



University of
Massachusetts
Global A private
nonprofit affiliate

**2024-2025
CATALOG**

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CONDITIONS OF ACCURACY

The information within is accurate at the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. University of Massachusetts Global reserves the right to make changes without notification as circumstances demand with reference to admission, registration, tuition and fees, attendance, curriculum requirements, student conduct, academic standing, candidacy, and graduation.

Non-Discrimination Policy

University of Massachusetts Global admits qualified students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the institution. University of Massachusetts Global does not discriminate on the basis of sex, race, color, national or ethnic origin, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs, and employment. The University recognizes that students with documented disabilities, such as mobility, sensory, health, psychological and learning disorders may need additional resources to enable successful completion of academic coursework. University of Massachusetts Global will make efforts to provide reasonable accommodations to the extent that they do not compromise the integrity of any degree or certificate, do not fundamentally alter the nature of a program, or are unduly burdensome to the institution.

MESSAGE FROM THE CHANCELLOR

Dear Student,

Welcome to the University of Massachusetts Global. Whether you are a new or continuing student, congratulations on your willingness to expand your knowledge by pursuing higher levels of education. Here, you will experience a relevant and world-class education specifically designed with your personal and professional growth in mind.

We understand the challenges you may face attending college while working, parenting, serving our country, or fulfilling other family and community responsibilities. Our trained and committed faculty and staff are always available to help guide you from admissions to graduation. No matter where you are in your educational journey, we are here to support you.

I wish you much success, and I look forward to seeing you at commencement.

Congratulations again on your decision to join the UMass Global family.

Sincerely,

Chancellor Dr. David Andrews

ACADEMIC CALENDAR

Fall Trimester – August 26, 2024 – December 15, 2024

Fall Session I – 2024 – August 26, 2024 – October 20, 2024

Last day for 100% Tuition and Fees Refund	August 25
First day of instruction	August 26
Tuition and Fees Due	August 26
Last day to add classes	September 1
Last day for 90% Tuition Refund	September 1
Labor Day (Administrative Offices Closed)	September 2
Last day to drop classes without record of enrollment	September 8
Last day for 80% Tuition Refund	September 8
Instructor Verification of Attendance Due	September 11
Last day to withdraw from classes without receiving an "FW"	October 6
Last day for change of grade option	October 6
Last day of instruction	October 20
Grades due by	October 28

Fall Session II – 2024 – October 21, 2024 – December 15, 2024

Last day for 100% Tuition and Fees Refund	October 20
First day of instruction	October 21
Tuition and Fees Due	October 21
Last day to add classes	October 27
Last day for 90% Tuition Refund	October 27
Last day to drop classes without record of enrollment	November 3
Last day for 80% Tuition Refund	November 3
Instructor Verification of Attendance Due	November 6
Thanksgiving (Administration Offices Closed)	November 28, 29
Last day to withdraw from classes without receiving an "FW"	December 1
Last day for change of grade option	December 1
Last day of instruction	December 15
Grades due by	December 23
Winter Break (No classes)	December 16, 2024 – January 5, 2025

Spring Trimester – January 6, 2025 – April 27, 2025

Spring Session I – 2025 – January 6, 2025 – March 2, 2025

Last day for 100% Tuition and Fees Refund	January 5
First day of instruction	January 6
Tuition and Fees Due	January 6
Last day to add classes	January 12
Last day for 90% Tuition Refund	January 12
Last day to drop classes without record of enrollment	January 19

Last day for 80% Tuition Refund	January 19
Martin Luther King Day (Administrative Offices Closed)	January 20
Instructor Verification of Attendance Due	January 22
Last day to withdraw from classes without receiving an "FW"	February 16
Last day for change of grade option	February 16
Last day of instruction	March 2
Grades due by	March 10

Spring Session II – 2025 – March 3, 2025 – April 27, 2025

Last day for 100% Tuition and Fees Refund	March 2
First day of instruction	March 3
Tuition and Fees Due	March 3
Last day to add classes	March 9
Last day for 90% Tuition Refund	March 9
Last day to drop classes without record of enrollment	March 16
Last day for 80% Tuition Refund	March 16
Instructor Verification of Attendance Due	March 19
Last day to withdraw from classes without receiving an "FW"	April 13
Last day for change of grade option	April 13
Last day of instruction	April 27
Grades due by	May 5

Summer Trimester – April 28, 2025 – August 17, 2025

Summer Session I – 2025 – April 28, 2025 – June 22, 2025

Last day for 100% Tuition and Fees Refund	April 27
First day of instruction	April 28
Tuition and Fees Due	April 28
Last day to add classes	May 4
Last day for 90% Tuition Refund	May 4
Last day to drop classes without record of enrollment	May 11
Last day for 80% Tuition Refund	May 11
Instructor Verification of Attendance Due	May 14
Memorial Day (Administrative Offices Closed)	May 26
Last day to withdraw from classes without receiving an "FW"	June 8
Last day for change of grade option	June 8
Last day of instruction	June 22
Grades due by	June 30

Summer Session II – 2025 – June 23, 2025 – August 17, 2025

Last day for 100% Tuition and Fees Refund	June 22
First day of instruction	June 23
Tuition and Fees Due	June 23
Last day to add classes	June 29
Last day for 90% Tuition Refund	June 29
Independence Day Observed (Administrative Offices Closed)	July 4

Last day to drop classes without record of enrollment	July 6
Last day for 80% Tuition Refund	July 6
Instructor Verification of Attendance Due	July 9
Last day to withdraw from classes without receiving an "FW"	August 3
Last day for change of grade option	August 3
Last day of instruction	August 17
Grades due by	August 25

Continuing education and professional development courses offered by the School of Extended Education may not adhere to the dates on the academic calendar above. Dates pertinent to registration and refunds vary by course and may be viewed in more detail at www.umassglobal.edu/extended-education (<https://www.umassglobal.edu/academic-programs/extended-education/>).

"Information on Degree Conferral and deadlines for Commencement is available in MyUMassGlobal under the UMassGlobal Student Tab"

UNIVERSITY OF MASSACHUSETTS GLOBAL AT A GLANCE

About University of Massachusetts Global

Founded in 1958 and accredited by WSCUC, University of Massachusetts Global (UMass Global) is a nonprofit affiliate of the University of Massachusetts, committed to helping adult learners change their lives through education. We offer over 55 online programs tailored for workplace relevance — associate, bachelor's, master's, and doctoral degrees, along with teaching credentials, stackable certificates, and authorizations. We are known for attentive student support, accommodating transfer policies, high graduation rates, alumni satisfaction, and low student debt loan default rates.

Quality Instruction, Curriculum, and Competency Based Education

Built to help working learners earn college degrees and advance in their chosen professions, the university offers academic schedules with new sessions that start every eight weeks on a year-round basis. Qualified full-time faculty and adjunct faculty serve student needs in a variety of undergraduate, graduate, credential, and professional development programs. We maintain a full-time professional staff that provides the personal attention to each student that is the hallmark of the university's reputation.

UMass Global's unique IDEAL, Instructional Design for Engaged Adult Learning, approach to curriculum design blends the best practices of teaching, curriculum design, and the latest technologies to give students a competitive edge in today's technology-driven, networked world.

UMass Global has emerged as a leading pioneer in online competency-based education. Through MyPath, the university offers accredited associate, bachelor, and master's degree programs delivered on new technology platforms. MyPath students move at their own pace while working entirely online via a tablet or laptop device. With MyPath, many students complete their college educations in less time.

Mission, Vision, and Values

Mission

The mission of the University of Massachusetts Global is to provide students with an accessible, inclusive, and transformative education based on excellence and flexibility, creating lasting value and relevance for a dynamic world.

Vision

We will be the visionary, worldwide leader in higher education, equipping students to achieve personal growth and success.

Values

- **Innovation:** We actively pursue and advance pioneering and creative ideas.
- **Service:** We vigorously strive to serve the needs of our university community and put others before ourselves.
- **Integrity:** We consistently demonstrate honesty, ethics, and respect in our personal and professional lives.

- **Diversity:** We consciously embrace the strength in our unique attributes and cultural experiences.
- **Equity & Inclusivity:** We commit to providing an equitable and inclusive university community environment.
- **Collaboration:** We accomplish more than what is individually possible through partnerships and teamwork.
- **Respect:** We consciously treat one another with civility, empathy, and understanding.

Faculty

78 full-time faculty members, more than 1,000 adjunct instructors, and guest lecturers currently working as professionals in their discipline provide a quality education of distinction to University of Massachusetts Global students.

Membership

University of Massachusetts Global is a member of the WASC Senior College and University Commission (WSCUC), the Association of American Colleges & Universities (AAC&U), and the National Association of Institutions for Military Education Services (NAIMES).

Accreditation

The University of Massachusetts Global is regionally accredited by the WASC Senior College and University Commission (WSCUC) at:

1080 Marina Village Parkway
Suite 500
Alameda, CA 94501

Phone: 510-748-9001
Fax: 510-748-9797

The School of Education's teacher training and credential programs as well as service credential programs are approved by the California Commission on Teacher Credentialing (CTC), 1900 Capitol Avenue, Sacramento, CA 95811. Effective November 7, 2011, the baccalaureate degree program in nursing and the Doctor of Nursing Practice Program at the Musco School of Nursing and Health Professions are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791. The BA Social Work and Master of Social Work programs are accredited by the Council on Social Work Education (CSWE).

The Psychiatric-Mental Health Nurse practitioner and the Family Nurse Practitioner programs meet the American Nurses Credentialing Center (ANCC), and the American Association of Nurse Practitioner Certification Board (AANPCB) eligibility educational requirements. Students who complete these programs have the educational preparation to sit for the ANCC, and/or the AANPCB national certification in the specialty role and population, along with any additional eligibility criteria in effect when they apply for the exam.

GENERAL INFORMATION

Freedom of Speech, Expression and Dissent

Freedom of speech is an important value within University of Massachusetts Global's academic community. Students and student organizations may examine, discuss, and debate any topics of interest to them within the framework of academic inquiry (with exceptions of harassing speech, threats of violence, or other perceived violations of the Student Code of Conduct and its appendices). Students may support causes by orderly means which do not disrupt the regular and essential operation of the institution. Without advance written authority from University administration, students and student organizations should not state or indicate that they are speaking on behalf of the University. The complete text of the Freedom of Speech, Expression and Dissent Policy is available in MyUMassGlobal within the Student Code of Conduct appendices section.

Policy Prohibiting Discrimination and Harassment

University of Massachusetts Global is committed to providing an educational and work environment free of unlawful discrimination and harassment in any form, including but not limited to verbal, physical, written, electronically recorded, or visual. As described within the Policy Prohibiting Harassment, University of Massachusetts Global prohibits all forms of discrimination and harassment on the basis of age, race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, such as braids, locks, and twists), color, religion, or religious creed (including religious dress and grooming practices), sex (including pregnancy, childbirth, breastfeeding, and/or related medical conditions), gender, gender identity, gender expression, gender transitioning, national origin, ancestry, physical and/or mental disability, medical condition, military or veteran status, marital status, citizenship status, sexual orientation, genetic information, sexual and reproductive health or any other characteristic protected by local, state, or federal law. The University also prohibits discrimination and harassment based on the perception that a person has any of the above protected characteristics, or is associated with a person who has or who is perceived as having any of the above protected characteristics.

This policy applies to all University agents, employees, and students. It also applies to applicants for admission and employment, vendors, independent contractors, instructors, and other third parties doing business with the University. This policy prohibits retaliation of any kind against individuals who oppose perceived discrimination or harassment or who assist in complaints or investigations regarding potential discrimination or harassment. For more information, questions, or complaints related to this policy, please email civilrightscomplaints@umassglobal.edu or civilrightsinquries@umassglobal.edu (civilrightsinquries@umassglobal.edu)

A Note on Sex and Gender-Based Discrimination and Harassment

University of Massachusetts Global does not discriminate on the basis of sex in its education programs and activities. The University and Title IX's prohibition of sex discrimination covers sexual harassment, including sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable

of giving consent due to the victim's age, use of drugs and/or alcohol, or intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion. The University prohibits sex-based, gender or gender expression-based, and sexual orientation-based discrimination and harassment even if those acts do not involve conduct of a sexual nature. This also includes discrimination and harassment based on pregnancy and childbirth-related conditions, and/or parental status.

The complete text of the Sex/Gender-Based Discrimination and Harassment Policy is available at <https://www.umassglobal.edu/title-ix> (<https://www.umassglobal.edu/title-ix/>).

Inquiries concerning the application of Title IX and complaints regarding suspected acts of sex or gender-based discrimination or harassment, including sexual violence, may be referred to the University's Title IX Coordinator(s) at: civilrightscomplaints@umassglobal.edu.

You also have the right to file a complaint with the Department of Education's Office for Civil Rights – please visit: <https://ocrcas.ed.gov/> contact-ocr (<https://ocrcas.ed.gov/contact-ocr/>) for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Religious Accommodation Policy

University of Massachusetts Global prohibits all forms of discrimination and harassment based on, but not limited to, religion (including religious dress, holidays, and grooming practices). University of Massachusetts Global is committed to providing an academic environment that is respectful of the sincerely held religious beliefs of its students. University of Massachusetts Global will make good faith efforts to reasonably accommodate the religious needs, observances, and practices of students, upon request and with reasonable notice. However, an accommodation may be denied if the requested accommodation would result in unfair advantage, require significant alteration to a program, activity, or curriculum, result in lowering of academic standards, and/or cause the University undue financial hardship.

Students should make their religious accommodation request(s) at the course level to their instructor(s). Students should make their religious accommodation request(s) related to program and/or University required activities to the dean or the associate dean of the program by sending an email with the subject line "Religious Accommodation Request" to one of the following accounts:

- School of Arts & Sciences: ad-arts@umassglobal.edu
- School of Business and Professional Studies: gworthin@umassglobal.edu
- School of Education: lori.piowlski@umassglobal.edu
- School of Nursing and Health Professions: patric.schine@umassglobal.edu

Faculty and staff can consult with the Assistant Vice Chancellor over Student Conduct & Compliance when reviewing and/or considering student accommodation requests (civilrightsinquries@umassglobal.edu). Students are encouraged to review their course syllabus for potential conflicts the first week of the course and promptly notify their instructor(s) and/or program dean/associate deans of the religious accommodation request(s). All request(s) must be done in writing using the student University of Massachusetts Global email account. Students requesting to miss class, or a required course/program activity because of a religious observance must submit their accommodation request(s) **at least 5 calendar days in**

advance. Accommodation requests will be considered on a case-by-case basis.

Students who have made timely religious accommodation requests but have not received responses from their instructor(s) and/or the program associate dean, or students who have questions about this policy and/or its application may contact the University's Assistant Vice Chancellor over Student Conduct & Compliance by emailing civilrightsinquiries@umassglobal.edu.

University of Massachusetts Global's Complaint Policy/Office of Student Concerns

When students have a question, concern, or complaint regarding their University of Massachusetts Global experience, they should contact their Student Service Center representative(s) for initial guidance and possible resolution. However, there may be circumstances when students are still uncertain as to University policies and procedures, appropriate channels of communication, or alternative options available for resolving disputes. Students may then contact the Office of Student Concerns (OSC) for guidance. The OSC provides informal assistance with investigating complaints and may offer recommended actions to help resolve conflicts or disputes. Alternatively the OSC may provide guidance or refer students to the appropriate university officials who can review and respond to their concerns, accordingly. The OSC is an advocate for the fair resolution of a problem, not for any particular party, and gives equal attention to the rights of all concerned. The University prohibits retaliation against a student for making a good faith complaint or for participating in an investigation. Students are encouraged to review the full complaint policy accessible through <https://www.umassglobal.edu/about-umassglobal/consumer-information> (<https://www.umassglobal.edu/about-umassglobal/consumer-information/>) for more information.

The institutional contact for this process may be reached at ombuds@umassglobal.edu.

To complain about a grade, a course, instructor, or program, students are asked to contact their academic advisor for assistance. The OSC does not review or investigate academic or professional conduct related complaints or concerns. If complaints are regarding University faculty, students are requested to contact their academic advisor or academic dean directly.

While we encourage students to first address complaints with the institution, an individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Mailing Address:

Bureau for Private Postsecondary Education

P.O. Box 980818

West Sacramento, CA 95798-0818

Physical Address:

Bureau for Private Postsecondary Education

1747 North Market Blvd., Suite 225

Sacramento California, 95834

Phone: (916) 574-8900

Toll Free: (888) 370-7589

Main Fax: (916) 263-1897

Licensing Fax: (916) 263-1894

Enforcement/STRF/Closed Schools Fax: (916) 263-1896

Web site: www.bppe.ca.gov (<http://www.bppe.ca.gov/>)

For online only students, and/or students outside of California, please refer to the State Authorization section in the Catalog and/or online for additional information.

Local, State, and Federal Laws

Students attending University of Massachusetts Global are subject to local, state, and federal laws. University of Massachusetts Global reserves the right to impose institutional sanctions (as described in the Student Code of Conduct) for violations of public laws, even when such violations occur off University property. Students may also be subject to civil and/or criminal charges for offenses on University of Massachusetts Global property if such offenses violate local, state, or federal laws.

Financial Responsibility Agreement

University of Massachusetts Global requires that all students who enroll in classes read and electronically accept the Financial Responsibility Agreement (FRA), which will remain in effect indefinitely, unless material changes are made to the contract, in which case the student will be advised to accept an updated agreement. The FRA informs the student of his or her responsibility regarding payment of tuition and fees and is valid until all charges due are paid in full. The FRA also provides important information regarding Delinquent Accounts/Collections, Communication Methods and University of Massachusetts Global email address, Method of Billing and Billing Errors, Returned Payments, Withdrawals and Drops, Education Plans, Late Payment Charges and variety of other essential items. Failure to accept the Financial Responsibility Agreement will result in a hold on the student's account, which will prevent registration, obtaining diploma and other activities. The full text of Financial Responsibility Agreement can be found at: <https://services.umassglobal.edu/banner/FinancialResponsibilityAgreement.pdf>

MyUMassGlobal

"MyUMassGlobal" is the student and staff online portal with both mobile friendly and full website access. MyUMassGlobal is designed to provide easy 24/7 access to the essential student resources, including academic advising, disability services (Office of Accessible Education), career services, student organizations, student concerns (Office of Student Concerns), university policies and procedures, financial resources, technological resources, military and veteran services, University of Massachusetts Global MyPath, and much more. Quick links provides access to many of the key online systems used throughout an academic career such as the virtual library, Blackboard, DegreeWorks, student e-mail and Self Service for additional student resources.

