAIGSO-AA\)](#)
- [Partnership to End Addiction](#)
- [Substance Abuse and Mental Health Services Administration \(SAMHSA\) National Helpline](#)
- [Self Management and Recovery Training \(SMART\)](#)
- ~~• [Addiction Counselor](#): A resource guide for mental health students and counselors seeking information on mental health issues, signs, and where to find help.~~
- ~~• American Council on Alcoholism (800) 527-5344: Addresses alcoholism as a treatable disease through public education, information, intervention, and referral;~~
- ~~• Al-Anon (888) 425-2666: Helps families and friends of alcoholics recover from the effects of living with the problem drinking of a relative or friend;~~
- ~~• The Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Referral Helpline (800) 662-HELP / (800) 662-4357 / (800) 487-4889 (TDD): Provides information, support, treatment options, and~~

referrals to local rehab centers for any drug or alcohol problem.

## Page 37

Revision, Effective 01-01-2026

### Undergraduate Programs Tuition and Fees

Fees:

Technology Fee (per course)*	\$115.00
Books, course digital materials** and instructional materials (average per course)	\$125.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$50.00 <del>45.00</del>
Official transcript	\$15.00 <del>10.00</del>
Education records – Per page ^	\$0.50

## Page 37-38

Correction, Published 08-28-2025 (Tech Fee)

Addition, Effective 01-06-2026 (MATLT)

Addition, Effective 07-01-2026 (MPSL)

### Master's Programs Tuition and Fees

Tuition Per Credit:

Master of Arts in Teaching and Learning with Technology	\$600.00
Master of Professional Studies in Leadership	\$740.00

\*The Technology Fee covers access to University systems such as the online classroom, the Student Portal, and other academic resources. The Technology Fee is fully refundable if a student does not attend beyond Day 3 of a course (Week 3 if covered under the Promise Refund Schedule). After this time, the fee becomes non-refundable. Students are charged the Technology Fee for repeated coursework. Students who paid a one-time Technology Services Fee upon initial enrollment are exempt from the Technology Fee. MPH 651, MPH 652, and MPH 653 are exempt from the Technology Fee.

## Page 38

Revision, Effective 01-01-2026

### Master's Programs Tuition and Fees

Fees:

Technology Fee (per course)*	\$145.00
Books, course digital materials** and instructional materials (average per course)	\$155.00
Graduation fee	\$150.00
Replacement/Duplicate Diploma	\$50.00 <del>45.00</del>

Official transcript	\$15.00 <del>10.00</del>
Education records - Per page <sup>^</sup>	\$0.50

<sup>^^</sup> Doctoral students (except those in the Doctor of Professional Studies in Organizational Leadership) have an In-Residence Workshop Requirement.

## Page 39

Revision, Effective 01-01-2026

### Certificate Tuition and Fees

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
Official transcript	\$ 15.00 <del>10.00</del>
Education records – Per page <sup>^</sup>	\$ 0.50

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

<sup>^</sup> A fee of \$0.50 per page is charged for copies of education records. A maximum of \$25.00 will be charged. If the education record is digitally maintained and digitally delivered, no fee will be charged.

## Page 39

Addition, Effective 01-06-2026 (MATLT)

Addition, Effective 07-01-2026 (DPS and MPLS)

### Schedule of Charges

Program Name	Period of Attendance	Entire Educational Program
MA in Teaching and Learning with Technology (30 credits)	\$2,100	\$21,150
Doctor of Professional Studies in Organizational Leadership (60 credits)	\$2,736	\$56,720
Master of Professional Studies in Leadership (30 credits)	\$2, 520	\$25, 350

## Page 38

Revision, Effective 01-01-2026 (Fees)

Addition, Effective 07-01-2026 (DPS)

Revision, Effective 07-01-2026 (Fees footnotes)

Correction, Effective 07-01-2026 (Fees footnotes)

### Doctoral Programs Tuition and Fees

Tuition per credit:

Doctor of Management – International	\$1082.00
Doctor of Philosophy in Human Services	\$812.00
Doctor of Philosophy in Organizational Development and Leadership	\$812.00
Doctor in Philosophy in Education	\$812.00
Doctor of Professional Studies in Organizational Leadership	\$812.00
Doctor of Psychology	\$812.00

Fees:

Technology Fee (per course)*	\$145.00
Books, course digital materials** and instructional materials (average per course)	\$155.00
Graduation fee	\$500.00
Dissertation/Applied Doctoral Project Support Fee <sup>^</sup>	\$500.00
In-Residence Workshop Fee (per workshop; 3 workshops required) <sup>^^</sup>	\$500.00
Replacement/Duplicate Diploma	\$50.00 <del>45.00</del>
Official transcript	\$15.00 <del>10.00</del>
Education records - Per page <sup>+</sup>	\$0.50

<sup>^</sup> The Dissertation/Applied Doctoral Project Support Fee is assessed per credit per attempt of RES 720, RES 730, RES 780, ~~RES 740~~, RES 8971, RES 8972, RES 8973, RES 8990, RES 8991, RES 8981, RES 8982, RES 8983, and RES 8986. The fee covers support of the Dissertation/Applied Doctoral Project process. It is the student's responsibility to ensure payment of this fee when it is charged. Payment must be received before diplomas can be released. This fee is fully refundable if a student does not attend beyond Day 3 of a course. After this time, the fee becomes non-refundable.

## Page 42

Revision, Effective 10-29-2025

### Tuition Reimbursement Plan

When used as a primary or secondary payment option, students are required to have the Tuition Reimbursement Certification and Authorization Form on file with the University of Arizona Global Campus by 11:59 pm (Mountain Time Zone) the Wednesday prior to the student's scheduled start date.

## Page 42

Revision, Effective 10-29-2025

### Direct Bill Plan (Third-Party Direct Billing)

The University of Arizona Global Campus offers Third-Party Direct Billing as a primary payment option to students sponsored by a Third-Party Agency with a Direct Bill Memorandum of Understanding or other UAGC approved direct billing agreement on file. The Third-Party Agency must offer a tuition benefit of at least \$2,500 annually for a student's tuition to be eligible for this option. The Third-Party Agency is expected to remit payment to the University of Arizona Global Campus within 90 60 days of the course start date. Any amounts not paid by the Third-Party Agency are the responsibility of the student. Vouchers, purchase orders, and other approved authorized mediums should be sent to [direct.bill@uagc.edu](mailto:direct.bill@uagc.edu) at least five days prior to the start of each course or payment period. Failure to supply vouchers, purchase orders, and other approved mediums in a timely fashion may result in the loss of Third-Party Direct Billing benefits. Any amounts not paid by the Third-Party Agency are the responsibility of the student. Vouchers should be sent to [direct.bill@uagc.edu](mailto:direct.bill@uagc.edu) or faxed to 877.279.1203.

Documentation required for the Direct Bill Plan includes the following:

- Direct Bill Memorandum of Understanding or other direct billing agreement;
- Student Finance Agreement indicating Direct Bill;
- Direct Bill Certification and Authorization; and
- Voucher, purchase order, or other authorized medium approved by the the University of Arizona Global Campus.

When used as a primary or secondary payment option, students are required to have the Direct Bill Certification and Authorization Form on file with the University of Arizona Global Campus by 11:59 pm (Mountain Time Zone) the Wednesday prior to the student's scheduled start date.

