



2025-2026

Academic Catalog Supplement

Last Updated November 4, 2025

OPE ID: 00188100

180 South Arizona Ave., Suite #301,
Chandler, AZ 85225
1.858.668.2586

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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 & 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 & 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: 44 credits

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

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

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) *Prerequisite: COM 223*
- COM 327 Visual Communication (3 credits)
- *COM 355 Technology & 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 & 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 & Physiology (3 credits) *Prerequisite: HSC 260*
- HCS 334 Personal Fitness & Wellness for Optimal Living (3 credits) *Prerequisites: HWE 200 and HCS 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 & 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 & Social Action (3 credits)
- *BUS 250 Corporate & Social Responsibility (3 credits)
- SOC 308 Racial & 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 & 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.

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.

The Resolution Center

Revision, Published 08-28-2025

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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.

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.

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. 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) 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

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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 & 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 & 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.

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 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.

BUS 624 Law and Ethics in the Business Environment 3 Credits
“&” replaced with “and” in course title

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.

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 & 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.

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

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 363 Education & Social Justice 3 Credits
Last offer date 11/20/2018

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

EDU 608 Children's & Young Adult Literature 3 Credits
Last offer date 10/16/2018

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

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 610 Assessment and Evaluation of Students with Mild to Moderate Disabilities 3 Credits
"&" replaced with "and in the course title

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 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.

HSC 261 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 323 Revolution & 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 & 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, & Life's Challenges 3 Credits
Last offer date 08/07/2018

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.

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*

ORG 5571 Traditional Criminological Theories 3 Credits

Last offer date 03/24/2020

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 & Communities 3 Credits

Last offer date 03/3/2020

ORG 6574 Law & Society 3 Credits

Last offer date 01/07/2020

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

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 6290 Learning Theory & Behavioral Applications 3 Credits

Last offer date 03/03/2020

PSY 706 Advanced Consulting Skills in 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.

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.

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. Prerequisites: 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. Prerequisites: 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 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, 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.

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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~~.

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.

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Deletion, Effective 08-28-2025

Academic Resolution

Academic Resolution Processes

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

Page 37-38

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

Addition, Effective 01-06-2025 (MATLT)

Master's Programs Tuition & Fees

Tuition Per Credit:

<i>Master of Arts in Teaching and Learning with Technology</i>	<i>\$600.00</i>
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*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.

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Addition, Effective 01-06-2025

Schedule of Charges

Program Name	Period of Attendance	Entire Educational Program
<i>MA in Teaching and Learning with Technology (30 credits)</i>	<i>\$2,100</i>	<i>\$21,150</i>

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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.

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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 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 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 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.

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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).~~

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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)~~

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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).~~

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

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

Page 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 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* ~~ScholarshipUniverse~~ and Private Loan in this section of the Catalog for examples of additional resources.

Page 58-59

Revision, Effective 10-29-2025

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 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 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 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 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 81-82

Revision, 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 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 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.
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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)

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Revision, effective 01-01-2026

Bachelor of Arts in Child Development Major Course Requirements (39 credits)

- ~~ECE 313 Collaboration with Parents & Community (3 credits)~~
- ECE 323 Collaboration with Families and Communities (3 credits)

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Revision, effective 01-01-2026

Bachelor of Arts in Early Childhood Education Major Course Requirements (57 credits)

Total number of credits required: 120 credits
General Education Requirements: *43 credits
Major Course Requirements: *57 54 credits
Electives: 26 29 credits

- ~~ECE 313 Collaboration with Parents & Community (3 credits)~~
- ECE 323 Collaboration with Families and Communities (3 credits)
- ECE 440 Virtual Childhood Experience (3 credits)

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Revision, effective 01-01-2026

Bachelor of Arts in Early Childhood Education Administration Major Course Requirements (57 credits)

- ~~ECE 313 Collaboration with Parents & Community (3 credits)~~
- ECE 323 Collaboration with Families and Communities (3 credits)

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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 & 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 & Ethics (3 credits)
- Prerequisites: JRN 200 and JRN 201*

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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 188

Correction, Published 11-04-2025

Areas of Emphasis

Health & 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)