Student Privacy Rights

University of Massachusetts Global is committed to the protection and confidentiality of student educational records, adhering closely to the guidelines established by the Family Educational Rights and Privacy Act

– a federal legislation established to regulate access and maintenance of student educational records.

The Family Educational Rights and Privacy Act (FERPA) affords student certain rights with respect to their education records

They are:

1. The right to inspect their education records.
2. The right to request an amendment of the student education records that the student believes are inaccurate.
3. The right to provide written consent to disclosures of Personally Identifiable information, contained in the student education record, except to the extent that FERPA authorizes disclosure without consent.

Educational records are defined as records that are directly related to a student and maintained by the institution.

Student Directory Information

Release of student record information is generally not done at University of Massachusetts Global without the expressed, written consent of the student. However, at its discretion University of Massachusetts Global may release Directory Information without the student's consent. Directory Information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated Directory Information at University of Massachusetts Global includes the following: student name, electronic mail address, telephone number, dates of attendance, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, theses & dissertation titles/ topics, photograph, full-time/part-time status, most recent previous school attended, date and place of birth.

Students may withhold Directory Information by notifying the OneStop Services in writing or by submission of a "Request for Non-Disclosure of Directory Information" form available in MyUMassGlobal.

Library Resources and Services

The University of Massachusetts Global Library provides students with access to the information resources and research support services they need to become critical, efficient, and ethical users of information as they advance in their professions, earn credentials, and complete their degrees. The University of Massachusetts Global Library homepage (<https://umassglobal.edu/library/>) is the starting point for accessing 100 subscription and open-access databases, along with thousands of e-books and full-text journals for all disciplines taught at UMG. Library resources are available 24/7 and students may schedule individual research appointments (<https://umassglobal.libcal.com/appointments/scheduleanappointment/>) using our calendar, or get support by using our Ask A Librarian service (<https://umassglobal.libguides.com/library/ask-a-librarian/>). Faculty may request library instruction sessions and academic resources (<https://umassglobal.libguides.com/library/faculty-resources/>) to enhance student information literacy skills and support student success. The library's website provides additional help in the form of research guides, FAQs, and live workshops, as well as resources for doctoral students, and faculty. To access library resources, sign in at My UMass Global (<https://my.umassglobal.edu/Pages/Login.aspx>) and select "Library" from the Quick Links menu or go to umassglobal.edu/library/.

The Office of Accessible Education

The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided timely, efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). The Office works individually with each student to develop an effective and comprehensive accommodation plan.

Registration with OAE is on a **voluntary, self-identifying basis**. Please visit the Office of Accessible Education (OAE) (<https://my.umassglobal.edu/sites/student/MyResources/ada/Pages/Home.aspx>) website for more information about how to register for services (<https://www.umassglobal.edu/why-umassglobal/dedicated-support-services/accessible-education/registration-process/>), eligibility requirements (<https://www.umassglobal.edu/why-umassglobal/dedicated-support-services/accessible-education/accessible-education-faqs/>), and **information** about potential academic accommodations, support services and resources (<https://www.umassglobal.edu/why-umassglobal/dedicated-support-services/accessible-education/accessible-education-resources/>). Faculty can also receive support from OAE by visiting our Faculty Information (<https://www.umassglobal.edu/why-umassglobal/dedicated-support-services/accessible-education/faculty-information/>) page.

In addition to providing direct service to our students, the Office of Accessible Education also acts as a liaison between students, administrators, faculty, and other staff members to ensure the facilitation of accommodation plans that are reasonable and appropriate. A "reasonable accommodation" is an adjustment designed to mitigate the impact of a student's disability without compromising the integrity of an academic course or program.

Our university is committed to ensuring equal accessibility for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a Feedback or Accessibility Concern (<https://services.umassglobal.edu/feedbackoraccessibility.html>) submission form through your portal at MyUMassGlobal. We'll do our best to improve things and get you the information you need.

Military and Veterans Services

Military Partnerships

University of Massachusetts Global has military partnerships with the Air Force, Navy, Army, Marines, US Department of Education and Department of Defense to meet the needs of military. Additional information is available on the University of Massachusetts Global web site.

Air Force – AU-ABC

The Air University Associate-to-Baccalaureate Cooperative Program (AU-ABC) is an initiative between Air University and University of Massachusetts Global to offer baccalaureate degree opportunities to Air Force enlisted members, Airmen, Space Force and Guardians with a completed Associate degree from the Community College of the Air Force (CCAF).

Air Force – GEM

The General Education Mobile (GEM) program is a partnership between the Community College of the Air Force (CCAF) and University of Massachusetts Global to deliver general education coursework required

for the CCAF degree. The program includes online courses from each of the following disciplines: oral communication, written communication, mathematics, social sciences, and humanities that meet the CCAF's pre-approved general education requirements.

Army COOL Program

Active Duty Army, Army Reserve, and National Guard personnel are eligible for up to \$4,000 of financial assistance from the Army Credentialing Assistance Program, which is part of the Army Credentialing Opportunities On-Line (COOL) service. It gives the ability to obtain an industry-recognized certification that shows you are an expert who can successfully perform the key job requirements in your field and anywhere the military life takes you. This program can enhance your skills, either in your current MOS, or in an occupation you would like to pursue when you leave military service. The online programs can be accessed anywhere, anytime.

Troops To Teachers

University of Massachusetts Global is an active partner with Troops to Teachers, a U.S. Department of Education and Department of Defense program that helps eligible military personnel transition to a career as a public school teacher. The skills, knowledge, and experience one gains in the military are highly valued in our public schools.

MyCAA

The Military Spouse Career Advancement Account (MyCAA) provides tuition assistance to military spouses of active duty Army, Navy, Air Force, or Marine service members, or activated Reservists in pay grades E1-E5, W1-W2, or O1-O2. MyCAA accounts are limited to the \$4,000 benefit with a \$2,000 fiscal year cap. Funding is subject to eligibility criteria, and program revisions and other limitations may apply. Active duty spouses receive a reduced tuition rate for associates, bachelors and graduate degree programs at University of Massachusetts Global.

Veterans and Active Duty Service Members

University of Massachusetts Global adheres to the Executive Order 13607, establishing Principles of Excellence for Educational Institutions serving Service Members, Veterans, Spouses and other family members. In accordance with Veterans Administration Regulation 38 CFR 21.4253, University of Massachusetts Global adheres to the Guidelines for Institutions Enrolling Veterans and Eligible Persons: Standards for Maintaining Adequate Records and Policies for Satisfactory Progress, Previous Education and Training, Conduct, and Attendance. University of Massachusetts Global participates in the VA Yellow Ribbon program.

Previous Education and Training

- University of Massachusetts Global maintains a written record of previous education and training.
- Transcripts of college-level education are part of the record.
- The records clearly indicate that appropriate credit has been granted with training periods proportionately shortened and the VA notified.
- University of Massachusetts Global maintains an official record of previous education and training of the veteran and active duty military student, or eligible person which clearly indicates that appropriate credit has been given by the institution for previous education and training, with the length of the degree program shortened proportionately. The veteran, the active duty military student, as well as The Department of Veterans Affairs and the respective military branch of the armed forces will be notified of this official evaluation of prior education or training.

Standards for Maintaining Adequate Records and Policies for Satisfactory Progress

- University of Massachusetts Global maintains adequate records to show the progress of each veteran and active duty military student.
- Records show continued pursuit at the rate for which enrolled and progress being made.
- Records include final grades in each subject for each session.
- Cumulative permanent records are maintained to reflect grades in all subjects undertaken.
- Students are not permitted to enroll repeatedly in courses not attended or withdrawn from, without penalty. A veteran or an active duty military student may repeat a course in which a passing grade has been achieved only when a higher grade is required by the major.
- The school records will reflect the point in time when educational benefits should be discontinued for unsatisfactory progress, unsatisfactory conduct, and withdrawals. See Academic Probation and Dismissal policy for more detail information.

Academic Probation and Dismissal

- The policy includes the grade point average (2.0 on a 4.0 scale) required for graduation for baccalaureate programs and a 3.0 or higher for graduate programs.
- A minimum grade point average (2.0 on a 4.0 scale) must be maintained to achieve credit for a given proportion of the course load. Academic probation and means for dismissal are clearly delineated. VA interpretation of academic probation requires that a veteran student be placed on probation at the beginning of the session immediately following that in which the veteran student fails to maintain the minimum grade point average. Veteran and active duty military students must meet the required academic standard during the probationary session or be subject to interruption of benefits and/or academic dismissal. The VA is notified when a veteran student is determined to be making unsatisfactory progress resulting in interruption of benefits and/or academic dismissal.
- No veteran or active duty military student will be considered to have made satisfactory progress when the student ceases to make satisfactory progress toward completion of his or her training objective, receives no credit, or withdraws from all courses undertaken, except when there are extenuating circumstances.

Conduct and Attendance

- University of Massachusetts Global enforces a policy relative to standards of conduct and progress as defined in the academic policies and procedures in this catalog.
- Class attendance policies are determined by each instructor and shall be included on the course syllabi distributed during the first week of each class. The university recommends as a minimal policy that students who are absent 20% of the course should be failed.

Unearned Military Tuition Assistance Policy

In accordance with the Department of Defense Voluntary Education Partnership Memorandum of Understanding regulations, Tuition Assistance funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. If a Service member officially or unofficially withdraws from a course, University of Massachusetts Global must return unearned tuition assistance (TA) funds on a proportional basis through at least the 60 percent portion of the enrollment period. In cases where some or all of the tuition assistance must be returned, the Service member will be responsible for all balances on his or her student account.

In instances when a Service member stops attending due to a military service obligation, the affected Service member will work with University of Massachusetts Global to identify solutions that will not result in a student debt for the returned portion.

Requesting your Military and Veteran Benefits

- a. Students who wish to use their Military or VA Education benefits are required to fill out the "Request to Use Military/VA Benefits Form" on MyUMassGlobal Self Service, in order for their respective enrollment to be certified.
- b. Students may be asked for additional and/or updated information at the request of the Military and Veterans Services Department to appropriately process your educational benefits.

Interrupted Enrollment

Active Duty Military students who left the University in order to perform military services will be readmitted with the same academic status that he/she had when last in attendance at University of Massachusetts Global. The length of absence from University of Massachusetts Global cannot exceed five years. However, after a length of absence of two years, students will be asked to provide evidence of why their enrollment was interrupted for military reasons. The evidence must be issued by their military branch or commanding officer. The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies. If students take coursework during their absence from the University, they must provide official transcripts of that coursework to the Division of Student Services prior to their return. Non-Satisfactory performance or issues of academic integrity may nullify the student's eligibility to return.

VA Pending Payment Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the students enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

FINANCIAL AID AND EXPENSES

The Financial Aid Office is responsible for awarding financial aid to all students attending classes at University of Massachusetts Global. Information and applications are available and student services specialists have been expressly trained and work closely with the Financial Aid Office to ensure that all University of Massachusetts Global students are well served. All students who need financial assistance are encouraged to apply.

Prior to enrolling at UMass Global, you are encouraged to explore all options available for financing your education including employer or military tuition assistance or reimbursement, veterans benefits, and financial aid funding through state and federal agencies. Financial aid information and application assistance is provided by One Stop Specialists to help you understand your options.

Application Procedure

To apply, please complete the FAFSA (Free Application for Federal Student Aid).

When completing the FAFSA, please indicate "University of Massachusetts Global" in the section of the FAFSA that asks you about the schools where you would like the information sent. The University of Massachusetts Global Title IV School Code is 041618.

The preferential filing date for submitting the FAFSA is eight weeks prior to the start of a student's first attendance within an academic year. Every effort will be made to assist those who apply after the preferential filing date; however, disbursement of assistance may be delayed, and funds may be exhausted in some grant programs.

The federal government may require additional documentation from financial aid applicants, such as IRS income tax transcripts. The government and the Financial Aid Office will notify students who need to provide additional documents.

Students must be admitted to a University of Massachusetts Global degree program or teaching credential program to receive financial aid. Financial assistance is also available for the following certificate programs: Applied Behavior Analysis; Healthcare Administration; Human Resources; Paralegal; Public and Nonprofit Leadership.

Federal Student Aid

Federal financial aid programs consist of Federal Pell Grants (undergraduates only), Federal Supplemental Education Opportunity Grants (undergraduates only), Federal TEACH Grants, Federal Direct Student Loans, and Federal Direct PLUS Loans.

California Student Aid

The State of California financial aid programs consist of Cal Grant for financially and academically eligible undergraduates and teaching credential students who received Cal Grant as undergraduates, Chafee Grant for foster youth, California Military Department GI Bill Award, and the Golden State Teacher Grant.

Californians who are undergraduates should complete the Cal Grant GPA Verification Form by March 3, 2024 for the 2024-25 academic year.

California residents who are undocumented students or Deferred Action for Childhood Arrivals (DACA) recipients should also complete the California Dream Act Application by March 3, 2024 to access California state grants.

Scholarships

UMass Global awards scholarships and discounts for a variety of reasons. Scholarships and awards have specific requirements that must be met. Not all scholarships and awards are available on a continuous basis or in all programs/offers, and all are subject to changes in criteria and funding. UMass Global also offers scholarships to employees of preselected corporations, institutions, and organizations engaged in an educational partnership.

If a student is eligible for more than one institutional scholarship, the scholarship of highest value will be awarded. Students who receive discounted military tuition are ineligible to receive institutional scholarships. Students who enroll in programs offered through Extended Education are ineligible to receive institutional scholarships.

Third Party Funding Sources

You may be eligible for third-party funding sources from outside agencies and are encouraged to seek out such funding and familiarize yourself with the policies of such agencies. Although the University will assist you in completing the necessary forms and will provide any required information to the agency, it is ultimately your responsibility to ensure the agency's requirements are met.

You are encouraged to take advantage of federal Title IV funding before applying to alternative loan programs. You and, when applicable, your parents have the right and ability to choose any lender you wish, and the University does not require or recommend that any loans be obtained from any particular lender or source.

Important information regarding financial aid policies is provided in the Student Financial Aid Information Guide which can be found on the website at: <https://www.umassglobal.edu/tuition-and-aid/tuition-and-aid-forms-and-resources> (<https://www.umassglobal.edu/tuition-and-aid/tuition-and-aid-forms-and-resources/>).

TUITION AND FEES

University of Massachusetts Global reserves the right to change any of the following tuition and fee rates at any time without notice.

Tuition	Regular Students Per Credit Hour	Active Duty Military Students and Spouses Per Credit Hour	Audit Only Per Credit Hour	Refundable Per Published Refund Schedule
Undergraduate Degree (all, except Pre-licensure ABSN)	\$500	\$250	\$250	Yes
Pre-licensure ABSN	\$805	\$250	N/A	Yes
Graduate Degree	\$730	\$410	\$365	Yes
Doctoral of Education	\$1080	\$1080	\$540	Yes
Doctoral of Nursing	\$1250	\$1250	\$625	Yes
University of Massachusetts Global MyPath (Competency Based Education):				No ³
	Cost per Billing Period/24 Weeks (Two Billing Periods Per Academic Year)*	Minimum # of Units Per Billing Period/24 Weeks	Total per Academic Year/48 weeks*	
Undergraduate Degree	\$3,300	12	\$6,600 ⁷	
Graduate Degree	\$3,800	9	\$7,600 ⁸	
Active Duty Military - Undergraduate Degree	\$250 per credit up to 12 credits per billing period;	12	Up to \$6,000	
Active Duty Military - Graduate Degree	\$410 per credit up to 9 credits per billing period;	9	Up to \$7,380	

*UMass Global MyPath Academic Year is defined as 24 units (Bachelor's Degree) or 18 units (Master's Degree) in 48 weeks of instruction

Other Mandatory Fees	Amount	Frequency	
Lab and Material Fees	Varies by Course	Per Course	Yes ¹
Nursing General Fee	\$400	One Time	Yes ²
Nursing Advanced Physical Assessment Fee	\$800	One Time	Yes ²
Nursing Clinical Fee I	\$400	One Time	Yes ²
Nursing Clinical Fee II	\$400	One Time	Yes ²
Technology Fee	\$135	Per Session ⁶	Yes ²
Technology Fee - UMass Global MyPath	\$205	Per Billing Period	No ³
Miscellaneous Fees			
UMass Global MyPath Re-Grade Fee	\$100	Per Occurrence	Yes ⁴
UMass Global MyPath Re-Assessment attempts (Non-Certification)	\$25	Per Occurrence	No ⁴
UMass Global MyPath Re-Assessment attempts (Certification)	\$25	By Competency	No ⁴
UMass Global MyPath Continuation Fee	\$100	Monthly ⁵	No
Degree Conferral and Certificate Processing Fee	\$150	Per Occurrence	No
Duplicate Diploma Fee	\$50	Per Occurrence	No
DNP Continuing Candidacy Fee	\$500	Per Session	No
Ed.D. Continuing Candidacy Fee	\$600	Per Session	No
Education Demonstration of Mastery Portfolio Fee	\$150	Per Occurrence	No
Instructional Coaching Fee	\$125	One Time	No
Intern Continued Supervision Fee	\$250	One Time	No
Nursing Clinical Continuation Fee	\$500	Per Session	No
Nursing Hooding and Pinning Fee	\$200	One-Time	No
Practicum Continuation Fee - Undergraduate	\$150	Per Session	No

Practicum Continuation Fee - Graduate	\$300	Per Session	No
Pre-licensure ABSN Fee	\$54	Per Credit Hour	Yes ²
Prior Learning Portfolio Assessment Fee	\$300	Per Occurrence	No
Program Assessment Fee	\$150	One Time	No
Returned Item Processing Fee	\$25	Per Occurrence	No
Teacher Performance Assessment Fee	\$125	Per Task	No
Teacher Performance Remediation Fee	\$125	Per Task	No
Transcript Fee (USPS)	\$10	Per Occurrence	No
Transcript Fee (Electronic)	\$7.55	Per Occurrence	No

¹ If returned unused/unopened and not activated prior to the first day of classes. No refund on or after the 1st day of the session.

² If course is dropped prior to the first day of the session. No refund on or after the 1st day of the session.

³ See University of Massachusetts Global MyPath Tuition Refund Policy below.

⁴ See University of Massachusetts Global MyPath section of the Academic Catalog for more detail.

⁵ Starting 8th month of billing period and continuing until the end of the billing period.

⁶ Active Duty Military students in all Undergraduate and Masters programs are exempt from Technology Fee and Pre Licensure ABSN Fee.

⁷ Final billing period tuition is prorated when the student has less than seven credits to complete the degree program. For students with four or more credits but less than seven credits remaining, tuition shall be fifty percent of the published tuition rate. For students with less than four credits remaining, tuition shall be twenty five percent of the published tuition rate.