## Page 43

Revision, Published 11-04-2025

### Full Tuition Grant

Documents required for the Full Tuition Grant includes the following:

- Full Tuition Grant Agreement (executed between the University of Arizona Global Campus and Employer);
- Full Tuition Grant Acknowledgement, and Release Form;
- Full Tuition Grant Student Credit Card Payment Authorization Form (if applicable);
- Student Finance Agreement indicating Full Tuition Grant (located in the University of Arizona Global Campus Online Application) or Payment Option Change Request Form (current students only); and
- Full Tuition Grant Proof of Eligibility (Either the Full Tuition Grant Annual Proof of Eligibility Form or documentation from your employer. To be submitted at least annually. Please speak with your advisor to find out what is required to confirm your eligibility).
- ~~Full Tuition Grant Annual Re-Confirmation of Benefits (completed annually after first year of enrollment).~~

## Page 44

Revision, Published 11-04-2025

### Employee Tuition Savings Program

Documentation required for the Employee Tuition Savings program includes the following:

- Employee Tuition Savings Agreement (executed between the University and Employer);
- Employee Tuition Savings Acknowledgement and Release Form;
- Student Finance Agreement indicating Employee Tuition Savings (located in the University of Arizona Global Campus Online Application) or Payment Option Change Request Form (current students only);
- Employer Proof of Eligibility (Either the Employee Tuition Savings Annual Proof of Eligibility Form or documentation from your employer. To be submitted annually. Please speak with your advisor to find out what is required to confirm your eligibility).
- ~~Employee Tuition Savings Annual Re-Confirmation of Benefits (completed annually after first year of enrollment).~~

Any of the following circumstances may result in the loss of ETS benefit eligibility:

- Loss of employment with Employer
- Failure to meet Employer's requirements
- Failure to obtain confirmation of tuition benefit eligibility from the Employer and submit it to UAGC

each ETS Year

- Failure to submit all required ETS documents on time to UAGC for each ETS Year
- Failure to make timely payments to UAGC for each completed course
- Failure to maintain a current and valid credit or debit card on file
- Break in enrollment for more than 14 consecutive days without an approved Academic Leave Request
- Withdrawal from or removal by UAGC
- Failure to maintain a valid credit card to be charged for course costs up to Employer contribution
- Failure to submit documentation of tuition assistance eligibility (Students must submit all required forms to their assigned advisor for verification at least seven (7) days prior to the start of class in applicable ETS year)
- Withdrawal/dismissal from the University of Arizona Global Campus
- Break in enrollment of greater than 14 days without an approved Academic Leave Request
- Failure to meet Satisfactory Academic Progress or violating the University of Arizona Global Campus policies outlined in this Catalog
- Successfully complete degree program (continuation will require a new application)

## Page 45

Revision, Published 11-04-2025

### Shared Tuition Savings Program

Documentation required for the Shared Tuition Savings includes the following:

- Shared Tuition Savings Agreement (executed between the University and Employer);
- Shared Tuition Savings Acknowledgement and Release Form;
- Student Finance Agreement indicating Shared Tuition Savings (located in the University of Arizona Global Campus Online Application) or Payment Option Change Request Form (current students only); and
- Employer Proof of Eligibility (Either the Shared Tuition Savings Annual Proof of Eligibility Form or documentation from your employer. To be submitted annually. Please speak with your advisor to find out what is required to confirm your eligibility).

- Shared Tuition Savings Re-Confirmation of Benefits (completed annually after first year of enrollment).

## Page 50

Revision, Effective 01-13-2026

Correction, Published 02-02-2026

### College Partner Benefit Program

Students enrolled in undergraduate or ~~graduate~~ <sup>graduate</sup> master's coursework may be eligible for the University of Arizona Global Campus College Partner Benefit program. (~~offered to select academic partners as an Articulation Agreement benefit~~). Eligible students may include *graduates of Arizona community college and/or* Articulated Partners' graduates and employees. This benefit may also be expanded to include immediate family members of employees or members of select organizations. An immediate family member is defined as: spouse (husband, wife, or domestic partner) and children (biological, step-children, adopted, and/or foster children). Benefits are only applied to an eligible student's account upon receipt and approval of valid supporting documentation demonstrating employment, membership, or approved association with an *Arizona community college or an Articulated Partner*. The University of Arizona Global Campus reserves the right to request additional documentation to verify eligibility at any time. Benefits will not be retroactively applied to coursework that began prior to approval into the College Partner Benefit program. Benefits are applicable towards course ~~tuition, and~~ <sup>tuition and</sup> are applied as a percentage savings of tuition charges. Students who exceed 365 days of consecutive nonattendance and are not on an approved Academic Leave will be removed from the College Partner Benefit program. Students who wish to return to the program may need to re-submit valid documentation for approval.

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

### Arizona College Partner Benefit Program

*Graduates of any accredited college or university headquartered in Arizona, where they have earned a conferred associate degree, ~~community college listed below~~ may be eligible for the Arizona College Partner Benefit program when enrolling in a UAGC bachelor's degree.*

*Students who have a conferred associate degree from UAGC are not eligible for the benefit but may qualify for the UAGC Alumni Tuition Grant. Students with a conferred associate degree from UAGC should visit the Alumni Tuition Grant section of the catalog for further details. ~~they have earned a conferred associate degree from one of the following Arizona community colleges:~~*

*Arizona Western College, Coconino Community College, Eastern Arizona College, Gila Community College, Mohave Community*

~~College, Northland Pioneer College, Pima Community College, Yavapai College, Dine College, Tohono O'odham Community College.~~

The following Arizona community colleges are articulated partners of ~~with~~ the University of Arizona Global Campus. The College Partner Benefit program at these colleges includes graduates who have earned a conferred associate degree, employees of the community college and eligible family members of community college employees when enrolling in a UAGC bachelor's or master's degree. The colleges are:

Maricopa Community College District, Cochise College, Central Arizona College.

### **National College Partner Benefit Program**

The College Partner Benefit Program is applicable to ~~signed~~, articulated partners at the national level. ~~The following colleges are articulated partners with the University of Arizona Global Campus.~~ Eligible The College Partner Benefit program at these colleges includes graduates who have earned a conferred associate degree, employees of the community college and eligible family members of community college employees when enrolling in a UAGC bachelor's or master's degree. The colleges are:

Central Texas College, Dallas College, Phi Theta Kappa, Temple College, Ultimate Medical Academy.

### **Page 50**

*Deletion, Effective 08-01-2025*

### **Non-Profit Tuition Benefit Program**

(No longer offered as of 08-01-2025)

### **Page 52**

*Deletion, Effective 12-04-2025*

### **ScholarshipUniverse**

(No longer offered as of 12-04-2025)

### **Page 52**

*Addition, Effective 12-04-2025*

### **Outside Scholarships**

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

- [www.studentaid.gov/understand-aid/types/scholarships](http://www.studentaid.gov/understand-aid/types/scholarships)
- [www.fastweb.com](http://www.fastweb.com)
- [www.finaid.org/scholarships](http://www.finaid.org/scholarships)
- [www.scholarshipamerica.org](http://www.scholarshipamerica.org)

The University of Arizona Global Campus is not responsible for the content of these websites and does not endorse any

particular outside scholarship website. Please beware of sites that ask for payment for scholarship information and/or applications and review all information carefully before applying.

### **Page 52**

*Revision, Effective 10-29-2025*

### **Financial Aid Plan**

- ~~The Institutional Financial Aid Application;~~
- The Free Application for Federal Student Aid (FAFSA®)\*;
- Entrance Loan Counseling, if applicable;
- A Direct Loan Master Promissory Note (MPN), if applicable; and
- All related paperwork and documentation requested by the University.

### **Page 53**

*Revision, Effective 10-29-2025*

### **How to Apply for Financial Aid**

Students should first complete the Free Application for Federal Student Aid (FAFSA®), and list the University (School Code: 001881) as a college to receive basic eligibility information. In order to receive a financial aid offer, a student must complete ~~an Institutional Financial Aid Application,~~ a Master Promissory Note (if applicable), and Entrance Loan Counseling (if applicable). The University may also require additional documents to verify aid eligibility (for additional information, please see the Verification for Federal Student Aid Eligibility in this section of the Catalog).

### **Page 54**

*Revision, Effective 01-01-2026*

### **Verification for Federal Student Aid Eligibility**

The student (and spouse or parent(s) of dependent students, as applicable) is required to provide appropriate and legible supporting documents to the Financial Aid Office. Depending on the Verification Tracking Group selected, one or more of the following documents may be requested:

1. Verification Worksheet;
2. For tax filers - IRS Tax Return Transcript or use of FUTURE Act - Direct Data Exchange (FA-DDX) Process;
3. For non-tax filers – W-2s from each employer/statements regarding income earned from work and verification of non-filing; and
4. Identity and Statement of Educational Purpose *Identity Verification Form*, if applicable.

Please note that additional documents regarding family size and income may be requested at the Financial Aid Office's discretion to complete the verification process.