⁸ Final billing period tuition is prorated when the student has less than seven credits to complete the degree program. For students with more than three but less than seven credits remaining, tuition shall be sixty-seven percent of published tuition rate. For students with three or fewer credits remaining, tuition shall be thirty-three percent of published tuition rate.

Tuition Refund Policy – Adds, Drops or Withdrawals

- To add or drop a class, please see the appropriate "Academic Policies and Procedures" sections of this catalog.
- To officially add or drop a class, students must do so through MyUMassGlobal Self Service. Please contact OneStop staff for any assistance with adding or dropping a class.
- Failure to attend class or merely giving notice to an instructor will not be regarded as official notice of add/drop or withdrawal.
- The date of withdrawal for purposes of tuition and/or refundable fees refunds shall be the date on which the class was officially dropped through MyUMassGlobal Self Service.
- Dropping below full-time or part-time status may affect any financial aid that has been awarded and/or disbursed. Students who receive federal financial aid are subject to a pro-rated return of federal funds and will be required to return funds to the University that were previously disbursed based on a higher unit load. Please contact One Stop staff for further information.
- Completely withdrawing from the University or dropping classes after the published tuition and/or refundable fees refund deadline does not absolve students' financial obligations to the University.
- Any tuition and unit-based fees credits resulting from drops will be applied to the current balance, if applicable.
- Failure to pay tuition and fees in full by the due date of each session, as listed in the catalog, will result in a drop from registered courses.

Tuition and Fees Refund Policy for credit hour programs other than University of Massachusetts Global MyPath and School of Extended Education. Please see Academic Calendar section for specific trimester dates.

If student drops and/or withdraws	Refundable Amount
Prior to the first day of classes	100%
Within the first week of classes	90%
Within the second week of classes	80%
After the second week of classes	None

Tuition and Fees Refund

- For more information about your state's specific refund policies, if available, please refer to the State Authorization section online or in the catalog.
- If you are using Tuition Assistance (TA) to pay for your education and drop or withdraw from a course prior to completing 60 percent of the course, the Department of Defense requires that the university return any unearned TA funds to the department based on how much of the course you completed and that you pay a portion of those returned funds. You may owe a portion of your tuition to the university and a portion to your military

branch. Before dropping or withdrawing from a course, please contact your military education counselor or education services officer to determine how it could impact your Military Tuition Assistance and potential repayment obligations.

- Active Duty Military students dropping within the first two weeks of classes or withdrawing after the second week through 60% of the course are subject to the refunding schedule above. However, if a student dropped due to a military service obligation, they may be eligible to file a petition for an exception to the refunding policy. Please see your Academic Advisor or OneStop Specialist for assistance with the petition process.

University of Massachusetts Global MyPath Tuition and Fee Refund Policy

Students may drop all competencies on a date within 30 days of the start of the student's first billing period and receive a full tuition refund. This applies only to the first billing period. For all subsequent billing periods, a full tuition refund will be given prior to starting competencies, but no refunds will be given once the student begins attendance and completes a substantive academic activity.

International Partnerships

University of Massachusetts Global partners with international organizations to bring degree programs to different countries across the world. International partner organizations help the university meet the higher education needs of different countries through culturally relevant practices and localized student support. Tuition is dependent by country and may vary from the standard tuition policies governing degree programs offered to US based students. For the most up-to-date tuition and refunding policies, please visit <https://www.umassglobal.edu/admissions/international-admission> (<https://www.umassglobal.edu/admissions/international-admission/>) and find the country and international partnership with which you are associated.

School of Extended Education Tuition and Refund Policies

The School of Extended Education provides courses and programs to non-matriculated students providing opportunities for continuing education outside of the traditional degree program. Tuition is set based on the individual programming and may vary from the standard tuition policies governing the degree programs. For the most up-to-date tuition on courses and programs offered through the School of Extended Education, as well as specific refunding policies, please visit the website at <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>).

Important Note

It is every student's responsibility to review their student account periodically via My.UMassGlobal.edu Self Service portal to ensure accuracy of all charges and credits and balances due.

Late Payment Charge

Late Payment Charge is calculated at 6.5 percent per annum commencing on the applicable due date and continuing through the payment date based on the student account balance at each month end. Tuition is due on the start date of each 8 week session, as listed in the catalog. If the balance remains unpaid, late payment charge accrues from the session start date. It is a fixed, simple rate. University of Massachusetts Global reserves the right to change this rate at any time without notice.

ADMISSION

Undergraduate Admission

Students may enroll either as a "degree seeking student" in a particular academic program (including undecided) or as a "non-degree seeking student". Prospective students should consult OneStop staff of the University of Massachusetts Global for specific information regarding enrollment forms and formal application procedures.

Degree Seeking Student Applicants

Prospective students wishing to obtain a degree or certificate are required to make formal application and may apply for admission into a degree seeking program at any time. Degree seeking students must meet the degree requirements published in the catalog current at the time of their program start term. Students who are readmitted after a 12 session or greater pause in enrollment must meet degree requirements published in the catalog current at the time of their program restart term. The offer of admission is valid for one year from the date of admission.

Requirements for Admissions

The prospective University of Massachusetts Global undergraduate student must demonstrate readiness to succeed in undergraduate-level academic coursework by satisfactorily fulfilling the following admission requirements, which apply to degree programs at the associate's and bachelor's level. Specific program admission requirements, when present, must also be met.

Evidence of high school completion or equivalent is required, which may consist of a high school diploma or transcript, a General Education Development (GED) certificate, a state-authorized high school equivalency certificate or diploma, a state-recognized Home Study certificate or transcript, or a document from an approved foreign evaluation service certifying completion of international high school coursework equivalent to a United States high school diploma.

Students must take LBSU 100 (Student Success Strategies) during their first session of coursework if they are admitted without a cumulative GPA of 2.0 or higher for courses from regionally accredited institutions, and/or without twelve (12) or more transferable credits. The 12 credits may consist of all or any combination of the following credit types: University of Massachusetts Global coursework, coursework from regionally accredited post-secondary institution(s), military, dual credit, Advanced Placement, International Baccalaureate, approved PLA (Prior Learning Assessment), CLEP, (College Level Examination Program), Defense Language Proficiency Examination (DLAT/DLPT) and DANTES Subject Standardized Test (DSST) scores, and ACE or University of Massachusetts Global evaluated trainings.

Prospective students must submit the following:

1. An online application.
2. Official transcripts from all institutions attended where college-level credit was earned. Credits from regionally accredited institutions may be accepted in transfer.
3. If no college-level credit has been earned, evidence of high school completion must be submitted as noted above.
4. University approved **Other Credit Opportunities** may be accepted in transfer.

Failure to report any previous academic work at another college or university may be considered a violation of academic integrity. Non-satisfactory performance, including but not limited to probation, suspension, or expulsion, as well as issues of academic integrity may nullify the applicant's eligibility to be admitted.

Official documents submitted for admission consideration become property of the University and cannot be returned or copied for distribution.

Academic Fresh Start

Academic Fresh Start is provided for undergraduate students who believe that their historical academic performance is not reflective of their current demonstrated ability to be successful. Undergraduate students applying for admission to University of Massachusetts Global through Academic Fresh Start may elect to have all academic coursework, completed at any institution of higher education ten or more years prior to the time of application, ignored for admission purposes. Once admitted under academic fresh start, the student will not receive credit for courses taken ten or more years prior to the date of admission to University of Massachusetts Global. Ignored coursework cannot be used to satisfy prerequisite or degree requirements at University of Massachusetts Global. Students seeking post baccalaureate admissions are not eligible for Academic Fresh Start.

Students applying for Academic Fresh Start must submit official transcripts from all colleges attended, including transcripts which include coursework completed ten or more years ago prior to the date of admission. The Academic Fresh Start Acknowledgement Form must also be completed. Coursework taken within ten years prior to the date of admission must meet current admission requirements. This coursework cannot be ignored. A minimum of 2.0 cumulative GPA in college-level coursework taken within 10 years of the date of admission is required for formal acceptance into an undergraduate degree program.

Students newly admitted or readmitted (required when active student status has expired) to University of Massachusetts Global under Academic Fresh Start may elect to use the provisions of this program at University of Massachusetts Global only at the point of admission or readmission to University of Massachusetts Global. Once a student begins coursework, Academic Fresh Start status and policies are not petitionable and cannot be appealed. The decision is final and binding for their enrollment period.

There may be implications for financial aid and veterans benefits for students admitted under Academic Fresh Start. More information is available at <https://www.umassglobal.edu/>

Admission for International Students

UMass Global defines an international student as any student who is not a U.S. citizen, U.S. national, non-citizen under protected status, or permanent resident and who resides outside of the United States. Not all UMass Global programs are open to international students, but admission to select programs may be considered.

To learn about UMass Global programs open to international student admission, visit <https://www.umassglobal.edu/admissions/international-admission/>.

UMass Global is not a Student and Exchange Visitor Program approved school. Admission requests associated with visitor or exchange programs will not be considered by UMass Global.

Admission for Applicants with International Academic History

Applicants with international academic history must submit a completed transcript evaluation from IERF (International Education Research Foundation <https://ierf.org/>), World Education Services (<https://wes.org>) or other NACES (National Association of Credential Evaluation Services <https://www.naces.org/index>) accredited member institution. A transcript evaluation is required to determine eligibility for admission. Evaluations must be no older than 1 year, must include a course-by-course report and must include a copy of the official academic documents/transcripts used in the evaluation by the agency. These documents should be uploaded directly into the application for admission.

Beginning a Subsequent Academic Program Policy

Students who complete any academic program in the Fall 1, Spring 1, or Summer 1 sessions cannot be admitted to another academic program until the beginning of the following Trimester (e.g., Fall 1, Spring 1, or Summer 1 of the next Trimester following the Trimester during which they completed the initial program). Students cannot complete one academic program and begin another academic program during the same Trimester.

This policy applies regardless of which type or level of program a student may be completing or beginning. This policy is not impacted by the use of financial aid.

While a student may not be admitted to a subsequent program during session 2 of a Trimester, they may apply for admission to another program during that session.

Students who complete any academic program in Fall 2, Spring 2, or Summer 2, and wish to begin another academic program the following session may do so if they are admitted to the second program in time to begin the subsequent program in that session.

Non-Degree Seeking Student Enrollees

Students wishing to take credit courses for personal enrichment, job improvement or prior to admission to a degree program may enroll and register as "non-degree seeking students". Non-degree seeking students must meet all the prerequisites published in the catalog for enrollment in the individual courses. High school completion (diploma) or its equivalent is required for enrollment in individual courses, with the exception of those enrolled in a University of Massachusetts Global approved dual credit program. Bachelor degree completion is required for enrollment in any graduate level/credential course.

There is no limit on the number of credits that may be taken by a "non-degree seeking student". However, there is also no guarantee that such courses taken as a "non-degree seeking student" will be accepted toward meeting degree program requirements if the student formally applies for "degree seeking student" status at a later date. That student will then need to meet the degree requirements in the catalog current at the time of his or her formal admission acceptance into the degree program. Admission status is valid for one year from date of admission. If formally admitted to a degree program, an official evaluation will be completed to determine which program requirements have been met.

A "non-degree seeking student" is ineligible to receive most types of financial aid.

Graduate Admission

While requirements vary in each of University of Massachusetts Global's graduate programs, this section provides information concerning university-wide admission standards as well as general admission policies and procedures. **For specific program admission requirements, please refer to the appropriate program section.**

Applicants seeking admission to graduate programs must submit to the Office of Admissions the following:

1. Completed application package listing all institutions attended. Applications are available online.
2. Official transcripts from the regionally accredited Baccalaureate degree granting institution, OR if applicant holds a Master's or Doctoral degree, the official transcripts from the regionally accredited Master's or Doctoral degree granting institution.
3. Transcripts from all regionally accredited institutions where post-baccalaureate coursework was completed and the applicant/student wishes to have those courses considered for transfer credit. Applicants/students may submit any additional transcripts that they wish to be considered as a part of their overall GPA requirement for admission.
4. Any graduate-level courses taken within the last 8 years must be submitted.
5. Transcripts may be requested from all institutions attended upon request for specific degree programs. Applicants should review the catalog information for the program to which the applicant desires admission.
6. Non-satisfactory performance, including but not limited to probation, suspension, or expulsion, as well as issues of academic integrity may nullify the applicant's eligibility to be admitted.
7. Any additional evidence of eligibility required by the graduate program.

Official documents (including portfolios) submitted for admission consideration become property of the University and cannot be returned or copied for distribution.

Requirements for Admission

The prospective graduate student in University of Massachusetts Global must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution. Specific program admission requirements must also be met.

Admission by GPA

A 2.75 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post-baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master's degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes they are a good candidate for graduate study in the discipline requested. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

Conditional Admission

This admission status is available for applicants whose final completion of the baccalaureate degree or masters degree is pending at the time of application or their degree has been completed but not yet conferred.

Applicants who have already completed 12 credits or more in a University of Massachusetts Global credential, graduate or doctoral program are not eligible for conditional admission.

Specific Requirements for Conditional Admission are:

1. Have fulfilled all University of Massachusetts Global graduate admission requirements and all specific program requirements for regular admission.
2. Certification by the degree-granting institution that the baccalaureate or masters degree can be completed at the conclusion of the trimester or session specified by the applicant.
3. The degree posting date must be prior to the beginning of the trimester or session for which the applicant has applied.
4. No more than twelve credits of graduate or doctoral coursework may be completed as a conditionally admitted student.

A final graduate classification is determined upon completion of the baccalaureate or masters degree based on graduate admission policies.

Students who complete coursework but who do not complete the admission application process (or are denied and later achieve admission) will be permitted to use only 12 credits of completed coursework toward a degree program.

Applicants who can provide documentation from the degree granting institution verifying that the degree has been completed will be eligible for financial aid.

Admission for International Students

UMass Global defines an international student as any student who is not a U.S. citizen, U.S. national, non-citizen under protected status, or permanent resident and who resides outside of the United States. Not all UMass Global programs are open to international students, but admission to select programs may be considered.

To learn about UMass Global programs open to international student admission, visit <https://www.umassglobal.edu/admissions/international-admission> (<https://www.umassglobal.edu/admissions/international-admission/>).

UMass Global is not a Student and Exchange Visitor Program approved school. Admission requests associated with visitor or exchange programs will not be considered by UMass Global.

Admission for Applicants with International Academic History

Applicants with international academic history must submit a completed transcript evaluation from IERF (International Education Research Foundation <https://ierf.org/>), World Education Services (<https://wes.org> (<https://wes.org/>)) or other NACES (National Association of Credential Evaluation Services <https://www.naces.org/index> (<https://www.naces.org/index/>)) accredited member institution. A transcript evaluation is required to determine eligibility for admission. Evaluations must be no older than 1 year, must include a course-by-course report and must include a copy of the official academic documents/transcripts used in the evaluation by the agency. These documents should be uploaded directly into the application for admission.

Beginning a Subsequent Academic Program Policy

Students who complete any academic program in the Fall 1, Spring 1, or Summer 1 sessions cannot be admitted to another academic program until the beginning of the following Trimester (e.g., Fall 1, Spring 1, or Summer 1 of the next Trimester following the Trimester during which they completed the initial program). Students cannot complete one academic program and begin another academic program during the same Trimester.

This policy applies regardless of which type or level of program a student may be completing or beginning. This policy is not impacted by the use of financial aid.

While a student may not be admitted to a subsequent program during session 2 of a Trimester, they may apply for admission to another program during that session.

Students who complete any academic program in Fall 2, Spring 2, or Summer 2, and wish to begin another academic program the following session may do so if they are admitted to the second program in time to begin the subsequent program in that session.

Non-degree Seeking Post Baccalaureate Students

Students who have not been granted regular admission status may be permitted to enroll and register as non-degree seeking post baccalaureate students via Flex Reg in MyUMassGlobal Self Service. Non-degree seeking students must meet all of the prerequisites published in the catalog for enrollment in individual courses. Bachelor degree completion is required for enrollment in any graduate/credential level course.

See specific program for details. **However, no more than 12 credits of graduate coursework taken prior to achieving regular admission status may be applied toward a graduate degree at University of Massachusetts Global.**

ACADEMIC POLICIES AND PROCEDURES

- Undergraduate Credit-Hour Based Academic Policies and Procedures (p. 21)
- Undergraduate Competency-Based Academic Policies and Procedures (p. 33)
- Graduate Credit-Hour Academic Policies and Procedures (p. 41)
- Graduate Competency-Based Academic Policies and Procedures (p. 53)
- Undergraduate Credit Hour Degree Requirements (p. 60)
- Undergraduate Competency-Based Degree Requirements (p. 60)

Undergraduate Credit-Hour Based Academic Policies and Procedures Catalog

The catalog assigned to newly admitted students is determined by the program start term. Admission status is valid for one year from the date of admission. Students must meet the degree requirements of the catalog under which they are admitted or may petition for a later catalog once they are enrolled. However, for all other policies (except degree requirements), students must adhere to the current catalog for each year they are enrolled. Statements in the catalog are for informational purposes and should not be considered as the basis of a contract between students and the University. Information regarding any changes in degree programs, graduation requirements, or academic policies will be made available by OneStop Services and the appropriate academic Schools.

Statement of Responsibility

University of Massachusetts Global publishes its academic policies, programs and required courses for graduation. The student is responsible for his/her program including meeting the published requirements and deadlines. The University assists the student in making appropriate decisions by providing academic advising. However, the decisions made in the academic advising process are those of the student.

Student Success Strategies Course Requirement

Students must take LBSU 100 (Student Success Strategies) during their first session of coursework if they are admitted without a cumulative GPA of 2.0 or higher for courses from regionally accredited institutions, and/or without twelve (12) or more transferable credits. The 12 credits may consist of all or any combination of the following credit types: University of Massachusetts Global coursework, coursework from regionally accredited post-secondary institution(s), military, dual credit, Advanced Placement, International Baccalaureate, approved PLA (Prior Learning Assessment), CLEP, (College Level Examination Program), Defense Language Proficiency Examination (DLAT/DLPT) and DANTES Subject Standardized Test (DSST) scores, and ACE or University of Massachusetts Global evaluated trainings.

Change of Undergraduate Degree Modality

Students wishing to transfer from a credit hour modality to a competency-based modality or from a competency based modality to a credit hour modality within University of Massachusetts Global should consult with their advisor and One Stop Student Services. A modality change between academic levels such as AA to BBA is not counted as one of the two modality changes allowed at the undergraduate level. A maximum of two modality changes will be allowed at the undergraduate level.

Transfer Credit Policies

General Transfer Credit Policy

University of Massachusetts Global accepts university level credit earned from regionally accredited colleges and universities, excluding non-degree/remedial coursework articulated to be in the 001-099 range (See Course Numbering System). Credit will not be granted for coursework which duplicates previous work.

Transfer and Cumulative GPA Calculation

- All transferable baccalaureate credit attempted is calculated into the transfer and cumulative GPAs.
- When a course is repeated in transfer from one or more transfer institutions the credit and grade for the course with the higher grade is counted in the transfer and cumulative GPAs.
- When a course is repeated at University of Massachusetts Global and a transfer institution, only credit for one course will apply and the highest grade is calculated into the cumulative GPA.

GE Block Transfer

Completion of the full CSU or UC IGETC certification (CA), Washington and Oregon state-approved Direct Transfer degrees, Associate Degrees for Transfer or other state's equivalent transfer certification satisfies all University of Massachusetts Global General Education Basic Skills and Breadth requirements. LBSU 302 Information Fluency and Academic Integrity and LBSU 304 Liberal Arts Core Foundations must be taken at University of Massachusetts Global.

Other Credit Opportunities

University of Massachusetts Global recognizes that adult learners are diverse and that they bring a wealth of life experiences to the classroom. These reservoirs of experience often include many hours of formal training and education outside the walls of academic institutions. In acknowledgement of such non-classroom acquired learning, University of Massachusetts Global promotes educational flexibility for the adult learner through a variety of earned credit opportunities.

Note that credit granted through "other credit opportunities" does not count toward University of Massachusetts Global residency requirements. Specific degrees may also have additional requirements with respect to courses that must be taken at University of Massachusetts Global in order to complete a University of Massachusetts Global degree.

Credit may be awarded for no more than 25% of a total degree program credit hours, as stipulated by WASC Senior College and University Commission and U.S. Department of Education (Title 34 CFR 602.22(a)(2)(vii)). For the 60-credit associate degrees, such credit is limited to 15 credit hours. For the 120-credit baccalaureate degrees, such credit is limited to 30 credit hours. The Other Credit Opportunities Policy does not apply to the following: Advanced Placement Examinations (AP), College

Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), International Baccalaureate Examinations (IB), Defense Language Proficiency Examinations (DLAT/DLPT), and ACE evaluated trainings.

Granting of credit is contingent on student's submission of official documentation to Student Services. Not all credits noted in the Other Credit Opportunities section may apply for specific degree programs. Students are encouraged to consult with an academic advisor concerning the degree applicability.

College Level Examination Programs

Credit by the college level examinations noted below will not be awarded when a student has previously been awarded credit for the equivalent course. Credits earned may be counted towards fulfilling general education, major or elective requirements. Credits are generally lower division unless specifically equivalent to an upper division University of Massachusetts Global course.

- Advanced Placement (AP) Examinations: Credit is awarded for scores of 3, 4, or 5 on Advanced Placement Examinations. For a current list of approved exams, minimum scores and credits granted, please refer to the University of Massachusetts Global website.
- College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST): University of Massachusetts Global accepts ACE minimum requirements on selected CLEP and DSST General Examinations and Subject Examinations. A current listing of acceptable exams and the credit awarded may be found on MyUMassGlobal and the University of Massachusetts Global website. Any exam submitted for credit must meet the minimum score requirements regardless of student's catalog year and when the exam was taken.
- International Baccalaureate (IB) Examinations: Credit is awarded for IB exams. For a current list of approved exams, minimum scores and credits granted, please refer to the University of Massachusetts Global website.
- Defense Language Proficiency Examinations (DLAT/DLPT): University of Massachusetts Global accepts ACE guidelines on DLAT/DLPT with a cap of lower division credit at 12 credits and upper division at 6 credits for a total of 18 maximum credits.
- Subject matter specific exams: Credit by exam will be accepted for credit as transcribed by the exam provider if the exam was provided by a regionally accredited institution.

University of Massachusetts Global University Credit by Exam

Students may receive credit for selected courses in the current University of Massachusetts Global catalog by satisfactorily completing the end of course assessment.

Military Credit

University of Massachusetts Global evaluates credit for both military service and military coursework for academic credit using ACE guidelines. Military students are awarded 6 credits for military service. Based on ACE recommendations, additional credits may be awarded. University of Massachusetts Global will accept these credits which can articulate to a discipline, major, or emphasis area depending upon the ACE recommendation as to number of credits, discipline, and level.

Prior Learning Assessment by Portfolio

Evaluation of prior learning assessment by portfolio is a process based on the learning students have gained through life and/or work experiences. Successful portfolio development is predicated on rigorous self-assessment of prior learning using David Kolb's Model of Experiential

Learning, and a demonstration of strong narrative and expository writing skills.

To be eligible to submit a portfolio for evaluation, the student must have successfully completed ENGU 103 or its equivalent. The course for which the student seeks credit with a portfolio must appear in the current year's catalog, and a separate portfolio is required for each 3 credit hours attempted. Each portfolio is evaluated by a subject matter specialist who determines whether the learning demonstrated in the portfolio meets the learning objectives of the identified course.

If the portfolio meets the standards established for the course, credit is awarded. These credit hours are acceptable for completion of a baccalaureate degree at University of Massachusetts Global. Acceptance of such credits for transfer to other institutions is solely at the discretion of that institution. Students interested in portfolio assessment should consult the Prior Learning Assessment Portfolio Instructions document and their advisor before beginning work on a portfolio.

Separate fees apply for each portfolio submitted.

Prior Learning Assessment by Portfolio Regulations

1. Credit by portfolio is only available for credit based courses listed in the University of Massachusetts Global catalog.
2. When credit through portfolio is awarded, a grade of pass "P" is recorded. It is not included when computing the student's grade point average.
3. Portfolios that successfully meet the established standards will have an appropriate course title, course number, credit hours, and "Credit for Prior Learning" recorded on the transcript.
4. Students must be matriculated in a bachelor degree program at University of Massachusetts Global to submit portfolios.
5. Enrolled students may submit a specific portfolio only once. If they do not receive a passing score, they will be required to complete the necessary coursework if they wish to receive credit.
6. Credit by portfolio assessment will not be awarded when a student has previously been awarded credit for the equivalent course.
7. University of Massachusetts Global courses not eligible for portfolio assessment include, but may not be limited to: Capstone/senior thesis courses; Independent Study Courses; Internship Courses; and courses used to fulfill degree requirements within the major for the BA in Social Work program.
8. A maximum of 30 credit hours may be awarded through Prior Learning Assessment by Portfolio.
9. Credit for Portfolio is limited to undergraduate credit only.
10. Credit granted through Prior Learning Assessment by Portfolio, does not count toward University of Massachusetts Global residency requirements.
11. Students may petition the evaluation results using the grade appeal process in the current University catalog.

ACE Evaluated Trainings

University of Massachusetts Global accepts ACE recommendations for awarding academic credit. The recommendation is inclusive of level and discipline, subject to residency requirements and other limitations as set forth in specific degree programs. The student can request an evaluation for course equivalency.

Workforce Development Trainings

University of Massachusetts Global evaluates workforce development trainings and may award credit toward specified degree programs and/or

general elective credit. Refer to the University of Massachusetts Global website for a complete list of these trainings. Representative trainings include Peace Officer Standards and Training for a Basic POST certificate, Washington State Fire Training Academy specified basic trainings, and specified SHRM certifications.

Additional Credit Opportunities

Some industry certifications are approved for course substitutions or equivalencies. For current information on these industry recognized certifications, refer to the University of Massachusetts Global website. Credit obtained as a result of these certifications does not count toward University of Massachusetts Global residency requirements. Specific degrees may also have additional requirements with respect to courses that must be taken at University of Massachusetts Global to complete a University of Massachusetts Global degree.

Full, Three Quarter and Half-Time Students

Students enrolled in 12 or more credits in a trimester are considered "full-time". Students enrolled in 9-11.990 credits in a trimester are considered "three quarter-time". Students enrolled in 6-8.990 credits in a trimester are considered "half-time". University of Massachusetts Global strongly advises that students taking more than 6 credits in any one session consult with their academic advisor/faculty.

Undergraduate Class Level

University of Massachusetts Global students are classified according to the number of academic semester credits they have completed. Students who have completed 29.9 credits or fewer are considered freshmen; 30 to 59.9 credits, sophomores; 60 to 89.9 credits, juniors; and 90 credits and above, seniors.

Course Numbering System

(For course numbering systems in previous years, please refer to the catalog in effect at that time)

Course Numbers	Description
001-099	Non-Degree/Remedial Coursework
100-299	Lower division Undergraduate Coursework
300-499	Upper division level Undergraduate Coursework
500-799	Graduate level coursework
800-999	Professional development credit
0001-0099	Professional coursework
8000-8999	Undergraduate level professional development credit
9000-9999	Graduate level professional development credit

Note: A designation of "X" on the course prefix has no bearing on course level or degree applicability.

Change of Address

Students must notify the University of any change of address. This can be done via MyUMassGlobal Self Service.

Attendance Policy

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board,

blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.

- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Registering for Classes

Students register for each session via MyUMassGlobal Self Service. Registration is not complete until all charges are paid or arrangements for payment have been made with the Student Business Services staff by the add/drop deadline. See academic calendar for registration deadlines. Students are expected to have met all prerequisite requirements for courses in which they register.

Course Cancellation Policy

University of Massachusetts Global reserves the right to cancel or postpone a class. If a course is cancelled, University of Massachusetts Global will make reasonable efforts to help the student find an alternative course. However, if no such course is available, the student is entitled to a full refund of tuition and fees relating to the cancelled class.

Add/Drop Policy (refer to tuition and unit based fees policy for additional information)

To **add a class**, a student must do so through MyUMassGlobal Self Service by the **end of the first week** of the session. Registration ends at the end of the first week.

To **drop a class** without having the course noted on the transcript, a student must do so through MyUMassGlobal Self Service by the **end of the second week** of the session. Drops that are officially processed prior to or by the end of the second week will not appear on the student's transcripts. After the second week of the session, students who wish to withdraw from a course must do so by the end of the sixth week, either via MyUMassGlobal Self Service or by telephone. A grade of "W" will appear on the student's transcripts indicating the withdrawal. Students must officially withdraw before the end of the sixth week of classes in

order to avoid being responsible for a grade in their classes. It is the student's responsibility to officially withdraw from a course and verify that he/she has been dropped. Students cannot drop a course beyond the sixth week of the session. Failure to attend a course does not constitute a withdrawal from a course. Students who stop attending courses without officially withdrawing will receive an "FW" (failure to withdraw). A grade of "FW" is calculated as 0.0 in student's grade point average.

Administrative Drop

Students who do not attend a class during the first two weeks of classes will be administratively dropped. Students should not assume that nonattendance will automatically result in an administrative drop. To avoid financial obligation to the University it is the responsibility of the student to verify that he/she dropped course(s) via MyUMassGlobal Self Service prior to the deadlines stated in the official Academic Calendar in the catalog.

Interrupted Enrollment

Students may find it necessary to interrupt progress during their course of study, leave University of Massachusetts Global and decide to return at a later date. Students who leave the University in good standing and are absent no more than twelve consecutive sessions do not need to reapply, and will retain the program requirements of their designated catalog year. The interrupted enrollment period starts from the first day of the first session in which the student does not complete a graded course and ends the Monday of the second week of the 13th session in which the student has been absent. Students will be withdrawn from the University if the student is not actively attending courses Monday of Week 2 of the thirteenth session.

Interrupted enrollment may have consequences for academic progress and financial aid. Students are responsible for contacting their Academic Advisor, OneStop Advisor and Faculty Mentor (if applicable) to discuss the possible consequences of interrupting enrollment.

It is the student's responsibility to understand and abide by their program's interrupted enrollment policy. Programs may have different interrupted enrollment requirements other than the University wide policy. Students should review the catalog for the specific program requirements or contact their Academic Advisor.

The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies.

If students take coursework during their absence from the University, they must provide official transcripts of that coursework to the Office of the University Registrar within the first session upon their return. See the registrar page on the website for further information. Non-satisfactory performance or issues of academic integrity may nullify the student's eligibility to return.

Veterans receiving an honorable discharge, who left the University to perform military services, will be readmitted with the same academic status that he or she had when last in attendance at University of Massachusetts Global. The length of absence from University of Massachusetts Global cannot exceed five years.

Veteran and Active-Duty Military Students: see Military and Veterans Services section of the catalog regarding interrupted enrollment.

Re-admission

Students who are absent more than twelve consecutive sessions are required to submit a full application for re-admission and must meet all current admission entrance requirements.

Enrolling in Graduate Courses

Admitted Undergraduates with senior status are allowed to enroll in 500 graduate level courses with Dean approval. Students with senior standing and admitted to one of University of Massachusetts Global's approved accelerated programs may enroll in required 600 level courses without Dean approval. Credits completed for a baccalaureate degree cannot be accepted for graduate degree credit.

Multiple Emphases or Concentrations

There is no limitation to the number of emphasis or concentration areas a student may complete within their degree program. At least one 3-unit emphasis or concentration course must be unduplicated within the other emphasis areas or concentrations.

Students should consult with their advisor and One Stop regarding degree and financial implications of completing multiple emphases or concentrations.

Grading System

All grades are on a 4.0 scale

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

I (plus a grade) is given when the student has been unable to complete the final assignment of the course owing to illness or other extenuating circumstances. The deadline for the final assignment can be no longer than two consecutive sessions following the session the student was enrolled in the course. When entered it is calculated as the grade the student will earn if the incomplete is not removed within the time prescribed by the instructor. (IA, IA-, IB+, IB-, IC+, IC-, ID+, ID-, IF, INP)

AR is Administrative Review. This grade is submitted by the instructor when a grade is under administrative review. A grade of "AR" will be converted to a letter grade upon completion of the review.

AU is for audited coursework. No grade or credit is awarded to students for auditing, and courses are not used in computing the grade point average.

FW is assigned to students who cease attending part way through the session but who do not officially withdraw via MyUMassGlobal Self Service or the Division of Student Services. "FW" is computed in the grade point average as an "F". Students who take a course Pass/No Pass

and cease attending part way through the session and fail to officially withdraw will receive the "FW" grade.

NP is for No Pass, a grade given when the requirements for credit in the course have not been satisfied. Grade points are not assigned nor computed in the grade average.

NR is for Not Reported, indicating that the instructor has not submitted the final grade; therefore no credits or grade points can be calculated for this course.

P is for Pass, a grade given for satisfactory completion of a course. Grade points are not assigned nor computed in the grade average.

R on the transcript indicates a repeated course (highest grade calculated in GPA).

SP is for Satisfactory Progress. This grading symbol is used to indicate a student is progressing toward the completion of a course which does not end by the normal session ending date or of a thesis or project. It is never a final grade. Upon completion of the course or thesis project, the SP grade is replaced with a letter grade of P, or NP grading symbol.

W signifies that a student has withdrawn from a course in the prescribed manner.

Pass/No Pass (P/NP)

Students may select Pass/No Pass as a grading option at the time they initially register for courses via MyUMassGlobal Self Service. Information about courses that require letter grades only can be found in the major program requirements. Information about courses that allow a P/NP as the grading option are found in the course description.

Undergraduates may take up to 6 credits of coursework per year on a Pass/No Pass basis, excluding courses offered only on a pass/no pass basis. Students should consult with their advisor regarding the choice of P/NP for courses in the major.

After initial registration in a course, in order to change the grading to P/ NP, students must submit an online change of grading request available in MyUMassGlobal by the end of the sixth week. Once a course is graded students cannot request a change in grading option.

P grades are granted if the student earned an equivalent to "C" or above in the course. NP grades are given if the student earned an equivalent to "C-" or below. In either case, grade points are not assigned and the grade is not computed in the student's grade point average.

Students who take a course Pass/No Pass and cease attending part way through the session and fail to officially withdraw will receive the "FW" grade.

Course Audit

Students may audit a class if they choose to do so. No credit is earned from audited classes. A grade of "AU" is assigned to audited classes, which is not used in computing the grade point average. Course requisites are enforced in determination of registration eligibility for the course. Audit fees may be assessed. It is strongly recommended that students confer with their advisor prior to officially auditing a course.

Students may select Audit as an option at the time they initially register for courses via MyUMassGlobal Self Service. After initial registration in a course, in order to change the grading basis to an Audit, students must submit a change of grading system request available in MyUMassGlobal, by the end of the sixth week. Changes in grading basis cannot be done

via MyUMassGlobal Self Service. Students may not change a grading system from an Audit to a letter grade. Course requirements such as homework, exams and papers are not graded by the instructor for students who are auditing a class.

Courses Repeated for Higher Grades

Any undergraduate-level course numbered 100 – 499 at University of Massachusetts Global may be repeated to improve the grade. The lower grade remains on the record with a notation that the course has been repeated. Only the higher grade and credit are computed in the cumulative grade point average. Credit is given only once for a repeated course, except as noted in the course description. It is recommended that a course be repeated as soon as practical if it is to be taken for a higher grade. In exercising this option, an undergraduate student must repeat the course at University of Massachusetts Global. If the content of a course accepted in transfer is duplicated by coursework taken at University of Massachusetts Global, credit for the transferred course will be removed from the student record.

Incompletes

- Instructors may issue a grade of Incomplete when only the final assignment (e.g., paper, project, exam) is missing. Incomplete grades should be considered only if compelling reasons due to extenuating circumstances exist such as health or other emergency situations. The Incomplete process may not be used for a student to improve a grade. During careful consultation with the student, the instructor will determine the deadline for the final assignment, which shall be no longer than two consecutive sessions following the session the student was enrolled in the course.
- Upon request from a course instructor, the Dean or Dean's designee may authorize exceptions to this policy in cases of extreme circumstances or for courses involving fieldwork, practicum, or internships. Requests for exceptions must come from course instructors.
- The student is responsible for knowing the deadline and the requirements for course completion.
- When issuing an incomplete grade, instructors will issue the grade the student would have earned by assessing scores on all graded requirements, preceded by an "I" (e.g. IC-, IF+). This grade is determined by including zero points for the final assignment in the calculation of the final grade. If the final assignment is not completed in the period allotted the initial grade issued, without the "I", will become the grade of record.
- Students will receive credit for the course at the time the initial incomplete grade (e.g., IC-, IF+) is entered. The initial grade is calculated in both the session and cumulative GPA, to be updated if necessary when the subsequent grade is submitted (e.g., IC- is changed to C+).

Reading and Conference Courses

Reading and Conference courses are offered to senior or graduate students with a University of Massachusetts Global grade point average of at least 2.75 and only when absolutely necessary. The courses may be taken only for the purpose of meeting graduation or credential requirements by students who could not meet the requirements because of circumstances beyond their control. They are not offered to resolve scheduling conflicts with other classes, or work, or to complete a schedule. To enroll in reading and conference courses, students must obtain a Request for Course by Reading and Conference form from their

advisor. Reading and Conference courses must be approved by the appropriate Dean prior to enrollment.