Participation in the verification process is not optional. Students with V1 verification category, who do not submit the required documentation within 30 days of request may

experience financial aid processing delays, and may be administratively withdrawn until all supporting verification documents have been received by the University's Financial Aid Office.

New online students who are selected for the customized verification categories of V4 or V5 must submit the required ~~Identity and Statement of Educational Purpose~~ documentation *Identity Verification Form* prior to progressing beyond conditional admission status or they will be administratively withdrawn prior to attending week four of their first course. Any other required documentation must be completed within 30 days of request.

Continuing students who are selected for the customized verification categories of V4 or V5 must submit the ~~Identity and Statement of Educational Purpose~~ *Identity Verification Form* within 30 days of notification as well as any other requested documentation. In the event the 30th day falls within the last week of the course, students will be permitted to complete that course. In the weeks following the deadline, if all requested documentation is not received, students will be withdrawn from the University and any Title IV aid previously disbursed must be returned on students' behalf.

## Page 55

*Revision, Effective 01-01-2026*

### **Unusual Enrollment History and Federal Student Aid Eligibility**

For continuing students, if requested, the ~~Identity and Statement of Educational Purpose~~ *Identity Verification Form* must be submitted and approved within 14 days of notification or the student will be administratively withdrawn; any other requested documentation must be submitted and approved within 30 days. Financial aid will not be processed or disbursed if an applicant fails to provide the requested documentation.

## Page 58

*Revision, Effective 12-04-2025*

### **Other Available Financial Aid**

Students should check with their high school, area civic groups, businesses, and/or religious institutions to determine availability. See *Outside Scholarships* ~~Scholarship Universe~~ and Private Loan in this section of the Catalog for examples of additional resources.

## Page 58-59

*Revision, Effective 10-29-2025*

*Revision, Effective 01-01-2026*

### **Financial Aid Plan for Online Programs**

Under this plan, when used as a primary payment option, or as a secondary payment option in combination of Shared Tuition Savings/Employee Tuition Savings as a primary payment option for enrollment in an online program, students are expected to *must* submit all financial aid documents required for offering aid prior to their start date. Students are required to have all ~~core~~ financial aid documents — ~~Free Application for Federal Student Aid (FAFSA®),~~

~~Institutional Financial Aid Application, Direct Loan Master Promissory Note, and Entrance Loan Counseling—~~ on file with the University of Arizona Global Campus by 11:59 pm (Mountain Time Zone) the Wednesday prior to the student's scheduled start date. Failure to submit required financial aid documents may result in the delay of a student's start or administrative withdrawal from their current course. Students who are otherwise qualified may restart their program at a later date when all required financial aid documentation is submitted. If a student is unable to qualify for financial aid, they must select another payment option and are held responsible for any outstanding balances incurred.

## Page 68

*Revision, Published 01-05-2026*

### **The Promise**

The University of Arizona Global Campus affords new students the University of Arizona Global Campus Promise, which is an opportunity to attend UAGC with no financial obligation to the University. If a student cancels their enrollment during the conditional admission period (CAP) or is administratively withdrawn by the University, the student leaves with 1) no financial obligation to the University of Arizona Global Campus, 2) no student loan debt as a result of enrollment at the University of Arizona Global Campus, and 3) no academic record at the University of Arizona Global Campus. Undergraduate students are required to meet our Basic Academic Requirements (BAR)\* at the conclusion of the conditional admission period. During the first three weeks of a student's first credit-bearing course, the University of Arizona Global Campus does not certify VA benefits or disburse Federal Financial Aid.

*\*Basic Academic Requirements (BAR) may be located in the Conditional Admission Requirements section of this catalog for Associate and Bachelor programs.*

## Page 70

*Revision, Published 11-04-2025*

### **Written Communication Competency (6 credits)**

**Communication II Requirement:**

- *PSY 326 Research Methods (3 credits)*

## Page 70

*Correction, Published 08-28-2025*

### **Oral and Interpersonal Communication Competency (3 credits)**

- *COM 345 Media Writing for Communications (3 credits)*

## Page 71

*Revision, Published 11-04-2025*

### **Critical Thinking Competency (3 credits)**

- *BUS 114 Principles of Supervision (3 credits)*

## Page 75

*Addition, Effective 08-28-2025*

### **New Student Orientation**

*The orientation is designed to provide students with a complete overview of the UAGC experience, prepare them for success in their*

courses, and help them to self-evaluate their readiness to succeed in an online classroom setting. The orientation consists of five short modules inside the same learning environment as each of our courses. Students will learn:

- How to navigate the important systems, such as myUAGC, the student portal and the classroom
- Important policies
- Which team members are available to help with various needs along the way
- Key resources available to all students

Students are encouraged to complete each of the five modules prior to the first day of their first course taken at UAGC.

## Page 78-79

Revision, Published 12-16-2025

### Registration and Academic Placement

Initial registration and student scheduling is a one-time process based upon the information provided to the University of Arizona Global Campus in the admission application. The student's initial schedule is based upon the student's desired start date and program of study in conjunction with previous education. Initial registration occurs in consultation with an Admission Specialist and is completed by the Office of the Registrar. Upon completion of initial registration, students can view their individual course schedules and the dates of each course for which they are registered via the Student Portal. A student's course schedule may not reflect the exact order in which the courses appear on the website, in the Enrollment Agreement, and in this Catalog. Course sequencing may vary by student according to academic needs and course availability.

## Page 79

Revision, Effective 11-04-2025

### Non-Degree Seeking Students

Registering as a non-degree seeking student in no way guarantees or implies admission to a degree program at the University of Arizona Global Campus. Non-degree seeking students planning to formally apply for admission to a degree program should have their intended course selections reviewed by their Academic Advisors to determine relevance and potential applicability to the intended program. ~~Students who wish to apply non-degree seeking coursework to an undergraduate program at the University of Arizona Global Campus may apply up to 30 credits. Students who wish to apply non-degree seeking coursework to a graduate level degree program at the University of Arizona Global Campus may apply up to 15 credits. Students who wish to attempt more than these credit maximums must seek approval from the Office of the Registrar.~~

## Page 80

Correction, Effective 01-01-2023 (MSTM)

Correction, Effective 07-01-2025 (MACC)

Addition, Effective 07-01-2026 (MPSL)

### SMART Track Program Requirements

Students in a Bachelor's-level program offered at the University of Arizona Global Campus may attempt up to six (6) Master's-level credits\* offered at UAGC toward their

Bachelor's degree and accelerate completion of a Master's degree with the University of Arizona Global Campus.

\*Nine (9) applicable credits for the ~~Master of Accountancy, Master of Business Administration, Master of Information Systems Management, Master of Professional Studies in Leadership, or Master of Science in Criminal Justice,~~ ~~or Master of Science in Technology Management~~ programs.

## Page 80-81

Correction, Effective 01-01-2023 (MSTM)

Correction, Effective 07-01-2025 (MACC)

Addition, Effective 07-01-2026 (MPSL)

### Bachelor's Program Stipulations and Requirements for Enrolling and Applying Master's-Level Coursework

\*Nine (9) applicable credits for the ~~Master of Accountancy, Master of Business Administration, Master of Information Systems Management, Master of Professional Studies in Leadership, or Master of Science in Criminal Justice,~~ ~~or Master of Science in Technology Management~~ programs.

## Page 81-82

Correction, Effective 07-01-2025

### SMART Track Courses

Master of Accountancy\*

- BUS 600 Management Communications with Technology (3 credits)
- ~~ECO 610 Global Economics (3 credits)~~
- \*BUS 591 Financial Accounting and Analysis (3 credits)

~~\*Otherwise eligible students enrolled in a Bachelor's degree program who plan to apply to the University of Arizona Global Campus Master of Accountancy program may take BUS 591 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this course to the Master of Accountancy program.~~

## Page 81-82

Addition, Effective 01-06-2026

### SMART Track Courses

Master of Arts in Teaching and Learning with Technology

- EDT 500 Introduction to Educational Technology (3 credits)
- EDT 501 Developing Technology Enhanced Instruction (3 credits)

## Page 81-82

Addition, Effective 07-01-2026

### SMART Track Courses

#### Master of Professional Studies in Leadership\*\*\*

- LDR 580 Developing the Leader Within (3 credits)
- LDR 585 Leadership Presence and Communication (3 credits)
- \*\*\*LDR 590 Healthy Leadership and Organizational Culture (3 credits)

\*\*\*Students who plan to apply to the University of Arizona Global Campus Master of Professional Studies in Leadership program may take LDR 590 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this course to the Master of Professional Studies in Leadership program.