Independent Study and Research

Independent Study and Research is offered to upper-division and graduate students with an overall grade point averages of at least 3.0 "B", to research particular topics that are not provided by regular curriculum offerings. To enroll in independent study and research, a student must obtain an Independent Study and Research form from their advisor. Independent Study and Research courses must be approved by the appropriate Dean prior to enrollment.

Disclaimer for Programs with On-ground Placements, Clinicals, Internships

As an institution with students nationwide, University of Massachusetts Global monitors each state's laws and the requirements of each agency therein that regulates Higher Education. We strive to maintain the appropriate approvals in each state, but with hundreds of state agencies nationwide, each having their own (and often changing) requirements, we can make no guarantees.

If it comes to our attention that we must seek State Authorization or complete an approval process, we will take the appropriate steps as quickly as possible. However, your internship or clinical placement at a particular site could be affected or could be prohibited if we are unable to obtain the State authorization or approval on a timely basis. Should you have questions or concerns, please contact your Clinical Coordinator who can assist further.

Standards and Policy of Academic Integrity

UMass Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

To safeguard the conditions under which learning occurs, scholarship is performed, and academic work or projects are measured and evaluated, this policy will help faculty and academic leadership:

- Distinguish between general and specific methods of Academic Dishonesty and/or Plagiarism.
- Outline faculty/classroom procedures for investigating and reporting academic integrity violations.
- Outline the purpose and procedures for petition to Dean or Dean's Designee.
- Outline purpose and procedures for a Governance and Appeals Committee (GAC) hearing.
- Outline the purpose and procedures for an appeal to the Office of the Executive Vice Chancellor of Academic Affairs.

Note: All other process/procedures for the GAC hearing are governed by the UMass Global Student Conduct Code, where applicable. The Student Conduct Code is available on MyUMassGlobal.

A. Academic Integrity Violations

Academic integrity violations can take a number of forms. They include, but are not limited to, cheating on a test or examination; claiming the

work of another as your own; plagiarizing from any paper, or a portion of, research project, or assignment, including an online discussion board assignment; copying and pasting text from an online source directly into an assignment without properly citing the source; using a paraphrasing tool without permission; reusing your own work in the same or another course without written instructor permission; or falsely submitting material to fulfill course requirements.

Academic Dishonesty and/or Plagiarism include:

1. Copying from the work of another student, with or without that student's consent.
2. Using any unauthorized material or aids to complete a test.
3. Having another person do all or any part of the work unless explicitly specified by assignment instructions. Note: Working with UMass Global's Online Writing and Math Community, or other UMass Global resources is encouraged. Some courses or programs prohibit the use of private tutors and so students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
4. Falsifying an academic record or document (examples: attendance reports, field-work/clinical practicum participation logs, or any other university document of record).
5. Having another/allowing another to participate in online courses' required activities in place of a registered student.
6. Submitting work completed in a course to satisfy the requirements of another course/a repeated course, or to satisfy a program requirement without permission from the faculty receiving the previously submitted/duplicated work and the former faculty having already graded the work (the previous class/es). Permission must be in writing from both faculty members. In the event that the faculty of the former course is unavailable, the current faculty may determine permission.
7. Consistent with #4 above, failing to meet the transcript submission requirements for admission to a program; particularly after indicating requirements for admission had been met.
8. Within the same course, submitting work done for one assignment to satisfy the requirements of another assignment, unless permission is given by the faculty. When an assignment in a class is scaffolded upon another assignment in the same class as designed by the faculty, permission may be assumed. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
9. Presenting forged or altered documents (including transcripts, add/drop forms, or any academic form that has been falsified or wherein a professor's signature, or anyone else's signature, has been forged or altered).
10. Providing/Furnishing/Selling/Transmitting one's academic/course work or assignment produced for credit or as a draft for a class to another student for their academic use (or other prohibited action above).
11. Course materials are the intellectual property of the faculty member and the university. Therefore, students may not provide, submit, or upload anything produced for or taken from a course to any "study resource" platform (for example Course Hero, Chegg, etc). This includes but is not limited to all student work as well as lessons, lectures, assignment sheets, rubrics, syllabi, study guides, etc. and applies whether the student is actively or

formerly enrolled. A violation of this type may be considered an intellectual property rights violation.

12. Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.
13. Misleading a faculty member or administrator about the true nature of academic work, including how it was created, received, transmitted.

For more details on violations of academic integrity, please see the appropriate section in MyUMassGlobal.

B. Investigating and Reporting

This policy and any procedures in it apply both to current students, and to former students for whom information is discovered after the time of a course completion, program requirement completion and/or degree completion regarding alleged academic integrity violations that occurred during the time of the student's enrollment.

Faculty discovering evidence of academic dishonesty/violation in their class in a given session shall be the person primarily responsible for investigating the incident(s), determining through evidence, subject matter expertise, and professional experience whether or not a violation of this policy has occurred, and reporting the incident upon their determination that a violation has occurred. The faculty has the discretion to determine that a suspected violation is an actual violation, or that a suspected violation is not an actual violation. Reporting: when the faculty has determined that an actual violation has occurred, and they will be acting in the form of imposing any sanction, the faculty shall report the investigation and their determination using the required report form (Academic Integrity Violation and Sanction Form). Any faculty unfamiliar with this policy or process are encouraged to consult with an Associate Dean in their school for guidance on carrying out this policy.

The following are the required procedures for investigating and reporting a single academic integrity violation occurring in a course:

1. The instructor must communicate with the student in private to address the possible violation. The instructor's communication may be through written feedback on an assignment, through UMass Global e-mail, by phone, or via a virtual meeting. If the transgression occurs during class (e.g., during a test or examination), the instructor may deal with the situation at that time in as discreet a manner as possible. The student is expected to meet with the instructor (either by phone, in a virtual meeting, or via UMass Global email) for the purpose of clarifying the circumstances or settling the issue of responsibility. Students are not eligible to withdraw from the course until final resolution of the alleged violation.
2. After this meeting, if the instructor is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled, no further action is required, and the Academic Integrity Violation and Sanction Form is not filed.
3. If the instructor determines that there has been a substantiated violation of academic integrity, then the instructor completes the Academic Integrity Violation and Sanction Form on this single violation involving only one assignment, citing

the sanction. The form can be found in the faculty area of MyUMassGlobal. The Director of Academic Support and Curriculum will determine whether this is the student's first, second, or successive academic integrity violation at UMass Global.

4. If this is the student's first reported academic integrity violation at UMass Global, the following procedure is followed:
 - a. The completed Academic Integrity Violation and Sanction Form is emailed to the student, instructor, and appropriate office for processing, if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed. If the case is not resolved by the end of the session or the timeline for petition and appeals has not been exhausted, the instructor should enter the grade "AR" (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.
 - b. If the student does not agree with the sanctions imposed by the instructor, as articulated on the Academic Integrity Violation and Sanction Form, the student may work with an advisor to submit a petition within 10 business days of being informed of the imposed sanction. If the student does not submit a petition within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
 - c. The Dean or the Dean's Designee will review the petition and contact the involved faculty member (and may also contact the student) in an effort to resolve the matter. The Dean or the Dean's Designee will initiate whatever action they see fit to sustain, overturn or modify the instructor's sanctions. The Dean will notify the student and instructor of the decision via email. Filing and further processing, if required (e.g., change of grade), will occur as necessary.
 - d. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's decision. The request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the instructor, and the Dean of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
 - e. A student has the right to appeal within 30 business days of notification by the GAC of the academic integrity decision. Appeal decisions are based on relevant information that was not available at the time of the decision, or if procedures were not followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

5. In cases involving multiple academic integrity violations concerning more than one assignment in the same course, the following action should be taken:

- a. For the student's first reported academic integrity violation within a course, the procedure in either B1-4e or 6a-c is followed depending upon whether the student has prior academic integrity violations at UMass Global.
- b. For a student's second and successive violations within a single course, the instructor must communicate with the student as soon as possible after each violation. After the deadline for the final course assignment but before final grades are filed, the instructor should then submit a second Academic Integrity Violation and Sanction Form that includes all successive violations and the assignments that they involve. On this second form, the instructor should cite one sanction for each violation reported on the form, or one sanction for all violations reported on the form. A second or successive violation in the same course will be treated as the student's second or successive academic integrity violation at UMass Global, and the procedure described below in 6a – 6c is followed at this point. As the case will not be resolved by the end of the session, the instructor should assign the student a course grade of "AR" (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.

6. If this is the student's second or successive academic integrity violation at UMass Global, the following procedure is followed:

- a. The most recently completed Academic Integrity Violation and Sanction Form is emailed to the student and instructor. A record of the academic integrity violation and sanction is filed. The student may not withdraw from the course before the resolution of the case. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Violation and Sanction Form and the students' prior Academic Integrity Violation and Sanction Form(s) are also sent to the Dean or the Dean's Designee to review. The Dean or the Dean's Designee will initiate whatever action she or he sees fit to sustain, overturn, or modify the instructor's sanctions based on the student's current and prior violations. The Dean will notify the student and instructor of their decision via email. Filing and further processing, if required (e.g., change of grade, academic dismissal), will occur as necessary.
- b. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, instructor, and Dean of the decision. If the student does not submit a hearing request within 10 business

days, the student is ineligible to further appeal the academic integrity violation and sanction.

c. A student has the right to appeal within 30 business days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

7. If the student has already completed the course or program requirement in which the academic integrity violation is subsequently discovered, the following procedure is followed:

a. The Dean or the Dean's Designee will investigate the allegations and, when possible, attempt to contact the involved faculty member and the involved student as part of the investigation. The Dean or the Dean's Designee will also review documentation from the student's prior academic integrity violations, if any. If the Dean or the Dean's Designee determines that there has been a substantiated violation of academic integrity in the case at hand, they will assess an appropriate sanction based on the violation at hand and on, if applicable, any prior violations. Sanctions may include, but are not limited to, change of course grade and/or retroactive dismissal resulting in revocation of the student's degree.

b. If there is dissatisfaction with the decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of transmission of the Dean's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. Students may get support from their academic advisor when needed for this process, however the request must be made by the student. The request for a hearing will be forwarded to the GAC for calendaring of the hearing.

c. A student has the right to appeal within 30 business days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with University of Massachusetts Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

8. A formal dismissal for a violation of academic integrity will be recorded on the student's official transcript. Students dismissed due to an academic integrity violation are not eligible for readmission to the University.

9. Once an academic integrity allegation and sanction have been resolved and finalized, the course grade cannot be challenged on the basis of grounds related to the academic integrity allegation and sanction.

For academic integrity violations that occur outside of a course setting, the applicable Dean or Dean's Designee shall investigate. If the Dean or the Dean's Designee determines that a violation of academic integrity has occurred, the Dean or Dean's Designee will notify the student and applicable academic personnel of the decision and sanctions by email. If the student is enrolled at the university at the time that the violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing with the Governance and Appeals Committee (GAC) under the same parameters as in Step 4d above, and may subsequently appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 4e above. If the student is no longer enrolled at the university at the time that the violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing with the Governance and Appeals Committee (GAC) under the same parameters as in Step 7b above, and may subsequent appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 7c above.

C. Governance and Appeals (GAC) Hearing

GAC is responsible for conducting hearings and ruling on students' appeals of academic integrity decisions and sanctions related to academic integrity violations.

The Chair of GAC, upon receiving a student's request for a hearing within 10 business days of the Dean's notice to a student, shall appoint a quorum of three committee members to comprise a hearing panel. The GAC Panel shall communicate with the student the date/time of the hearing and how the hearing will occur (i.e. via Zoom or another forum). The GAC panel shall consider all available information and evidence and render a ruling in writing to the student and the required University offices.

The GAC panel hearing shall take the form of a three-person panel chaired by one of three (3) members. The Panel will focus on fact-finding, and review of any pertinent information/data. At a minimum, and subject to the chair's discretion the panel shall include:

- an introduction of the purpose of the hearing (defining the scope and purpose),
- an opportunity for the petitioner to speak respectfully, openly and freely regarding the rationale for their appeal and understanding of the issue,
- an opportunity for the panel to question the petitioner to gain clarity, additional information/details, and to respectfully challenge statements made,
- an opportunity for the student to offer additional information not available to the panel at any time in the process, and to offer respectful rebuttal to ideas/information from the submitting faculty report or any panel members' questions/comments,
- an opportunity for the chair to summarize the panel proceedings for adjournment.

Deliberation by the panel shall be confidential, without the petitioner present and after the end of the hearing. If during the deliberation process, the GAC requires additional information from the student, dean, faculty involved, or university administration, the chair may request additional information.

Basic rules of decorum and professionalism shall guide the chair in running the hearing. All elements of the student conduct policy will apply during the hearing. The petitioner may have a support person present in the hearing who is a current member of the UMass Global faculty or staff. Any support person permitted in the hearing shall be a silent

observer and shall maintain confidentiality. Silent observers from outside the UMass Global community shall not be ordinarily permitted. Active or former attorneys may not be present in a GAC panel hearing, as the process is not meant to be a hearing of law.

A GAC panel decision will be based on: whether or not a violation(s) actually occurred, evidence and appropriate information provided during the Dean's review and/or during the GAC hearing, university policies and procedures, and whether the Dean's sanction(s) should be upheld or modified.

A student has the right to appeal the GAC panel's decision to the Office of the Executive Vice Chancellor of Academic Affairs if they disagree with the GAC ruling within 30 business days of notification of the GAC panel's decision.

D. Appeals to the Office of the Executive Vice Chancellor

A student has a right to appeal a GAC panel's decision to the Executive Vice Chancellor of Academic Affairs. Executive Vice Chancellor of Academic Affairs appeal decisions are based on 1) relevant information that was not available at the time of the GAC panel decision, or 2) whether procedures were followed in accordance with UMass Global's academic policies/guidelines. Students wishing to appeal to the Executive Vice Chancellor of Academic Affairs should do so in their own writing and may seek guidance for processes related to an appeal from an academic advisor.

An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

NOTE: In all cases of alleged violations of academic integrity, it is vital to maintain professional confidentiality among those involved. Students must also adhere to ethical standards set forth by professional licensing boards and discipline-specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

Student Conduct

University of Massachusetts Global is an academic community committed to maintaining an environment that encourages personal and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it, and it is a community with established rules of conduct intended to foster behaviors that are consistent with a civil and educational setting. Members of the University community are expected to comply with all laws, University policies, and professional ethical standards, conducting themselves in ways that support an academic environment.

Faculty members are responsible for ensuring an effective learning environment for all students in their classes, which encourages active student participation, including the right to raise questions and challenge information. Hence, faculty members also have the responsibility and authority to maintain appropriate student behavior. Classes are defined as including laboratories, internships, field placements, or any settings that can be designated as a learning environment, such as travel studies and field trips.

Consequently, if a student is considered to be threatening or disruptive in the classroom, behaves in a way that interferes with the learning of other students, or refuses to fulfill the academic requirements of the course, the faculty member has the right to have the student who demonstrates such behavior removed from the class, either by

administrative withdrawal or by making arrangements for the student to complete the requirements in absentia.

Coercion regarding grading or evaluation of coursework, or any administrative petition: Threatening personal or professional repercussions or discipline against an instructor (or faculty), to coerce the instructor to change a grade or otherwise evaluate the student's work by criteria not directly reflective of coursework or threatening personal or professional repercussions or discipline against an administrator to coerce a course of action not supported in fact is strictly prohibited.

Frivolous Claims: University of Massachusetts Global prohibits all forms of discrimination and harassment on the basis of federal and state protected classes and/or characteristics. Students who reasonably believe they have experienced discrimination and/or harassment at the University are encouraged to file a complaint at civilrightscomplaints@umassglobal.edu. For information regarding our non-discrimination policy and procedures, refer to the Title IX policies available in MyUMassGlobal. Due to the high stakes nature associated with such claims and investigations, claims that are made without any reasonable basis may be considered frivolous and could subject the complainant to the student conduct code process.

For information regarding potential student conduct violations including electronic media violations, refer to the Student Conduct Code available in MyUMassGlobal.

Students must also adhere to ethical standards set forth by professional licensing boards and discipline specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

Incident reports should be made immediately to the appropriate Dean. Refer to the Student Conduct Code available in MyUMassGlobal for hearing procedures.

Grade Review Policy

Faculty/Instructors have the final authority in assigning student grades except for cases involving: clear evidence of capricious grading or failure to follow the professional standards of a discipline or field. Arbitrary and capricious grading means the assignment of a final course grade:

- was not based on the student's performance in the course, or
- was based on standards which significantly deviated from those which were applied to other students in the course, or
- was based on a substantial, unreasonable and/or unannounced departure from the instructor's previously articulated standards and assignment requirements outlined in the course syllabus or other course documents.

Requests for review of grade must be filed within 15 business days from the date that the grade was posted in MyUMassGlobal. Challenges to allegations of academic integrity violations such as plagiarism must be submitted and adjudicated under the academic integrity policies and procedures, not under the grade review policies and procedures. Only final course grades may be submitted for review.

Faculty/Instructors may change final grades after initial submission only if a clerical error is discovered. Clerical error revisions are submitted by the instructor via MyUMassGlobal. Once a grade is submitted, additional work may not be accepted to enable the student to receive a higher grade.

A student who believes he or she has received a grade that is capricious or based on standards that are not in line with the professional standards of a discipline or field and wishes to file a grade review must follow the steps outlined in the Grade Review Procedure. The burden of proof is on the student to provide evidence that the grade was capricious or not in line with professional standards of a discipline or field. No other reasons for a grade review other than those listed in this policy will be considered.

Grade Review Procedure

Please note that the number of business days does not include Saturdays, Sundays or days designated on the academic calendar as 'administrative offices closed' or 'Winter Break.' You may find these dates listed in the Academic Calendar on MyUMassGlobal.

1. A student must attempt to contact the instructor from their University of Massachusetts Global email address within 15 business days after grades are posted to request a grade review. Instructors must carry out a grade review process with the student within 15 business days of the student's request and notify the Dean of the results of that review. Here and after, Dean and Dean's designee may be used interchangeably. All grade changes will be submitted via MyUMassGlobal. If the student attempts to contact the instructor within the allotted time, and the instructor does not respond to the student within 15 business days of the first attempted contact by the student, the student may move on to Step 2 of the Grade Review Procedure.
2. If after meeting with the instructor the grade dispute is not resolved, or if the instructor does not respond within 15 business days to the student's first attempted contact, the student may submit a written request (the student should contact their advisor to initiate this request) for review by the Dean/Dean's designee. That request for review must be submitted utilizing the Grade Review form within 15 business days of the official response to the student by the instructor. This review request must provide a) the rationale for the request for review, and b) all supporting documentation related to the request, including verification that the student has been in contact with the instructor as specified above. An example of verification would be an email from the student (using the student's University of Massachusetts Global email address) to the instructor requesting a grade review, an email from the instructor verifying the grade review meeting with the student, or an email verification that the instructor was not able to meet with the student.
3. If the Dean finds merit in the student's request, the Dean will review the grade assignment, attempt to contact the instructor to gather further evidence and provide the instructor 15 business days to reply, determine a final grade, and notify the student and instructor of the results via University of Massachusetts Global email. The final grade may be higher, lower, or the same as the grade originally assigned by the instructor.
4. If the Dean does not find merit in the request, the student and instructor will be notified and the grade will stand. The Dean's finding of a lack of merit in a student's request for grade review is not subject to appeal.
5. The student may submit an appeal to the Provost within 10 business days of the notification of the Dean's decision. Appeals must be based upon one of the following:
 - a. Additional relevant information which the student did not have at the time of the original request/subsequent request is now available for consideration.
 - b. Grade review procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines.

- c. The grade determination did not follow guidelines established within the course syllabus.
6. The Provost may determine:
 - a. The appeal does not meet the additional criteria and deny the request; or
 - b. The appeal does show that one of the appellate criteria has been met, and
 - i. will refer the request back to the Dean for final review (not subject to appeal); or
 - ii. will determine a final grade.
7. All decisions by the Provost are final and binding.

To submit a Grade Review Form, please contact your Academic Advisor.

Undergraduate Academic Probation and Dismissal

Academic Probation

The following is University of Massachusetts Global's guidelines for satisfactory academic achievement in undergraduate programs. Please note that degree GPA requirements and some programs may specify more stringent policies. Please refer to appropriate degree and program sections.

A degree seeking undergraduate student whose overall GPA (includes University of Massachusetts Global institutional coursework and transfer coursework) falls below 2.0 at the end of one enrolled session or whose session GPA falls below 2.0 at University of Massachusetts Global will be placed on probation. Students on academic probation will be expected to consult with their advisor for guidance and assistance regarding improving their academic status.

Veteran and Active Military Students: see Military and Veterans Services section of the catalog regarding academic probation.

Academic Dismissal

Students who have been placed on probation three or more times during their undergraduate education are subject to academic dismissal from the university. The appropriate School Dean will review such cases and will render the decision whether a student should be academically dismissed.

The action of dismissal will be placed on the official transcript. A student who has been dismissed will be administratively withdrawn from the university at the end of the current enrolled session and may not continue coursework.

A student has the right to appeal within 30 days of notification of the academic dismissal decision. If currently enrolled in a course, a student has 30 days from the end of the course to appeal the academic dismissal decision. Appeal decisions will only be considered if there is relevant information that was not available at the time of the decision or if procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

Academic Probation and Dismissal policies are separate from and in addition to policies governing dismissal for violating academic integrity or dismissal for inappropriate student behavior.

Academically dismissed students seeking to be readmitted may do so after one year from their effective date of academic dismissal, regardless of their cumulative grade point average. Students seeking readmission must submit a written request to the appropriate School Dean and submit a new application. The School Dean will make the re-admission decision. Students who return after academic dismissal will be placed in the same probation status they were in at the time of their dismissal.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding academic probation and dismissal.

Petitions

A petition is a request to waive an academic policy, procedure, or ruling.

- Students may file a petition to request an exception to University of Massachusetts Global policy, procedure, or ruling. Students must explain fully why the University should act favorably on the petition, citing any exceptional conditions, mitigating circumstances, and/or conditions beyond the student's control.
- Petitions/requests will be reviewed and ruled upon by the designated office or committee listed on the University of Massachusetts Global Petition/Request location within MyUMassGlobal. Not all university policies, procedures, or rulings can be petitioned; see the University of Massachusetts Global Student location within the MyUMassGlobal portal for more information.

Academic Appeal

An appeal is a review of a petition decision based on relevant information not available to the student at the time of the initial petition submission, or procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines. It is not a reconsideration of the merits of the decision. Not all University of Massachusetts Global policies or petition decisions are appealable; see the University of Massachusetts Global Petition/Request location within MyUMassGlobal for more information.

Graduation with Latin Honors

A student with superior academic achievement throughout his or her undergraduate career may graduate with university honors. To be eligible for honors, the student must have an overall grade point average, including all transfer work, at or above the specific honors category. A minimum of 33 credits must be University of Massachusetts Global coursework taken for a letter grade. Categories of honors are cum laude (3.500 – 3.699 GPA); magna cum laude (3.700 – 3.899 GPA); and summa cum laude (3.900+ GPA).

Graduation Degree Conferral

Degree conferral is an automatic process; students do not need to apply for degree conferral. Degree conferral is the result of the official program evaluation from Degree Works reflecting all requirements complete. The Degree Conferral date is final and is not subject to a request for back dating.

More information on Degree Conferral is available on MyUMassGlobal.

Commencement

To be eligible for participation in commencement ceremonies, the student's official degree audit must indicate that the student is on course to satisfactorily complete all degree requirements by the end of

Summer Session II of that year or sooner. This is verified by the Academic Advisor and indicated by the expected graduation date on the student's degree audit. Participation in commencement does not guarantee or automatically imply graduation from the University. For more information, please go to <https://www.umassglobal.edu/commencement> (<https://www.umassglobal.edu/commencement/>) or contact your Academic Advisor.

Participation in the commencement ceremony involves a two-step process.

- **Step 1: From September through February, student submits the "Commencement Interest" form via MyUMassGlobal.**

The "Commencement Interest" form is available to submit in September prior to your commencement year, until the last day of February of your intended commencement year.

- **Step 2: From March through early May*, student submits the "RSVP Ticket" form.**

Following completion of "Commencement Interest" form, students will receive an email invitation in March of their commencement year, to complete the "RSVP Ticket" form. The "RSVP Ticket" form is necessary to secure tickets for student commencement participants and/or guests to attend the ceremony.

*Please visit the commencement website for the official RSVP Ticket form deadline each year: www.umassglobal.edu/commencement (<https://www.umassglobal.edu/commencement/in-person/>)

Diplomas and Transcripts

The conferral is an automatic process that continuously runs each night; students do not need to apply for conferral. Conferral is the result of the official program evaluation from Degree Works reflecting all requirements as complete; once the Degree Audit indicates 100% completion, the record will be flagged for processing. The Degree Conferral date is final and is not subject to a request for backdating. Each conferral is subject to a seven-day validation. This allows time for confirmation that all degree requirements have been met. Degree conferral dates will occur at the end of each session.

Once your degree is conferred, conferral fee paid and any holds cleared, you will be able to complete and submit a diploma form. The diploma and one official transcript will be mailed to the address you provide on your diploma form. Diplomas are mailed out approximately eight weeks after the date of conferral of the degree. Under no circumstances will a diploma be released prior to the conferral date. Diplomas will not be released if the student has an active hold as indicated in the Self-Service Holds section in MyUMassGlobal.

Transcripts from other institutions which have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyUMassGlobal Self-Service. For further processing and fee information, please visit the following link: <http://www.umassglobal.edu/transcripts> (<http://www.umassglobal.edu/transcripts/>).

Transition from Brandman University to University of Massachusetts Global

Brandman University is now University of Massachusetts Global. University of Massachusetts Global is a private, nonprofit affiliate of the University of Massachusetts system. During this transition, the following applies:

- Students whose designated catalog year is 2010-2011 through 2021-2022 may choose either a Brandman University or a University of Massachusetts Global degree or diploma.
- Students whose designated catalog year is 2022-2023 or later will receive a University of Massachusetts Global degree and diploma.
- Students that have been conferred cannot petition to change catalog years to receive a Brandman University or Chapman University College degree or diploma.
- Students whose designated catalog year is 2009-2010 or prior may choose either a University of Massachusetts Global degree or a Chapman University College degree or diploma.

Undergraduate Competency-Based Academic Policies and Procedures

Students enrolled in the University of Massachusetts Global MyPath competency-based degree programs must adhere to the Undergraduate Credit-Hour Academic Policies in the catalog with the exception of the following policies and procedures that pertain to competency-based programs only. The catalog assigned to newly admitted students is determined by the program start date. Students must meet the degree requirements of the catalog under which they are admitted or may petition a later catalog for a year once they are enrolled. However, for all other policies (except degree requirements), students must adhere to the current catalog for each year they are enrolled. Statements in the catalog are for informational purposes and should not be considered as the basis of a contract between students and the University.

Academic Calendar

An academic year for the University of Massachusetts Global MyPath competency-based education program consists of the completion of at least 24 units and 48 weeks of instruction. Unlike the traditional academic calendar, the University of Massachusetts Global MyPath program has no semesters, trimesters, quarters, or other terms with set beginning and ending dates. Instead, the academic year begins on the day that a student completes the first substantive academic activity (starts attendance) and ends when both the minimum 24 units and 48 weeks of instruction have been completed. Since the program is self-paced, students may earn more than 24 units in a 48-week period, or students can take more than 48 weeks to earn the 24 units.

In addition, there is a one-week break scheduled for December of each year in which teaching does not take place; therefore, this week does not count toward completion of the 48 weeks of instruction.

The break for the 2024-2025 Academic Year is:

- Winter Break: December 22nd, 2024 through December 28th, 2024

Tuition

University of Massachusetts Global reserves the right to change tuition and fee rates at any time without notice. Tuition is billed at a flat rate each billing period in the competency-based academic year. The competency-based academic year consists of two billing periods and is defined as a minimum of 24 units and 48 weeks of instruction. The student pays for the time, not by credit hour or by course. The student starts their competencies any time and completes as many as they would like, or are able to, during the billing period.

Students are required to pay their tuition in full before they can start their course competencies. If the student wishes to apply for financial aid, they must submit all forms required by the Financial Aid Office and have the aid applied to their student account bringing their balance owed to the University to a zero balance before they will be allowed to begin their competencies.

Tuition Refund Policy: Withdrawals

The date of withdrawal for purposes of tuition and/or refundable fees refunds shall be the date on which the student officially withdraws from the program through MyMassGlobal Self Service.

Tuition Refund Policy

Students may drop all competencies on a date within 30 days of the start of the student's first billing period and receive a full tuition refund. This applies only to the first billing period. For all subsequent billing periods, a full tuition refund will be given prior to starting competencies, but no refunds will be given once the student begins.

Students with extenuating circumstances may be eligible for a tuition refund through the University petition process. Circumstances must be documented and are subject to review by the University.

No retroactive refunds will be given for prior academic years. It is every student's responsibility to review their student account every term to ensure that it is correct and that all applicable credits (Grants, Loans, Scholarships, Adjustments) have been applied to their account.

Admission Undergraduate Admission

Degree Seeking Student Applicants

Prospective students wishing to obtain a degree or certificate are required to make formal application and may apply for admission into a degree seeking program at any time. **It is important to note that "degree seeking students" must meet the degree requirements published in the catalog current at the time of their formal admission acceptance. Admission status is valid for one year from date of admission.**

Requirements for Admission

University of Massachusetts Global will admit students to competency-based programs who have the capacity and determination to successfully complete a rigorous University of Massachusetts Global degree program. The admission process is designed to help the student and the university to make an informed decision about the likelihood of success.

The prospective undergraduate student in University of Massachusetts Global must demonstrate readiness to succeed in undergraduate-level academic coursework by satisfactorily fulfilling the following requirements, which apply to degree programs at the associate's and bachelor's level. Specific program admission requirements, when present, must also be met.

Evidence of high school completion or equivalent is required, which may consist of a high school diploma or transcript, a General Education Development (GED) certificate, a state-authorized high school equivalency certificate or diploma, a state-recognized Home Study certificate or transcript, or a document from an approved foreign evaluation service certifying completion of international high school coursework equivalent to a United States high school diploma.

Students must take LBSC 100 (Student Success Strategies) within their first six months of competency coursework if they are admitted without a cumulative GPA of 2.0 or higher for courses from regionally accredited institutions, and/or without twelve (12) or more transferable credits. The 12 credits may consist of all or any combination of the following credit types: University of Massachusetts Global coursework, coursework from regionally accredited post-secondary institution(s), military, dual credit, Advanced Placement, International Baccalaureate, approved PLA (Prior Learning Assessment), CLEP, (College Level Examination Program), Defense Language Proficiency Examination (DLAT/DLPT) and DANTES

Subject Standardized Test (DSST) scores, and ACE or University of Massachusetts Global evaluated trainings.

Prospective students must submit the following:

1. An online application.
2. Official transcripts from all institutions attended where college-level credit was earned. Credits from regionally accredited institutions may be accepted in transfer.
3. If no college-level credit has been earned, evidence of high school completion must be submitted as noted above.
4. University approved **Other Credit Opportunities** may be accepted in transfer.

Failure to report any previous academic work at another college or university may be considered a violation of academic integrity. Non-satisfactory performance, including but not limited to probation, suspension, or expulsion, as well as issues of academic integrity may nullify the applicant's eligibility to be admitted.

Official documents submitted for admission consideration become property of the University and cannot be returned or copied for distribution.

Student Success Strategies Course Requirement

Students must take LBSC 100 (Student Success Strategies) within their first six months of competency coursework if they are admitted without a cumulative GPA of 2.0 or higher for courses from regionally accredited institutions, and/or without twelve (12) or more transferable credits. The 12 credits may consist of all or any combination of the following credit types: University of Massachusetts Global coursework, coursework from regionally accredited post-secondary institution(s), military, dual credit, Advanced Placement, International Baccalaureate, approved PLA (Prior Learning Assessment), CLEP, (College Level Examination Program), Defense Language Proficiency Examination (DLAT/DLPT) and DANTES Subject Standardized Test (DSST) scores, and ACE or University of Massachusetts Global evaluated trainings.

Academic Progression

University of Massachusetts Global MyPath students are expected to maintain timely academic progression. If a student does not successfully complete a payment period within 24 instructional weeks, the student must meet with the appropriate School Dean and/or Dean's Designee. During the meeting, the School Dean and/or Dean's Designee will review the Academic Progression policy, discuss the student's record of academic achievement, and develop a plan of action regarding their academic progression. After this meeting, the student will be provided a written summary of the meeting. Failure of the student to appear at the meeting without approved documented proof supporting extenuating circumstances preventing such attendance will result in the student waiving their opportunity to participate in the meeting.

If the student does not successfully complete a payment period within 48 instructional weeks, the student will be subject to dismissal from the MyPath Program by the School Dean and/or Dean's Designee and the action of dismissal will be placed on the official transcript.

The student has the right to appeal within 30 calendar days of notification of the dismissal decision. Appeal decisions will only be considered if there is relevant information that was not available at the

time of the decision or if procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

The Academic Progression policy is separate from and in addition to policies governing dismissal for violating academic integrity, academic dismissal, or dismissal for inappropriate student behavior.

Students dismissed under this policy seeking to be readmitted to MyPath may do so after one year from their effective date of dismissal. Students seeking readmission must submit a written request to the appropriate School Dean and/or Dean's Designee and submit a new application. The School Dean and/or Dean's Designee will make the re-admission decision. Alternatively, if the student wishes to transition to a credit hour program, they should contact their MyPath Academic Coach.

Change of Undergraduate Degree Modality

Students wishing to transfer from a competency-based modality to a credit hour modality or from a credit hour modality to a competency-based modality within University of Massachusetts Global should consult with their academic coach and One Stop Student Services. A maximum of two modality changes will be allowed at the undergraduate level. A modality change between academic levels such as AA to BBA is not counted as one of the two allowed modality changes. A modality change as a result of an academic dismissal from a competency based modality will not be considered as one of the two allowed changes.

Transfer Credit Policies

Articulation/Transferability of Coursework

Transfer courses will be evaluated for articulation of competencies through the following methodology:

1. Coursework, with a minimum of B- or better from regionally accredited institutions, will first be evaluated against University of Massachusetts Global's credit hour-based courses.
2. Once credit has been determined to be equivalent to University of Massachusetts Global's credit hour-based program, the university will then determine whether or not the student will receive transfer credit for any of the competencies in the competency-based program.

Transfer credit for competencies may be granted for coursework where the content addresses all of the content for a particular competency or satisfies a subject matter requirement represented within the general education breadth area(s).

Other Credit Opportunities

University of Massachusetts Global recognizes that adult learners are diverse and that they bring a wealth of life experiences to the classroom. These experiences often include many hours of formal training and education outside the walls of academic institutions. In acknowledgement of such non-classroom acquired learning, University of Massachusetts Global promotes educational flexibility for the adult learner through a variety of earned credit opportunities. Granting of credit is contingent on student's submission of official documentation to Student Services. Students are encouraged to consult with a coach concerning the degree applicability. University of Massachusetts Global MyPath programs require verification of B- or better for all articulated credit.

Note that credit granted through “other credit opportunities” does not count toward University of Massachusetts Global residency requirements. Specific degrees may also have additional requirements with respect to courses that must be taken at University of Massachusetts Global in order to complete a University of Massachusetts Global degree.

College Level Examination Programs

Credit by college level examination noted below will not be awarded when a student has previously been awarded credit for the equivalent course. Credits earned may be counted towards fulfilling general education, major or elective requirements. Credits are generally lower division unless specifically equivalent to an upper division University of Massachusetts Global course.

- Credit by exam may be accepted for credit as transcribed by the exam provider if the exam was provided by a regionally accredited institution.
- Students may receive credit for selected competencies in the current University of Massachusetts Global catalog by satisfactorily completing the end of the competency assessment.

Military Credit

University of Massachusetts Global evaluates credit for both military service and military coursework for academic credit using ACE guidelines.

ACE Evaluated Trainings

University of Massachusetts Global accepts ACE recommendations for awarding academic credit. The recommendation is inclusive of level and discipline, subject to residency requirements and other limitations as set forth in specific degree programs.

Workforce Development Trainings

University of Massachusetts Global evaluates workforce development trainings and may award credit toward specified degree requirements. Refer to the University of Massachusetts Global website for a complete list of these trainings.