## Page 82

Correction, Effective 01-01-2023

### SMART Track Courses

#### Master of Science in Technology Management++

- BUS 600 Management Communications with Technology (3 credits)
- BUS 611 Project Planning and Management (3 credits)
- ++MAT 540 Statistical Concepts for Research (3 credits)

++Students who plan to apply to the University of Arizona Global Campus Master of Science in Technology Management program may take MAT 540 for an additional three (3) elective credits for a total of nine (9) Master's level credits to satisfy appropriate Bachelor's degree requirements and this course to the Master of Science in Technology Management program.

## Page 85

Revision, Effective for students starting on or after 07-01-2026

### Other Grading Designations

NP = No Pass. A grade of NP is given for failure to complete Practicum, Dissertation milestones, Applied Doctoral Project milestones, *course assignments and required manuscript revisions*, Dissertation Extension, Applied Doctoral Project Extension, Applied Doctoral Project Planning I and II, Dissertation Planning I and II, In-Residence, Comprehensive Exams and Internship in a satisfactory manner. Credit is attempted but not earned. Grade points will not be affected.

## Page 85

Revision, Effective for students starting on or after 07-01-2026

### Repeated Courses - Doctoral

**First course in the doctoral program:** Students may only repeat the first course in the doctoral program once. Students who exceed the number of allowable attempts in the first course will be academically dismissed from their program of study.

**Doctoral program:** Doctoral students may repeat a maximum of 3 courses with non-passing grades (excluding W grades). The minimum grade for doctoral major and specialization courses is a B-. The minimum grade for applied doctoral project courses is P. Grades of C+ or lower, WF, WU, and NP are considered non-passing and will not count toward degree requirements. Doctoral students who exceed the number of non-passing grades at any point in the program of study will be academically dismissed.

Courses that must be repeated due to an unsuccessful grade do not count towards eligibility for financial aid. This may affect the student's eligibility for financial aid funds. Students are encouraged to contact the Financial Aid Office for more information.

**During Coursework phase of a student's program:** Students may repeat any course with an unsuccessful grade (excluding W grades) once. A maximum of two different courses with unsuccessful grades may be repeated. Grades of C and C+ will count towards meeting degree requirements; however, a student may only receive a combination of two C, C+, U, WU, and NP grades at the Doctorate level.

If a student earns an unsuccessful grade in the same course more than once, or unsuccessful grades in two different courses, they exceed the number of allowable unsuccessful grades. If a student has less than a 3.0 GPA and exceeds the number of allowable unsuccessful grades, the student will be academically dismissed from their program of study. If the student has a 3.0 GPA or greater, the student will be granted an exception to the number of allowable unsuccessful grades and may continue attending courses without interruption, but the student must retake any unsuccessful grades applicable to the current program within the next three (3) courses. While all courses and grades remain on a student's transcript, any course with a C, C+, U, WU, or NP grade may be excluded from this policy if a subsequent 18 credits of coursework with grades of B- or better is completed.

**During the Doctoral Research phase (start of Planning Courses) of a student's program:** Students may earn a maximum of two NP grades during the Doctoral Research phase of their program: Dissertation Planning I, Dissertation Planning II, Applied Doctoral Project Planning I, Applied Doctoral Project Planning II, Dissertation, Dissertation Extension, Applied Doctoral Project, Applied Doctoral Project

Extension courses, and/or In-Residence Workshops, if applicable. Students who exceed the number of allowable NP grades during the Doctoral Research phase will be academically dismissed from their program of study.

Courses that must be repeated due to an unsuccessful grade do not count towards eligibility for financial aid. This may affect the student's eligibility for financial aid funds. Students are encouraged to contact the Financial Aid Office for more information.

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, a Faculty member, and a representative from Student Affairs, as needed. 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. Doctoral students who are granted an appeal must adhere to a detailed completion plan that supports research progress.

Repeating coursework may affect eligibility for Title IV financial aid. Students are encouraged to contact the Financial Aid Office for more information. NP = No Pass.

## Page 89

*Correction, Effective 07-01-2021*

### Consecutive Unsuccessful Grades

Degree-seeking students Students who earn three (3) consecutive unsuccessful grades at the University of Arizona Global Campus will be academically dismissed. Unsuccessful final grades include the following:

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

Dismissed students should refer to the Appeal of Academic Dismissal policy outlined in this Catalog. Appeals are evaluated by a committee comprised of the University Registrar or designee, a Faculty member, and a representative from Student Affairs, as needed. 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 course will be dismissed and may not submit another appeal for a period of no less than six (6) months.

## Page 91

*Revision, Effective for students starting on or after 07-01-2026*

### Graduate Satisfactory Academic Progress Standards

Graduate students must meet the following minimum qualitative and quantitative requirements to make satisfactory academic progress:

*Master's:*

- Cumulative GPA in the University of Arizona Global Campus coursework for all graduate master's students = 3.00.

*Doctoral:*

- Cumulative GPA in the University of Arizona Global Campus coursework for all doctoral students = 3.30.

## Page 94-95

*Revision, Effective 01-01-2026*

### Bachelor's Degree Transfer Credit, Prior Learning Credit, and Nontraditional Credit Provisions and Limitations

- Credits earned from an approved accredited institution as part of an Associate degree, or Arizona General Education Curriculum Certificate, where a student earned a 2.0 cumulative GPA or higher are accepted as fulfilling all General Education competency and core competency requirements of a Bachelor's program\*, with the exception of Foundations and Skills for Lifelong Learning General Education Competency\*\*, and the General Education Capstone, if one of the three subsequent conditions is satisfied:

\*Certificate programs and Associate degrees with minimal general education coursework will not be accepted as fulfilling all General Education core or competency requirements and will be evaluated on an individual course by course basis for application toward the Bachelor's degree.

\*\* *The Foundations and Skills for Lifelong Learning General Education Competency may be waived with unofficial transcripts showing 45 transferable credits.*

## Page 97-98

*Revision, Effective 02-02-2026*

### Master's Transfer Credit Policy

Students who have earned master's-level course credits prior to matriculation at the University of Arizona Global Campus may be eligible to transfer up to nine (9) credits toward a Global Campus master-level degree. Students will have the ability to appeal credit. A Transfer Credit Review Committee made up of members of the Office of the Registrar and

Academics. Additional credits may be accepted when offered under an agreement approved by the University of Arizona Global Campus up to a maximum of fifteen (15) credits. ~~Once admitted and/or matriculated into a Global Campus Master's program, students are not permitted to take coursework at other institutions and transfer it into the University of Arizona Global Campus, unless offered in an approved program or agreement. Transfer credits completed post *matriculation* may Matriculation will not be considered for transfer. Students are responsible for reviewing applied transfer credit. Students may submit a *Transfer Credit Appeal* form with appropriate documentation to request any prior credits completed outside of the University of Arizona Global Campus to be re-considered for applicability toward a Global Campus degree program. Students earning credits outside the University of Arizona Global Campus post-matriculation must submit an *Appeal to Apply Transfer Coursework Post-Matriculation* form for the credit to be considered for applicability toward their Global Campus degree program.~~

## Page 98-99

*Revision, Effective for students starting on or after 07-01-2026*

### Doctorate Transfer Credit Policy

*At this time, the Doctoral program does not accept transfer credits. This is due to the cohort-based structure of the program, where courses are taken in a specific sequence to support student learning and progression.*

~~Students who have earned doctoral-level course credits prior to matriculation at the University of Arizona Global Campus may be eligible to transfer up to thirty (30) credits toward the University of Arizona Global Campus doctorate-level degree. This review may occur in the Transfer Credit Review Committee made up of members of the Office of the Registrar and Academics. Students will have the ability to appeal credit. Once admitted and/or matriculated into a Global Campus Doctorate program, students are not permitted to take coursework at other institutions and transfer it into the University of Arizona Global Campus, unless offered in an approved program or agreement. Transfer credits completed post Matriculation will not be considered for transfer. Students are responsible for reviewing applied transfer credit. Students may submit a *Transfer Credit Appeal* form with appropriate documentation to request any prior credits completed outside of the University of Arizona Global Campus to be re-considered for applicability toward a Global Campus degree program. Students earning credits outside the University of Arizona Global Campus post-matriculation must submit an *Appeal to Apply Transfer Coursework Post-Matriculation* form for the credit to be considered for applicability toward their Global Campus degree program.~~

The Office of the Registrar at UAGC maintains records of all previous education and training obtained from students as

~~part of the initial transfer credit evaluation at enrollment in accordance with the Arizona Standards for Permanent Records. Any additional evaluation requested by students following enrollment is also maintained. The outcomes of all transfer credit evaluations completed are communicated to students along with the resulting shortened program of study, where applicable, as shown in their Student Portal. Documentation of the evaluation, granting of credit when appropriate, and the shortening of the program are maintained in the student record by the Office of the Registrar.~~

~~Please note: For students utilizing Veteran Benefits, the University of Arizona Global Campus must obtain a written record of prior education and training (including military training). Documentation of the evaluation, granting of credit when appropriate, and the shortening of the program are maintained in the student record by the Office of the Registrar.~~

~~Doctorate-level college credits completed are acceptable for transfer under the following conditions, unless offered in an approved program or under an agreement approved by the University of Arizona Global Campus:~~

- ~~• Credits should have been earned no more than ten (10) years before the date of admission to the degree program to which the credit is to be applied.~~
- ~~• Doctorate courses cannot have been used to satisfy the requirements for a previous graduate degree from other institutions.~~
- ~~• The course must have been a doctoral-level course, taken for equivalent doctoral-level credit at an approved accredited institution, and be at least 3 semester credits.~~
- ~~• Credits earned outside the United States must be evaluated by an approved Foreign Evaluation Agency for equivalency to both content and degree level of the University of Arizona Global Campus course.~~
- ~~• The University of Arizona Global Campus does not accept for doctorate credit any credits earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.~~
- ~~• Students must have earned a grade of "B" or better for any transfer course.~~
- ~~• Research conceptualization and planning courses must be taken at the University of Arizona Global Campus. Degree programs may determine that certain courses are not eligible for transfer of credit.~~

~~Official transcripts are required for transfer credit to be considered. In addition, students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria.~~

## Page 105-106

Revision, Effective 01-01-2026

### Honors Program

#### Benefits and Opportunities

- An invitation to join a community group within the UAGC online alumni community

#### Eligibility

To be eligible for acceptance into the Honors Program, students must meet the following criteria:

- Be an active student seeking a Bachelor's degree; AND
- Have completed 15 or more credits at the University of Arizona Global Campus with a cumulative GPA of ~~3.75~~ 3.50 or higher.

Once accepted into the Honors Program, students are expected to maintain a minimum 3.0 cumulative GPA at all times. If an Honors Program student's cumulative GPA drops below a 3.0, that student will be removed immediately from the Honors Program and all Honors Program benefits. Students who are removed from Honors Program are welcome to submit an Honors Program Reapplication form (available in *myUAGC the Student Portal*) once they again meet the ~~3.75~~ 3.50 GPA required for acceptance.

#### How to Apply

Applications are accepted year-round. Once a student meets eligibility requirements, they can begin the application process. Students who wish to apply will need to complete an [Application for Acceptance](#) into the Honors Program. The application for acceptance is also available in *myUAGC under Student Forms → Go To Forms → Registrar Forms*. ~~the Student Portal under My Forms, Registrar Forms.~~ Students are encouraged to speak with their advisor or an admissions representative to determine if they meet the acceptance criteria and confirm that the three Honors courses align with the student's academic plans and schedule. Applications will be reviewed by the Honors Program Selection Committee. Decisions will be communicated to the student via email.

#### Dropping from the Honors Program

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

#### Reapplying to the Honors Program

Students who were previously accepted into the Honors Program and are now interested in re-joining the Honors Program may do so by submitting an Honors Program Reapplication form available in *myUAGC under Student Forms → Go To Forms → Registrar Forms* ~~under My Forms, Registrar Forms in the Student Portal~~, providing that they meet all eligibility requirements including the ~~3.75~~ 3.50 cumulative GPA.

## Page 113-114

Revision, Effective 03-03-2026

### Additional Admission Requirements for Applicants with International Credentials Conditional Admission Requirements

In addition to the conditional admission requirements outlined in the admission policy for Associate of Arts degree programs, copies of documentation indicating that the student meets the following admission requirements are required for *registration and conditional admission*.

## Page 115

Revision, Published 12-16-2025

### Additional Conditional Admission Requirements for Applicants to the Bachelor of Science in Health Information Management Program

Applicants seeking admission to the Bachelor of Science in Health Information Management program must meet the following admission requirements prior to *registration and* the start of the first course at the University of Arizona Global Campus:

- Successfully complete and clear a Criminal Background Check (CBC)\* with Sterling Infosystems, Inc.

\*The approximate cost of each CBC will be \$24.00. Submission of the CBC is required for admissions.

*Applicants should understand that, both at the time of enrollment and throughout their participation in the program, having a criminal record or other events that may appear on a criminal background check may impact their ability to enroll, remain enrolled, complete the program, obtain licensure or certification, and/or secure employment.*

## Page 116

Revision, Effective 03-03-2026

Revision, Effective 04-28-2026 (Microbiology)

### Additional Conditional Admission Requirements for Applicants to the Bachelor of Science in Nursing (RN to BSN) Program

Applicants seeking admission to the Bachelor of Science in Nursing (RN to BSN) program must meet the following admission requirements prior to *registration and* the start of the first course at the University of Arizona Global Campus.

- Possess a current, active, unrestricted license to practice as a Registered Nurse (RN) in at least one U.S. state\*\*. Students must maintain an active unrestricted license throughout the program.
- Have earned a nursing (hospital) diploma or Associate degree in Nursing from an approved accredited institution \*\*\*.
- Have earned a grade of C- or higher in Microbiology (with lab), or equivalent\*\*\*, from an approved *transfer credit source*^. ~~accredited institution\*\*\*.~~

\*\*Residents of California must hold an RN license for their state of residence per their state's board of nursing regulations. If an applicant is a resident of California and does not hold an active RN license in their state of residence, they will not be eligible for admission to the RN-BSN Program.

\*\*\*Unofficial or official transcripts showing an earned nursing (hospital) diploma or Associate degree in Nursing and Microbiology (with lab) coursework must be submitted with the Application for Admission. *Approval of Microbiology and lab is at the discretion of the Program Chair.* In order to determine a student's initial course schedule, students should submit unofficial or official transcripts demonstrating successful completion of coursework in: Introduction to Sociology, Introduction to Psychology, Introduction to Statistics, Human Anatomy (with lab), Human Physiology (with lab), if available.

<sup>^</sup>See the Undergraduate General Transfer Credit Provisions and Limitations for more information.

## Page 117

*Revision, Effective 03-03-2026*

### **Additional Admission Requirements for Applicants with International Credentials Conditional Admission Requirements**

In addition to the conditional admission requirements outlined in the admission policy for Bachelor's degree programs, copies of documentation indicating that the student meets the following admission requirements are required for *registration and conditional admission*.

## Page 117-118

*Revision, Effective 04-28-2026*

### **Additional Full Admission Requirements for Applicants to the Bachelor of Science in Nursing (RN to BSN) Program**

- Submission of official transcript(s) from the approved ~~accredited institution~~ *transfer credit source* demonstrating completion of Microbiology (with lab), or equivalent, with a grade of C- or higher.