Transferring from University of Massachusetts Global University

The purpose of the University of Massachusetts Global's competency-based programs are to prepare students for career opportunities and advancement in a dynamic, global business environment. This purpose does not include preparing students for transfer to another institution for further college study. Since the competency-based programs are based upon direct assessment of competencies rather than credit hours, the competency units completed during a billing period may not equate to a credit-bearing course for transfer purposes. Students should be aware that transfer of credit is always at the discretion of the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, competency units can be transferred. University of Massachusetts Global students who may be interested in transferring to another institution—either before or after completing their studies at University of Massachusetts Global—should keep in mind the following points:

1. All institutions reserve the right to determine their own transfer policies, and not all academic work completed at one institution may transfer to another.
2. Students should check the transfer policies at the institution or institutions they are considering by consulting with the admissions or registrar office at those institution(s).
3. Students who transfer from University of Massachusetts Global to another institution should order an official transcript of their University of Massachusetts Global academic work. An official transcript may be sent directly to the transfer institution upon request by the student. Transcript ordering information can be found at <http://www.umassglobal.edu/transcripts> (<http://www.umassglobal.edu/transcripts/>).
4. University of Massachusetts Global transcript will be a straight line listing of competencies completed with the corresponding “M” grade for Mastery. Upon request, a corresponding conversion record (credit hour transcript) reflecting courses and credits will be developed.

Attendance Policy

All Competency-based students must adhere to the attendance policy as described in the Student Handbook for the Competency-based program.

Add Policy

Students may accelerate their studies by adding additional competencies once they have successfully completed the initial group of competencies. Students who desire to add additional competencies must seek the advice and approval of their academic coach.

Drop Policy

Students may drop all competencies on a date within 30 days of the start of the student's first billing period and receive a full tuition refund. This applies only to the first billing period. Given the integrated nature of the competency-based curriculum, students may not drop less than all competencies within any billing period.

Interrupted Enrollment

Students may find it necessary to interrupt progress during their course of study, leave University of Massachusetts Global and decide to return at a later date. Students who leave the University in good standing and are absent no more than two years do not need to reapply, and will retain the program requirements of their designated catalog year. Students who have no remaining course requirements, are absent more than two years, and leave in good standing, do not need to reapply, but will be required to meet the current catalog year requirements.

Veterans receiving an honorable discharge, who left the University in order to perform military services, will be readmitted with the same academic status that he or she had when last in attendance at University of Massachusetts Global. The length of absence from University of Massachusetts Global cannot exceed five years.

The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies.

If students take coursework during their absence from the University, they must provide official transcripts of that coursework to the Division of Student Services prior to their return. Non-satisfactory performance or issues of academic integrity may nullify the student's eligibility to return.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding interrupted enrollment.

Administrative Withdrawals

Regular engagement with the learning materials is integral to students successfully completing the degree requirements. To ensure student success, University of Massachusetts Global requires that students maintain close contact with their academic coach. If a student is not connecting with competency course material for seven days, the academic coach immediately sends an email to the student requesting to schedule an appointment. Students who do not respond to this email or other phone outreach within the next seven days will be deemed inactive, reported to the coaching team manager, and the "Return to Title IV" process will begin. The coaching team manager and academic coach will contact inactive students via telephone and email during the next seven days and warn the students that continued inactivity will result in an administrative withdrawal.

Inactive students who fail to reestablish contact with the academic coach and the competency course material for 28 consecutive days will be administratively (unofficially) withdrawn from the program on the next business day. The "Return to Title IV" process will begin after fourteen consecutive days without educational activity.

If a student is administratively withdrawn from the program, they may return to the program within 90 calendar days from the last date of attendance. They must contact their academic coach to re-enroll. If the student does not return within 90 calendar days, they must submit a written request to the appropriate School Dean and/or Dean's Designee for approval to re-enroll.

If a student is administratively withdrawn from the program twice, they may return after one year from their last date of attendance. Students seeking re-admission must submit a written request to the appropriate School Dean and/or Dean's Designee and submit a new application. The School Dean and/or Dean's Designee will make the re-admission decision.

If a student does not return from a Leave of Absence (LOA) by the end of the date of the LOA, the student will be considered to have withdrawn from the University as of the student's last day of engagement in a substantive educationally related activity. Some of the student's financial aid award will likely have to be repaid by the student to the government and/or University. The student's loans may go into immediate repayment or shortly, thereafter, depending on the loan and length of the LOA.

Student Withdrawals

In addition to Administrative Withdrawal as noted above, students may formally request to be withdrawn from the competency-based program. The preferred means of notifying Student Services are:

1. Via the MyUMassGlobal portal
2. By U.S. mail
3. By email from the student's official University of Massachusetts Global email address
4. By facsimile

If a student withdraws completely from the University, some of the student's financial aid award will likely have to be repaid by the student to the government and/or University. The student's loans may go into immediate repayment or shortly, thereafter, depending on the loan. Students will be contacted by an academic coach to discuss if a credit hour program may be a better fit.

Grading System

In competency-based programs, grades are recorded as Mastered and a grade point average (GPA) is not calculated by the University.

M is for Mastery of Competency. Certifies successful completion of the course of study with a minimum grade of "B" or better or a 3.00 grade point equivalency (credit awarded, not calculated in GPA).

AR is for Administrative Review, a grade given when a student's work is under review (e.g., due to grade appeals). A grade of "AR" will be removed upon completion of the review.

NS is for Not Satisfied, a grade given when the requirements for the competency have not been satisfied.

W signifies that a student has voluntarily withdrawn from a competency.

WX signifies that the student failed to demonstrate mastery in a competency after the maximum number of summative assessment attempts allowed.

WA signifies the student was administratively withdrawn due to failure to engage within a required timeframe.

Academic Dismissal

If a student fails to demonstrate mastery in a competency after a maximum number of Final Assessment attempts allowed in a competency, the student must meet with the appropriate School Dean and/or Dean's Designee. For competencies with external certification exams as the Final Assessment, students are allowed the number of attempts as set forth by the certifying organization. For all other competencies, the maximum number of Final Assessment attempts is three.

During the meeting, the School Dean and/or Dean's Designee will discuss the student's record of academic achievement and will solicit the student's response to concerns regarding their academic performance. After this meeting, the School Dean and/or Dean's Designee will render the decision whether a student will be academically dismissed. If an academic dismissal has been determined, the student will be administratively withdrawn from the program and the action of dismissal will be placed on the official transcript. If the decision is not a determination to academically dismiss, the student will remain in the program. For each subsequent Final Assessment attempt in that same competency, if the student fails to demonstrate mastery, the student must repeat this process by meeting with the School Dean and/or Dean's Designee, who will render a new decision on whether the student will be academically dismissed. Failure of the student to appear at the meeting without approved documented proof supporting extenuating circumstances preventing such attendance will result in the loss of the right to request an appeal.

A student has the right to appeal within 30 days of notification of the academic dismissal decision. Appeal decisions will only be considered if there is relevant information that was not available at the time of the decision or if procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

The Academic Dismissal policy is separate from and in addition to policies governing dismissal for violating academic integrity or dismissal for inappropriate student behavior.

Assessment Retake and Grade Review Policy

Retaking Final Assessments

Any student who does not demonstrate mastery on a Final Assessment attempt must meet with the tutorial faculty to develop a learning plan for the student. This learning plan will be developed based on Final Assessment report feedback and will provide the student with a detailed description of areas the student should focus on prior to the subsequent attempt.

Grade Review Policy: Final Assessments

For project-based Final Assessments, students may request a second grading for competencies that are not mastered within 30 days from the date that the grade was posted and upon payment of the re-grade fee. The re-grade fee is refundable if the student demonstrates mastery according to the second grading.

Dual Enrollment Policy

Students enrolled in a competency-based program cannot be enrolled in a credit-hour program or take credit hour courses due to financial aid requirements and restrictions.

Standards and Policy of Academic Integrity

UMass Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

To safeguard the conditions under which learning occurs, scholarship is performed, and academic work or projects are measured and evaluated, this policy will help faculty and academic leadership:

- Distinguish between general and specific methods of Academic Dishonesty and/or Plagiarism.
- Outline faculty/classroom procedures for investigating and reporting academic integrity violations.
- Outline the purpose and procedures for petition to Dean or Dean's Designee.
- Outline purpose and procedures for a Governance and Appeals Committee (GAC) hearing
- Outline the purpose and procedures for an appeal to the Office of the Executive Vice Chancellor of Academic Affairs.

Note: All other process/procedures for the GAC hearing are governed by the University of Massachusetts Global Student Conduct Code, where applicable. The Student Conduct Code is available in MyUMassGlobal.

A. Academic Integrity Violations

Academic integrity violations can take a number of forms. They include, but are not limited to, cheating on a test or examination; claiming the work of another as your own; plagiarizing from any paper, or a portion of, research project, or assignment, including an online discussion board

assignment; copying and pasting text from an online source directly into an assignment without properly citing the source; using a paraphrasing tool without permission; reusing your own work in the same or another course without written instructor permission; or falsely submitting material to fulfill course requirements.

Academic Dishonesty and/or Plagiarism include:

1. Copying from the work of another student, with or without that student's consent.
2. Using any unauthorized material or aids to complete a test.
3. Having another person do all or any part of the work unless explicitly specified by assignment instructions. Note: Working with UMass Global's Online Writing and Math Community, or other UMass Global resources is encouraged. Some courses or programs prohibit the use of private tutors and so students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
4. Falsifying an academic record or document (examples: attendance reports, field-work/clinical practicum participation logs, or any other university document of record)
5. Having another/allowing another to participate in online courses' required activities in place of a registered student.
6. Submitting work completed in a course to satisfy the requirements of another course/a repeated course, or to satisfy a program requirement without permission from the faculty receiving the previously submitted/duplicated work and the former faculty having already graded the work (the previous class/es). Permission must be in writing from both faculty members. In the event that the faculty of the former course is unavailable, the current faculty may determine permission.
7. Consistent with #4 above, failing to meet the transcript submission requirements for admission to a program; particularly after indicating requirements for admission had been met.
8. Within the same course, submitting work done for one assignment to satisfy the requirements of another assignment, unless permission is given by the faculty. When an assignment in a class is scaffolded upon another assignment in the same class as designed by the faculty, permission may be assumed. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
9. Presenting forged or altered documents (including transcripts, add/drop forms, or any academic form that has been falsified or wherein a professor's signature, or anyone else's signature, has been forged or altered).
10. Providing/Furnishing/Selling/Transmitting one's academic/course work or assignment produced for credit or as a draft for a class to another student for their academic use (or other prohibited action above).
11. Course materials are the intellectual property of the faculty member and the university. Therefore, students may not provide, submit, or upload anything produced for or taken from a course to any "study resource" platform (for example Course Hero, Chegg, etc). This includes but is not limited to all student work as well as lessons, lectures, assignment sheets, rubrics, syllabi, study guides, etc. and applies whether the student is actively or formerly enrolled. A violation of this type may be considered an intellectual property rights violation.

12. Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.
13. Misleading a faculty member or administrator about the true nature of academic work, including how it was created, received, transmitted.

For more details on violations of academic integrity, please see the appropriate section in MyUMassGlobal.

In a certification-based Final Assessment, students must also adhere to rules and policies posted by the certification agency.

B. Investigating and Reporting

This policy and any procedures in it apply both to current students, and to former students for whom information is discovered after the time of a course completion, program requirement completion and/or degree completion regarding alleged academic integrity violations that occurred during the time of the student's enrollment.

Faculty discovering evidence of academic dishonesty/violation in their class in a given session shall be the person primarily responsible for investigating the incident(s), determining through evidence, subject matter expertise, and professional experience whether or not a violation of this policy has occurred, and reporting the incident upon their determination that a violation has occurred. The faculty has the discretion to determine that a suspected violation is an actual violation, or that a suspected violation is not an actual violation. Reporting: when the faculty has determined that an actual violation has occurred, and they will be acting in the form of imposing any sanction, the faculty shall report the investigation and their determination using the required report form (Academic Integrity Violation and Sanction Form). Any faculty unfamiliar with this policy or process are encouraged to consult with an Associate Dean in their school for guidance on carrying out this policy.

The following are the required procedures for investigating and reporting a single academic integrity violation occurring in a course:

1. The instructor must communicate with the student in private to address the possible violation. The instructor's communication may be through written feedback on an assignment, through UMass Global e-mail, by phone, or via a virtual meeting. The student is expected to meet with the instructor (by phone, in a virtual meeting, or via UMass Global email) for the purpose of clarifying the circumstances or settling the issue of responsibility. Students are not eligible to withdraw from the course until final resolution of the alleged violation.
2. After this meeting, if the instructor is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled, no further action is required, and the Academic Integrity Violation and Sanction Form is not filed.
3. If the instructor determines that there has been a substantiated violation of academic integrity, then the instructor completes the Academic Integrity Violation and Sanction Form on this single violation involving only one assignment, citing the sanction. The form can be found in the faculty area of MyUMassGlobal. The Director of Academic Support and Curriculum will determine whether this is the student's first, second, or successive academic integrity violation at UMass Global.
4. If this is the student's first reported academic integrity violation at UMass Global, the following procedure is followed:
 - a. The completed Academic Integrity Violation and Sanction Form is emailed to the student, instructor, and appropriate office for processing, if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed. The student may not withdraw from the program prior to final resolution of the case.
 - b. If the student does not agree with the sanctions imposed by the instructor, as articulated on the Academic Integrity Violation and Sanction Form, the student may work with an academic coach to submit a petition within 10 business days of being informed of the imposed sanction. If the student does not submit a petition within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
 - c. The Dean or the Dean's Designee will review the petition and contact the involved tutorial faculty and/or Quality Assurance Manager (and may also contact the student) in an effort to resolve the matter. The Dean or the Dean's Designee will initiate whatever action he or she sees fit to sustain, overturn or modify the sanctions. The Dean or the Dean's Designee will notify the student and involved tutorial faculty and/or Quality Assurance Manager of the decision via email. Filing and further processing, if required (e.g., change of grade), will occur as necessary.
 - d. If there is dissatisfaction with the petition decision made by the appropriate Dean or Dean's Designee, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's or the Dean's Designee's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the instructor, and the Dean or the Dean's Designee of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
 - e. A student has the right to appeal within 30 business days of notification by the GAC of the academic integrity decision. Appeal decisions are based on relevant information that was not available at the time of the decision, or if procedures were not followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.
5. If this is the student's second or successive academic integrity violation at University of Massachusetts Global, the following procedure is followed:
 - a. The most recently completed Academic Integrity Violation and Sanction Form is emailed to the student and instructor. A record of the academic integrity violation and sanction is filed. The student may not withdraw from the program before the resolution of the case. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Violation and Sanction Form and the students' prior Academic Integrity Violation and Sanction Form(s) are also sent to the Dean or the Dean's Designee to review. The Dean or the Dean's Designee will

- initiate whatever action she or he sees fit to sustain, overturn, or modify the instructor's sanctions based on the student's current and prior violations. The Dean or Dean's Designee will notify the student and instructor of their decision via email. Filing and further processing, if required (e.g., change of grade, academic dismissal), will occur as necessary.
- b. If there is dissatisfaction with the petition decision made by the appropriate Dean or Dean's Designee, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's or the Dean's Designee's decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, instructor, and Dean or Dean's Designee of the decision.
 - c. A student has the right to appeal within 30 business days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.
6. If the student has already completed the competency or program requirement in which the academic integrity violation is subsequently discovered, the following procedure is followed:
- a. The Dean or the Dean's Designee will investigate the allegations and, when possible, attempt to contact the involved faculty member and the involved student, as part of the investigation. The Dean or the Dean's Designee will also review documentation from the student's prior academic integrity violations, if any. If the Dean or the Dean's Designee determines that there has been a substantiated violation of academic integrity in the case at hand, they will assess an appropriate sanction based on the violation at hand and on, if applicable, any prior violations. Sanctions may include, but are not limited to, change of grade and/or retroactive dismissal resulting in revocation of the student's degree.
 - b. If there is dissatisfaction with the decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of transmission of the Dean's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. Students may get support from their academic coach when needed for this process, however the request must be made by the student. The request for a hearing will be forwarded to the GAC for review and calendaring of the hearing.
 - c. A student has the right to appeal within 30 business days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with University of Massachusetts Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.
7. A formal dismissal for a violation of academic integrity will be recorded on the student's official transcript. Students dismissed due

to an academic integrity violation are not eligible for readmission to the University.

8. Once an academic integrity allegation and sanction have been resolved and finalized, the competency grade cannot be challenged on the basis of grounds related to the academic integrity allegation and sanction.

For academic integrity violations that occur outside of a course setting, the applicable Dean or Dean's Designee shall investigate. If the Dean or the Dean's Designee determines that a violation of academic integrity has occurred, the Dean or Dean's Designee will notify the student and applicable academic personnel of the decision and sanctions by email. If the student is enrolled at the university at the time that the violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing with the Governance and Appeals Committee (GAC) under the same parameters as in Step 4d above, and may subsequently appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 4e above. If the student is no longer enrolled at the university at the time that the violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing with the Governance and Appeals Committee (GAC) under the same parameters as in Step 6b above, and may subsequent appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 6c above.

C. Governance and Appeals (GAC) Hearing

GAC is responsible for conducting hearings and ruling on students' appeals of academic integrity decisions and sanctions related to academic integrity violations.

The Chair of GAC, upon receiving a student's request for a hearing within 10 business days of the Dean's notice to a student, shall appoint a quorum of three committee members to comprise a hearing panel. The GAC Panel shall communicate with the student the date/time of the hearing and how the hearing will occur (i.e. via Zoom or another forum). The GAC panel shall consider all available information and evidence and render a ruling in writing to the student and the required University offices.

The GAC panel hearing shall take the form of a three-person panel chaired by one of three (3) members. The Panel will focus on fact-finding, and review of any pertinent information/data. At a minimum, and subject to the chair's discretion the panel shall include:

- an introduction of the purpose of the hearing (defining the scope and purpose),
- an opportunity for the petitioner to speak respectfully, openly and freely regarding the rationale for their appeal and understanding of the issue,
- an opportunity for the panel to question the petitioner to gain clarity, additional information/details, and to respectfully challenge statements made,
- an opportunity for the student to offer additional information not available to the panel at any time in the process, and to offer respectful rebuttal to ideas/information from the submitting faculty report or any panel members' questions/comments.
- an opportunity for the chair to summarize the panel proceedings for adjournment.

Deliberation by the panel shall be confidential, without the petitioner present and after the end of the hearing. If during the deliberation process, the GAC requires additional information from the student, dean,

faculty involved, or university administration, the chair may request additional information.

Basic rules of decorum and professionalism shall guide the chair in running the hearing. All elements of the student conduct policy will apply during the hearing. The petitioner may have a support person present in the hearing who is a current member of the UMass Global faculty or staff. Any support person permitted in the hearing shall be a silent observer and shall maintain confidentiality. Silent observers from outside the UMass Global community shall not be ordinarily permitted. Active or former attorneys may not be present in a GAC panel hearing, as the process is not meant to be a hearing of law.