## Page 118

*Addition, Published 12-16-2025*

### **Program Specific Requirements Bachelor of Science in Health Information Management Program-Specific Requirements Criminal Convictions and Criminal Background Check Requirements**

*Applicants to the Bachelor of Science in Health Information Management program are required to pay for, complete and successfully clear a Criminal Background Check (CBC) prior to enrollment into the program.*

*A second CBC is required prior to site placement for their Professional Practice Experience (PPE). Students will work directly with Sterling Infosystems, Inc. for their initial CBC, the approximate cost of each CBC will be \$24.00. Applicants are advised that healthcare*

*organizations (hospitals, home health agencies, clinics and other types of health agencies) may also require a background check for any student completing a professional practice experience as well as for employment.*

*Applicants are advised that healthcare organizations (hospitals, home health agencies, clinics and other types of health agencies) may also require a toxicology screening (TS) prior to placement and that a TS may be required by UAGC or the Site at any time during placement.*

*Omission of required information or submitting false or misleading information may result in disciplinary action; up to and including being given the option to enroll in a program that does not have a CBC requirement or be given the opportunity to withdraw, at the sole discretion of UAGC.*

*It is the responsibility of the student to report any events which may impact the CBC or TS that occur after any CBC or TS report has been issued within 72 hours of the event in question. In the event this occurs after placement at a Site, these reports must be made in writing to the site contact with a copy to the Practicum Specialist, but in no case more than 72 hours after the event in question. Failure to comply may result in sanctions, up to and including change of program or withdrawal.*

### **Professional Practice Experiences**

*Students earning the Bachelor of Science in Health Information Management degree will complete two Professional Practice Experiences, one that is an online course with a simulation lab (HIM370 Professional Practice Experience I) one that is a combination of an online course and practical experience with a facility onsite or virtually (HIM495 Professional Practice Experience II). As part of the second Professional Practice Experience embedded in HIM 495, students will complete a minimum of forty (40) hours of supervised Professional Practice Experience at a nearby facility, or virtually, with approval of the University. The forty (40) hours must be completed while they are enrolled in the final class of the program, HIM 495. Students can only complete their Professional Practice Experiences in states where this program is available.*

*Students enrolling in a degree program with a Professional Practice Experience requirement are expected to complete the Professional Practice Experience in the United States and may be required to be available during standard U.S. time zones. If you anticipate that you will not be able to complete your Professional Practice Experience in the United States, all exceptions must be approved prior to admission to the program.*

*Students who reside and/or work outside the United States will be ineligible to complete Professional Practice Experience hours at a facility abroad.*

### **Memberships**

*Students should be aware that it is strongly recommended to become a member of the American Health Information Management Association (AHIMA) in order to successfully complete this program.*

## Page 118

Revision, Effective 03-03-2026

Revision, effective for students starting on or after 07/01/2026

### Non-Degree Seeking Student General Admission Requirements for Undergraduate Level Coursework

Students seeking to enroll in undergraduate coursework as a non-degree seeking student must meet the following requirements prior to *registration* and the start of the first course at the University of Arizona Global Campus.

- Have the ability to study in English indicated by one of the following:
  - Served in the U.S. armed services as either current active-duty or veteran service member; or

## Page 120

Revision, Effective 01-01-2026 (45 credits)

Correction, Published 04-28-2026

### Associate Program Course Sequencing

GEN 101 satisfies a core program requirement and cannot be replaced or waived by transfer credit unless a student provides proof of one of the following:

- 45 credits of lower-division transfer credits that are transferable to the student's chosen degree program;
- A previously earned Bachelor's degree at the University of Arizona Global Campus, or from an approved accredited institution; or

## Page 121

Revision, Effective 01-01-2026

### Bachelor's Program Course Sequencing

GEN 101 cannot be replaced or waived by credit in transfer, unless a student provides proof of one of the following prior to initial program enrollment:

- 90 45 credits of lower-division transfer credits that are applicable transferable to the student's chosen degree program;

## Page 126-127

Revision, Published 11-04-2025

### Associate of Arts in Organizational Management Program Requirements

Total number of credits required: 67 credits  
 General Education Requirements: \*40 credits  
 Core Requirements: \*27 credits  
 Elective Requirements: 9 6 credits

\*In this program, 9 6 credits from the core may also satisfy General Education requirements.

## General Education Requirements (40 credits\*)

Critical Thinking	*Fulfilled by Core Requirement. PSY 101 Introduction to Psychology (3 credits)
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## Core Requirements (27 credits)

- \*BUS 114 Principles of Supervision (3 credits)  
\*Satisfies General Education requirements.

## Page 128

Revision, Published 08-28-2025

### Bachelor of Arts in Accounting

~~Please note, students who have successfully completed ACC 201 and/or ACC 202 at the Associate level will be waived from ACC 205 and/or ACC 206 respectively at the Bachelor's level.~~

## Page 135

Correction, effective 03-05-2019

### Bachelor of Arts in Child Development Major Course Requirements (39 credits)

- ~~ECD 315 Curriculum Planning and Design for Early Learners (3 credits)~~
- ECE 315 Language Development in Young Children (3 credits)

## Page 135

Revision, effective 01-01-2026

### Bachelor of Arts in Child Development Major Course Requirements (39 credits)

- ~~ECE 313 Collaboration with Parents and Community (3 credits)~~
- ECE 323 Collaboration with Families and Communities (3 credits)

## Page 141

Revision, effective 01-01-2026

Correction, effective 01-01-2026

### Bachelor of Arts in Early Childhood Education Major Course Requirements (57 54 credits)

Total number of credits required: 120 credits  
 General Education Requirements: \*43 credits  
 Major Course Requirements: \*57 54 54 credits  
 Electives: 26 29 29 credits

- ~~ECE 313 Collaboration with Parents and Community (3 credits)~~
- ~~ECE 323 Collaboration with Families and Communities (3 credits)~~
- ~~ECE 440 Virtual Early Childhood Experience (3 credits)~~
- ~~EDU 499 College of Education Capstone (3 credits)~~  
Prerequisite: GEN 499

## Page 142

*Revision, effective 01-01-2026*

### **Bachelor of Arts in Early Childhood Education Administration Major Course Requirements (57 credits)**

- ~~ECE 313 Collaboration with Parents and Community (3 credits)~~
- ~~ECE 323 Collaboration with Families and Communities (3 credits)~~

## Page 150-151

*Correction, published 06-04-2026*

### **Bachelor of Arts in Health and Human Services Major Course Requirements (36 credits)**

- PSY 304 Lifespan Development (3 credits)  
Prerequisite: PSY 101

## Page 157

*Revision, effective 01-01-2026*

### **Bachelor of Arts in Homeland Security and Emergency Management Major Course Requirements (36 credits)**

- ~~HSM 101 Introduction to Homeland Security and Emergency Management (3 credits)~~
- ~~HSM 330 Continuity and Exercise Design (3 credits)~~

## Page 160-161

*Correction, Published 11-04-2025*

### **Bachelor of Arts in Journalism and Mass Communication Major Course Requirements (36 credits)**

- JRN 330 Media Law and Ethics (3 credits)  
Prerequisites: JRN 200 and JRN 201

## Page 165

*Correction, Effective 01-01-2025*

### **Bachelor of Arts in Organizational Management Program Outcomes**

1. Examine one's personal leadership style and determine its appropriateness to various organizational situations.

## Page 167

*Revision, effective 12-01-2025*

### **Bachelor of Arts in Project Management**

This program is not designed to qualify a student to sit for any certification examinations offered by the Project Management Institute (PMI) including: the Certified Associate in Project Management (CAPM), Project Management Professional (PMP), Program Management Professional (PgMP), PMI Agile Certified Practitioner (PMI-ACP), PMI Risk Management Professional (PMI-RMP), or the PMI Scheduling Professional (PMI-SP). Graduates of this program may meet some of the requirements to sit for PMI certification exams, but it is the responsibility of each student or graduate to research the requirements for each. In most instances, the requirements to sit for a PMI certification exam include a secondary diploma or a four year degree, and a certain number of documented hours of project management experience.

~~The Project Management Institute (PMI) is an independent entity not affiliated with the University of Arizona Global Campus. This program is not designed to fully qualify a student for any PMI certification. Students or graduates that are interested in pursuing PMI certifications shall visit the PMI website ([www.pmi.org](http://www.pmi.org)) for additional information.~~

*The Bachelor of Arts in Project Management program is accredited by the PMI Global Accreditation Center for Project Management Education Programs (GAC) which is an independent academic accrediting body that accredits programs at the bachelor's, postgraduate, and doctorate levels offered within accredited institutions of higher education worldwide, assuring they are relevant, student-focused, and accountable. GAC accreditation demonstrates that a program meets comprehensive global standards of excellence and prepares graduates to meet today's market demands.*

## Page 167

*Correction, Published 08-28-2025*

### **Bachelor of Arts in Project Management Major Course Requirements (45 credits)**

- PRM 400 Project Risk Management (3 credits)  
Prerequisite: PRM 337

## Page 168

Revision, Published 11-04-2025

### 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: 47 44 credits

Students must earn a minimum of 30 upper-division credits.

\*In this program, 9 6 credits from the major may also satisfy General Education requirements.

### Major Course Requirements (39 credits)

- \*PSY 326 Research Methods (3 credits)  
Prerequisite: MAT 232

\*Satisfies General Education requirements.

## Page 169-170

Correction, Effective 07-01-2024

### Bachelor of Arts in Education Studies Major Course Requirements (36 credits)

- EDU 371 Phonics-Based Reading and Decoding (3 credits) Prerequisite: EDU 372

## Page 180

Revision, Published 12-16-2025

### Bachelor of Science in Health Information Management Criminal Convictions and Criminal Background Check Requirements

Applicants to the Bachelor of Science in Health Information Management program are required to pay for, complete and successfully clear a Criminal Background Check (CBC) prior to enrollment into the program. ~~and a~~

A second CBC is required prior to site placement for their Professional Practice Experience (PPE). ~~Practicum, dependent on the practicum site requirements.~~ Students will work directly with Sterling Infosystems, Inc. for their initial CBC, the approximate cost of each CBC will be \$24.00. Applicants are advised that healthcare organizations (hospitals, home health agencies, clinics and other types of health agencies) may also require a background check for any student completing a professional practice experience as well as for employment.

Applicants are advised that healthcare organizations (hospitals, home health agencies, clinics and other types of health agencies) may also require a toxicology screening (TS) prior to placement and that a TS may be required by UAGC or the Site at any time during placement.

Omission of required information or submitting false or misleading information may result in disciplinary action; up to and including being given the option to enroll in a program that does not have a CBC requirement or be given the opportunity to withdraw, at the sole discretion of UAGC.

It is the responsibility of the student to report any events which may impact the CBC or TS that occur after any CBC or TS report has been issued within 72 hours of the event in question. In the event this occurs after placement at a Site, these reports must be made in writing to the site contact with a copy to the Practicum Specialist, but in no case more than 72 hours after the event in question. Failure to comply may result in sanctions, up to and including change of program or withdrawal.

## Page 184

Revision, Effective 04-28-2026

### Bachelor of Science in Nursing (RN to BSN)

Special Terms and Conditions: Applicants to this program must have earned a nursing (hospital) diploma or associate degree in nursing from an approved accredited college or university including the following coursework or equivalent: Microbiology (with lab). Approval of Microbiology and lab is at the discretion of the Program Chair.

## Page 188

Correction, Published 11-04-2025

### Areas of Emphasis Health and Wellness Emphasis

- HWE 340 Exercise and Nutrition Principles in Wellness Exercise & Physiology (3 credits)

## Page 188

Deletion, Effective 01-01-2026

### Journalism Emphasis

(No longer offered as of 01-01-2026)

## Page 188

Addition, effective 07-01-2026

### Areas of Emphasis Operations Management and Analysis Emphasis (9 credits)

- BUS 443 Quality Management for Organizational Excellence (3 credits)
- BUS 446 Production Operations Control (3 credits)
- PRM 300 Introduction to Project Management (3 credits)

### Project Management Emphasis (9 credits)

- PRM 300 Introduction to Project Management (3 credits)
- PRM 336 Project Procurement Management (3 credits)

- *TMG 300 Scrum Basics (3 credits)*

## Page 190

*Addition, Published 12-16-2025*

### **Additional Conditional Admission Requirements for the Master of Public Health Program**

*Applicants seeking admission to the Master of Public Health program must meet the following admission requirements prior to registration and the start of the first course at the University of Arizona Global Campus:*

- *Successfully complete and clear a Criminal Background Check (CBC)\* with Sterling Infosystems, Inc.*

*\*The approximate cost of each CBC will be \$24.00. Submission of the CBC is required for admissions.*

*Applicants should understand that, both at the time of enrollment and throughout their participation in the program, having a criminal record or other events that may appear on a criminal background check may impact their ability to enroll, remain enrolled, complete the program, obtain licensure or certification, and/or secure employment.*

## Page 192

*Revision, Effective 03-03-2026*

### **Additional Admission Requirements for Applicants with International Credentials Conditional Admission Requirements**

*In addition to the conditional admission requirements outlined in the admission policy for Master's degree programs, copies of documentation indicating that the student meets the following admission requirements are required for *registration and conditional admission*.*

## Page 194

*Revision, Published 12-16-2025*

### **Master of Public Health Program-Specific Requirements**

#### **Criminal Convictions and Criminal Background Check Requirements**

*Applicants to the Master of Public Health program are required to pay for, complete and successfully clear a Criminal Background Check (CBC) prior to enrollment into the program. ~~and a~~*

*A second CBC is required prior to site placement for their Practicum. Students will work directly with Sterling Infosystems, Inc. and the approximate cost of each CBC will be \$24.00 Applicants are advised that healthcare organizations (hospitals, home health agencies, clinics and other types of health agencies) may also require a background check for any student completing a practicum as well as for employment.*

*Applicants are advised that healthcare organizations (hospitals, home health agencies, clinics and other types of health agencies) may also require a toxicology screening (TS) prior to placement and*

*that a TS may be required by UAGC or the Site at any time during placement.*

*Omission of required information or submitting false or misleading information may result in disciplinary action; up to and including being given the option to enroll in a program that does not have a CBC requirement or be given the opportunity to withdraw, at the sole discretion of UAGC.*

*It is the responsibility of the student to report any events which may impact the CBC or TS that occur after any CBC or TS report has been issued within 72 hours of the event in question. In the event this occurs after placement at a Site, these reports must be made in writing to the site contact with a copy to the Practicum Specialist, but in no case more than 72 hours after the event in question. Failure to comply may result in sanctions, up to and including change of program or withdrawal.*

## Page 195

*Revision, Effective 03-03-2026*

*Revision, effective for students starting on or after 07/01/2026*

### **Non-Degree Seeking Student General Admission Requirements for Master's Level Coursework**

*Students seeking to enroll in Master's-level coursework as a non-degree seeking student must meet the following requirements prior to registration and the start of the first course at the University of Arizona Global Campus.*

- *Have the ability to study in English indicated by one of the following:*
  - *Served in the U.S. armed services as either current active-duty or veteran service member; or*

## Page 219-220

*Revision, Published 12-16-2025*

### **Master of Public Health Criminal Convictions and Criminal Background Check Requirements**

*Applicants to the Master of Public Health program are required to pay for, complete and successfully clear a Criminal Background Check (CBC) prior to enrollment into the program. ~~and a~~*

*A second CBC is required prior to site placement for their Practicum. Students will work directly with Sterling Infosystems, Inc. and the approximate cost of each CBC will be \$24.00 Applicants are advised that healthcare organizations (hospitals, home health agencies, clinics and other types of health agencies) may also require a background check for any student completing a practicum as well as for employment.*

*Applicants are advised that healthcare organizations (hospitals, home health agencies, clinics and other types of health agencies) may also require a toxicology screening (TS) prior to placement and that a TS may be required by UAGC or the Site at any time during placement.*

Omission of required information or submitting false or misleading information may result in disciplinary action; up to and including being given the option to enroll in a program that does not have a CBC requirement or be given the opportunity to withdraw, at the sole discretion of UAGC.

It is the responsibility of the student to report any events which may impact the CBC or TS that occur after any CBC or TS report has been issued within 72 hours of the event in question. In the event this occurs after placement at a Site, these reports must be made in writing to the site contact with a copy to the Practicum Specialist, but in no case more than 72 hours after the event in question. Failure to comply may result in sanctions, up to and including change of program or withdrawal.

## Page 230

Revision, Effective 03-03-2026

### **Additional Admission Requirements for Applicants with International Credentials Conditional Admission Requirements**

In addition to the conditional admission requirements outlined in the admission policy for Doctoral degree programs, copies of documentation indicating that the student meets the following admission requirements are required for *registration and conditional admission*.

## Page 231

Deletion, Published 12-16-2025

### **Registration**

(Replaced with the Registration and Academic Placement policy in Section 5 of this Catalog)

## Page 231

Deletion, Published 12-16-2025

### **Cohort Size Management**

(Replaced with the Schedule Changes, Program Changes, and Course Cancellation policy in Section 5 of this Catalog)

## Page 231-232

Addition, for students starting on or after 07-01-2026

### **Cohort Model and Progression Policy for Doctoral Programs**

*In a cohort model, students move through the program in a shared sequence with peers, creating opportunities for mutual support, professional relationship-building, collaboration, and learning across diverse perspectives and experiences.*

*Students are expected to remain with their assigned cohort and progress according to the published course sequence.*

*Students who do not successfully complete a scheduled course may not be able to continue with their original cohort.*

*Circumstances that may interrupt cohort progression include, but are not limited to, course failure, withdrawal, a break in enrollment, or failure to meet a required progression milestone. If cohort progression is interrupted, students will need to wait until the applicable course is offered again and*

*will then be reassigned to a subsequent cohort at the appropriate point in the program sequence. Unsuccessful progression may result in withdrawal from the institution and may have financial impacts. Students are strongly encouraged to consult with their academic advisor before withdrawing, requesting an academic leave, or making any change that could affect cohort placement or progression. To support academic integrity, program quality, and orderly progression through the curriculum, the University reserves the right to determine cohort placement and progression requirements.*

## Page 232

Revision, for students starting on or after 07-01-2026

### **Doctoral Program Course Sequencing Essentials of Advanced Scholarship**

All Doctoral program students are required to successfully complete their first course in their program sequence *with a grade of B+ or higher*. Unsuccessful completion of that course will result in the rescheduling of the course and revision of future course schedule. *Students must achieve the B+ or higher to progress into the next course in the program. A minimum grade of C is required to successfully complete the course and progress in their program.*

## Page 232

Addition, for students starting on or after 07-01-2026

### **Doctoral Course Academic Requirement**

*The minimum passing grade for all doctoral courses in the major, research and specialization requirements is a B- or higher. In all applied doctoral project courses, students must achieve a Passing (P) grade to progress to the next course. Students who earn three non-passing grades during the program will be academically dismissed from the doctoral program. Doctoral students must maintain a cumulative GPA of 3.30 or higher to remain in good academic standing.*

## Page 232-233

Deletion, for students starting on or after 07-01-2026

### **In-Residence Workshops**

(Not required for the Doctor of Professional Studies)

## Page 233

Deletion, Effective 07-01-2026

### **Dissertation and Applied Doctoral Project Courses**

(Replaced with the Attendance Policy for Doctoral Courses)

## Page 233

Deletion, for students starting on or after 07-01-2026

### **In-Residence Workshop Requirement**

(Not required for the Doctor of Professional Studies)

## Page 233

*Revision, for students starting on or after 07-01-2026*

### **Doctoral Research**

As a requirement for graduation from the University of Arizona Global Campus with a doctoral degree each student must complete and successfully defend original *applied doctoral research* Doctoral Research in a culminating body of work. The Doctoral Research phase begins after successful completion of the Doctoral Research Conceptualization course and approval of an appropriate research project and research questions. Research topics and questions are formalized in the Doctoral Research Planning I and II courses.

## Page 233-234

*Deletion, for students starting on or after 07-01-2026*

### **Dissertation**

(Not required for the Doctor of Professional Studies)

## Page 234

*Revision, for students starting on or after 07-01-2026*

### **Applied Doctoral Project**

Consistent with the philosophy and purpose of a PsyD degree, the *The Applied Doctoral Project (ADP)* will demonstrate a student's mastery of *applied research in an organizational setting*. The ADP addresses a problem of practice through systematic inquiry, yielding actionable knowledge to improve leadership practice, organizational performance, or community outcomes. particular topic of relevance and the application of scholarly knowledge and skills. Given the broad range of industries, leadership contexts, and professional roles of doctoral students, the applied doctoral project allows for a variety of approaches and designs. The results of approved projects should advance leadership practice and organizational effectiveness. diversity of topics, fields, methodologies, settings, and applications relevant to students' chosen careers within the University's PsyD programs, the nature and format of the ADP is by necessity flexible, including quantitative and qualitative approaches, action research, historical analysis, observational studies, theoretical inquiries, case studies, program evaluations, and other research methodologies.

Students are enrolled in Applied Doctoral Project for a minimum of five (5) credits (RES 8981-8985). Students are expected to meet the Applied Doctoral Project milestones in each course. Students who make satisfactory progress towards the milestone but who do not fully meet the milestone within the designated timeframe may repeat the courses up to two times. If the milestone is not met by the third attempt, then students will earn a "Not Passing" (NP) grade. Three NP grades will result in dismissal from the program. Dismissed students should refer to the *Appeal of Academic Dismissal* policy outlined in this *Catalog*.

*Following the successful completion of all major, research, and specialization courses, students are enrolled seven (7) consecutive applied doctoral project courses (RES 720-780). Students enrolled in the applied doctoral project course sequence are expected to meet the applied doctoral project milestones in each course. Students who fail to achieve milestones in any applied doctoral project course will receive an NP grade, an unsuccessful grade that may result in dismissal from the program in accordance with doctoral academic requirements. For details around repeated courses see the General Academic Information [Repeated Courses – Doctoral policy](#).*

Prerequisites, timelines for completion, and attendance requirements for Applied Doctoral Project, as well as a detailed explanation of each step in the process, are described in the Applied Doctoral Project Handbook.

## Page 234

*Deletion, for students starting on or after 07-01-2026*

### **Student Portfolio**

(Not required for the Doctor of Professional Studies)

## Page 234

*Revision, for students starting on or after 07-01-2026*

### **Doctoral Candidacy**

Doctoral Candidacy will be *applicable to students who are enrolled in the applied doctoral project course sequence (RES720-RES780)*. considered following the Doctoral Research committee approval of the Research Proposal and successful completion of the Preliminary Oral Defense. Prior to Doctoral Candidacy, being considered, the student should be referred to as a doctoral student; upon enrollment in the applied doctoral project courses, following approval, the student can be referred to as a doctoral candidate. Doctoral candidacy is not official degree conferral.

## Page 234

*Addition, for students starting on or after 07-01-2026*

### **Synchronous Attendance Requirements Interactive Doctoral Workshops**

*Students are required to attend virtual Interactive Doctoral Workshops during specific courses. These interactive sessions offer students an opportunity to meet and collaborate with colleagues and faculty. The Workshops further support student success in completion of their program and Applied Doctoral Project.*

*The Workshops take place in synchronous fashion and are facilitated via a web-based video conference tool. Active engagement is required. Students who do not successfully complete each Workshop during the designated time frame may not be allowed to progress to their next scheduled course, which could result in a substantial delay in*

progression. The time and duration of each meeting is described below.

The synchronous Interactive Doctoral Workshops occur during these courses:

**DOC 700 Essentials of Advanced Scholarship**

- Friday of Week 3 – One three (3) hour workshop
- Friday of Week 5 – One three (3) hour workshop

**RES 705 Foundations of Applied Research**

- Friday of Week 3 – One three (3) hour workshop

**Applied Doctoral Project Courses (RES 720, RES 730, RES 740, RES 750, RES 760, RES 770, RES 780)**

- Up to three Workshops will be offered during every course associated with the Applied Doctoral Project. These workshops will include interactive sessions as well as Preliminary Oral and Final Oral Defenses that are part of the required milestones for successful completion of the Applied Doctoral Project. Students must attend at least **one** of these Workshop sessions during each course.

Specific details about each Workshop, including dates, times, and webinar links, will be communicated by the Instructor of each course in the classroom and students will see these courses in their schedule to plan for these sessions.

## **Page 234**

Revision, for students starting on or after 07-01-2026

### **Program Time Limits**

#### **Doctoral Programs**

All Doctoral programs have a ~~seven (7)~~ five (5) year time limit for completion starting from the time a student enters the first term of any Doctoral program.