A GAC panel decision will be based on: whether or not a violation(s) actually occurred, evidence and appropriate information provided during the Dean's review and/or during the GAC hearing, university policies and procedures, and whether the Dean's sanction(s) should be upheld or modified.

A student has the right to appeal the GAC panel's decision to the Office of the Executive Vice Chancellor of Academic Affairs if they disagree with the GAC ruling within 30 business days of notification of the GAC panel's decision.

D. Appeals to the Office of the Executive Vice Chancellor

A student has a right to appeal a GAC panel's decision to the Executive Vice Chancellor of Academic Affairs. Executive Vice Chancellor of Academic Affairs appeal decisions are based on 1) relevant information that was not available at the time of the GAC panel decision, or 2) whether procedures were followed in accordance with UMass Global's academic policies/guidelines. Students wishing to appeal to the Executive Vice Chancellor of Academic Affairs should do so in their own writing and may seek guidance for processes related to an appeal from an academic advisor.

An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

NOTE: In all cases of alleged violations of academic integrity, it is vital to maintain professional confidentiality among those involved. Students must also adhere to ethical standards set forth by professional licensing boards and discipline-specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

Diplomas and Transcripts

The conferral is an automatic process that continuously runs each night; students do not need to apply for conferral. Conferral is the result of the official program evaluation from Degree Works reflecting all requirements as complete; once the Degree Audit indicates 100% completion, the record will be flagged for processing. The Degree Conferral date is final and is not subject to a request for backdating. Each conferral is subject to a seven-day validation. This allows time for confirmation that all degree requirements have been met.

Once your degree is conferred, conferral fee paid and any holds cleared, you will be able to complete and submit a diploma form. The diploma and one official transcript will be mailed to the address you provide on your diploma form. Diplomas are mailed out approximately eight weeks after the date you submitted your diploma form. Under no circumstances will a diploma be released prior to the conferral date. Diplomas and/

or transcripts will not be released if the student has an active diploma/transcript hold, to view holds please visit MyUMassGlobal Self-Service.

Transcripts from other institutions which have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

A student's academic history (transcript) will be a straight line listing of competencies completed with the corresponding "M" grade for Mastery. Competencies in progress or not completed will not be reflected on the academic record/transcript. Competencies, that were not successfully completed, will be reflected on the academic record/transcript with a "WX" grade. Upon request, a corresponding conversion record (credit hour transcript) reflecting courses and credits will be developed. As a result, students will receive both a "competency transcript" that indicates competencies satisfied and a separate standard credit hour transcript which will list full credit hour equivalencies.

Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyUMassGlobal Self-Service. For further processing and fee information, please visit the following link: <http://www.umassglobal.edu/transcripts> (<http://www.umassglobal.edu/transcripts/>).

Graduate Credit-Hour Academic Policies and Procedures

Catalog

The catalog assigned to newly admitted students is determined by the program start term. Admission status is valid for one year from date of admission. Students must meet the degree requirements of the catalog under which they are admitted or may petition a later catalog once they are enrolled. However, for all other policies (except degree requirements), students must adhere to the current catalog for each year they are enrolled. Statements in the catalog are for informational purposes and should not be considered as the basis of a contract between students and the University. Information regarding any changes in degree programs, graduation requirements, or academic policies will be made available by OneStop Services and the appropriate academic Schools.

Students admitted to the MA in Marriage and Family Therapy, the MA in Professional Clinical Counseling, the Master of Social Work, and the Ed.D in Organizational Leadership will be admitted to the catalog based on the program start date and not the admission date. (See MA in Marriage and Family Therapy, MA in Professional Clinical Counseling and Master of Social Work in the School of Arts and Sciences; and Ed.D in Organizational Leadership in the School of Education sections in the catalog.)

Statement of Responsibility

University of Massachusetts Global publishes its academic policies, programs and required courses for graduation. The student is responsible for his/her program including meeting the published requirements and deadlines. The University assists the student in making appropriate decisions by providing academic advising. However, the decisions made in the academic advising process are those of the student.

Residency Requirement

Generally, a minimum of 24 credits in the degree program must be completed at University of Massachusetts Global for all master's degrees. Some programs may vary. For specific program requirements, please refer to the appropriate program section. These credits do not include courses taken to fulfill prerequisite requirements. Students in credential programs are required to complete a minimum of two-thirds of the program at University of Massachusetts Global.

Degree Conferral

Degrees and credentials are granted on evidence of intellectual growth and development rather than solely on the basis of formal course credits. Fulfillment of the minimum course requirements is not regarded as the sole requisite of a degree or credential. Refer to appropriate program section as some programs specify more stringent policies.

A cumulative grade point average of 3.0 or higher in all coursework applicable to the graduate degree being sought is required.

Admission to a Degree Program

Admission is based upon possession of a baccalaureate or masters degree from a regionally accredited institution and the fulfillment of requirements specified for each program.

Course Requirements

1. Credits completed for a baccalaureate degree cannot be accepted for graduate degree credit.
2. Courses completed at the undergraduate level to fulfill prerequisite requirements cannot be accepted for graduate degree credit.
3. All graduate degree coursework cross-listed with undergraduate coursework must differentiate course requirements. For example, graduate students enrolled in any courses in which undergraduates are enrolled must complete additional course requirements to receive graduate credit.
4. At least 15 credits must be in coursework at the 500-600 level.
5. The minimum number of credits required for a master's degree is 30. Some specializations require more (see the individual degree programs).
6. The Degree Works Program Evaluation is the official degree evaluation. Completion of all degree requirements, as indicated on the Program Evaluation, will result in degree conferral.
7. Challenge exams exist for a limited number of graduate programs such as the Constitution Exam in Education. No credit is granted for successful performance on challenge exams.
8. No grade below 2.0 "C" is acceptable toward a degree or credential, but is included in calculating the overall grade point average.
9. Unless specifically noted, all coursework taken in graduate degree programs must be taken for a letter grade.

Full- and Half-Time Students

Students enrolled in 9 or more credits in a trimester are considered "full-time". Students enrolled in 4.5-8.5 credits in a trimester are considered "half-time". University of Massachusetts Global advises that students taking more than 6 credits in any one session consult with their academic advisor/faculty. Students completing their dissertation who are enrolled in EDOL 799 or DNPU 799 zero unit course and verified by the instructor as in attendance will be determined as "half-time" status.

Course Numbering System

(For course numbering systems in previous years, please refer to the catalog in effect at that time)

Course Numbers	Description
001-099	Non-Degree/Remedial Coursework
100-299	Lower division Undergraduate Coursework
300-499	Upper division Undergraduate Coursework
500-799	Graduate level coursework
800-999	Professional development credit
0001-0099	Professional coursework
8000-8999	Undergraduate level professional development credit
9000-9999	Graduate level professional development credit

Graduate Prerequisites

1. Students are expected to complete all Prerequisites within the first year of graduate coursework at University of Massachusetts Global.

2. Students may not enroll in any course which specifies a prerequisite unless the prerequisite has been completed.
3. Students may not enroll concurrently in the prerequisite for a course and the course which specifies the prerequisite (unless the catalog permits concurrent enrollment).
4. A minimum grade of 2.0 "C" or pass is required in all coursework used to fulfill Prerequisites.

Change of Graduate Degree Program Policies

1. Students wishing to add or change their graduate degree program of study must submit a new Graduate Application form.
2. To be eligible for a change of degree program, students must have a cumulative 3.0 grade point average, no grade below a "C" in University of Massachusetts Global graduate coursework, and approval of the program requested for change or addition. Students are required to meet all readmission policies/procedures prior to completing coursework.

Change of Graduate Degree Modality

Students wishing to transfer from a credit hour modality to a competency-based modality or from a competency based modality to a credit hour modality within University of Massachusetts Global should consult with their advisor and One Stop Student Services. A maximum of two modality changes will be allowed at the graduate level.

Multiple Master's Degree

The following regulations govern the conferral of multiple master's degrees from University of Massachusetts Global:

1. The student must meet all specific requirements for each additional master's degree. Students should consult with their Academic Advisor and One Stop regarding academic and financial implications.
2. In addition, a minimum of 18 non-duplicated credits must be taken for each additional master's degree.

Multiple Emphases or Concentrations

There is no limitation to the number of emphasis or concentration areas a student may complete within their degree program. At least one 3-unit emphasis or concentration course must be unduplicated within the other emphasis areas or concentrations.

Students should consult with their Academic Advisor and One Stop regarding academic and financial implications. Programs may have different requirements for multiple emphases or concentrations. Students should consult the relevant catalog section for their program.

If the additional areas of emphasis or concentration are completed after the initial degree has been awarded, the student will not be issued an updated diploma, nor will the student be allowed to participate in the commencement ceremony a second time. However, the additional emphases or concentrations will appear on the student's official University of Massachusetts Global transcript.

Transfer Credits

Some degree programs have variations on one or more of the policies below. Consult the appropriate program section of the catalog.

1. Some degree programs permit 6-15 semester credits to be transferred into their degree program. Some degree programs limit transfers to elective credit only. Consult the appropriate program section of the catalog.
2. Students who wish to transfer prior coursework are required to submit a request for transfer coursework form within two sessions after achieving regular admission.
3. The coursework must be taken at a regionally accredited institution and be at the graduate level and/or accepted in a master's degree program.
4. Credit is not awarded for experience, including fulfillment of prerequisite requirements.
5. A grade of no less than 3.0 "B" must have been earned in the course presented for transfer for all master's degrees. Credit or Pass coursework is not transferable, unless otherwise noted within specific degree requirements.
6. The coursework must be relevant to the degree program.
7. Transfer of coursework to fulfill required courses is not advised. Please see specific program sections for additional information.
8. The coursework must have been taken within seven years of completion of the degree program for which the course is being requested for transfer credit.
9. Official transcripts must be submitted.
10. If the credits accepted in transfer are not the equivalent of semester credits, additional coursework may be taken to complete degree credit requirements.
11. Requests for transfer of military coursework may be considered as fulfilling Prerequisites, elective or major requirements for those programs which accept military credit. Coursework must meet all other transfer requirements.
12. In the event that the content of one or more of the required courses is waived but the coursework is not accepted in transfer, the student must select a substitute course with the approval of the Dean for additional credits.

Extended Education

Approved academic courses from University of Massachusetts Global Extended Education will be accepted as elective, prerequisite or required credit towards University of Massachusetts Global graduate programs. Extended Education courses designated as providing academic credit are identified by the academic school. The student must have received the minimum grade required of the academic program for credit purposes.

Change of Address

Students must notify the University of any change of address. This can be done via MyUMassGlobal Self Service.

Attendance Policy

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more

than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.

- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies

Registering for Classes

Students register for each session via MyUMassGlobal Self Service. Registration is not complete until all charges are paid or arrangements for payment have been made with the Student Business Services staff by the add/drop deadline. See academic calendar for registration deadlines. Students are expected to have met all prerequisite requirements for courses in which they register.

Course Cancellation Policy

University of Massachusetts Global reserves the right to cancel or postpone a class. If a course is cancelled, University of Massachusetts Global will make reasonable efforts to help the student find an alternative course. However, if no such course is available, the student is entitled to a full refund of tuition and fees relating to the cancelled class.

Add/Drop Policy

(refer to tuition and unit based fees policy for additional information)

To **add a class**, a student must do so through MyUMassGlobal Self Service by the **end of the first week** of the session. Registration ends at the end of the first week.

To **drop a class** without having the course noted on the transcript, a student must do so through MyUMassGlobal Self Service by the **end of the second week** of the session. Drops that are officially processed prior to or by the end of the second week will not appear on the student's transcripts. After the second week of the session, students who wish to withdraw from a course must do so by the end of the sixth week, either via MyUMassGlobal Self Service or by telephone. A grade of "W" will appear on the student's transcripts indicating the withdrawal. Students must officially withdraw before the end of the sixth week of classes in order to avoid being responsible for a grade in their classes. It is the student's responsibility to officially withdraw from a course and verify that he/she has been dropped. Students cannot drop a course beyond the sixth week of the session. Failure to attend a course does not constitute a withdrawal from a course. Students who stop attending courses

without officially withdrawing will receive an "FW" (failure to withdraw). A grade of "FW" is calculated as 0.0 in student's grade point average.

Administrative Drop

Students who do not attend a class during the first two weeks of classes will be administratively dropped. Students should not assume that nonattendance will automatically result in an administrative drop. To avoid financial obligation to the University it is the responsibility of the student to verify that he/she dropped course(s) via MyUMassGlobal Self Service prior to the deadlines stated in the official Academic Calendar in the catalog.

Interrupted Enrollment

Students may find it necessary to interrupt progress during their course of study, leave University of Massachusetts Global and decide to return at a later date. Students who leave the University in good standing and are absent no more than twelve consecutive sessions do not need to reapply and will retain the program requirements of their designated catalog year. The interrupted enrollment period starts from the first day of the first session in which the student does not complete a graded course and ends the Monday of the second week of the 13th session in which the student has been absent. Students will be withdrawn from the University if the student is not actively attending courses Monday of Week 2 of the thirteenth session.

Interrupted enrollment may have consequences for academic progress and financial aid. Students are responsible for contacting their Academic Advisor, OneStop Advisor and Faculty Mentor (if applicable) to discuss the possible consequences of interrupting enrollment.

Retaining the program requirements of a student's designated catalog year must adhere to the seven year limitation policy which states that all requirements for graduate degree and credential programs, including courses accepted for transfer credit from other institutions, must be completed within a seven-year period.

It is the student's responsibility to understand and abide by their program's interrupted enrollment policy. Programs may have different interrupted enrollment requirements other than the University wide policy. Students should review the catalog for the specific program requirements or contact their Academic Advisor.

The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies.

If students take coursework during their absence from the University, they must provide official transcripts of that coursework to the Office of the University Registrar within the first session upon their return. See the registrar page on the website for further information. Non-satisfactory performance or issues of academic integrity may nullify the student's eligibility to return.

Veterans receiving an honorable discharge, who left the University in order to perform military services, will be readmitted with the same academic status that he or she had when last in attendance at University of Massachusetts Global. The length of absence from University of Massachusetts Global cannot exceed five years.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding interrupted enrollment.

Re-admission

Students who are absent more than twelve consecutive sessions are required to submit a full application for re-admission and must meet all current admission entrance requirements.

Seven-Year Limitation

All requirements for graduate degrees and credential programs, including courses accepted for transfer credit from other institutions, must be completed within a seven-year period. The seven-year period for University of Massachusetts Global courses begins at the end of the session in which the course was taken. For transfer courses from other institutions, the seven-year period begins at the end of the semester or quarter in which the course was taken. Interrupted enrollment does not alter the seven year period for completion of all graduate requirements.

When compelling circumstances warrant, students may petition for an extension of the seven-year limit for any graduate degree program requirement or credential program requirement. Approved petitions must include the new date to which approval of the course or other program requirement has been extended. Petition decisions may be appealed only to the Dean of the relevant School. Decisions made by the Dean are final and binding.

Grading Symbols

A Exceptional performance indicates consistently excellent performance and distinctly superior quality of work.

B Good performance indicates overall satisfactory performance in completing course requirements at the level expected for an advanced degree.

C Substandard performance indicates performance below the standard necessary for an advanced degree; while credit toward graduation is awarded for most courses, some courses must be repeated. No grade below "C" is acceptable toward a degree program.

D Unacceptable work. No credit is awarded toward graduation or program requirements.

F Failure indicates failure to satisfy minimum course requirements. No credit is awarded toward graduation or program requirements.

I (plus a grade) is given when the student has been unable to complete the final assignment of the course owing to illness or other extenuating circumstances. The deadline for the final assignment can be no longer than two consecutive sessions following the session the student was enrolled in the course. When entered it is calculated as the grade the student will earn if the incomplete is not removed within the time prescribed by the instructor. (IA, IA-, IB+, IB-, IC+, IC-, IF, INP)

AR Administrative Review. This grade is submitted by the instructor when a grade is under administrative review. A grade of "AR" will be converted to a letter grade upon completion of the review.

AU is for audited coursework. No grade or credit is awarded to students for auditing, and courses are not used in computing the grade point average.

FW is assigned to students who cease attending part way through the session but who do not officially withdraw via MyUMassGlobal Self Service or the Division of Student Services. "FW" is computed in the grade point average as an "F". Students who take a course Pass/No Pass

and cease attending part way through the session and fail to officially withdraw will receive the "FW" grade.

NP is for No Pass, a grade given when the requirements in the course have not been satisfied. Grade points are not assigned nor computed in the grade average.

NR is for Not Reported, indicating that the instructor has not submitted the final grade, therefore no credits or grade points can be calculated for this course.

P is for Pass, a grade given for satisfactory completion of a course. Grade points are not assigned nor computed in the grade average.

R on the transcript indicates a repeated course (highest grade calculated in GPA).

SP is for Satisfactory Progress. This grading symbol is used to indicate a student is progressing toward the completion of a course which does not end by the normal session ending date or of a thesis, dissertation, project or Nursing clinical hours. An SP may also be given for zero credit courses. It is not a final grade. Upon completion, the SP grade is replaced with a letter grade of P or NP grading symbol.

W signifies that a student has withdrawn from a course in the prescribed manner.

Grading System used to calculate grade point average

All grades are on a 4.0 scale

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Course Audit

Students may audit a class if they choose to do so. No credit is earned from audited classes. A grade of "AU" is assigned to audited classes, which is not used in computing the grade point average. Course requisites are enforced in determination of registration eligibility for the course. Audit fees may be assessed. It is strongly recommended that students confer with their advisor prior to officially auditing a course.

Students may select Audit as an option at the time they initially register for courses via MyUMassGlobal Self Service. After initial registration in a course, in order to change the grading basis to Audit, students must submit a change of grading system request available in MyUMassGlobal by the end of the sixth week. Changes in grading basis cannot be done via MyUMassGlobal Self Service. Course requirements such

as homework, exams and papers are not graded by the instructor for students who are auditing a class.

Courses Repeated for Higher Grades

Except as specified in academic programs, any graduate-level course number 400-700 at University of Massachusetts Global may be repeated to improve the grade. The lower grade remains on the record with a notation that the course has been repeated. Only the higher grade and credit are computed in the grade point average. Credit is given only once for a repeated course, except as noted in the course description. It is recommended that a course be repeated as soon as practical if it is to be taken for a higher grade. In exercising this option, a graduate student must repeat the course at University of Massachusetts Global.

Incompletes

- Instructors may issue a grade of Incomplete when only the final assignment (e.g., paper, project, exam) is missing. Incomplete grades should be considered only if compelling reasons due to extenuating circumstances exist such as health or other emergency situations. The Incomplete process may not be used for a student to improve a grade. During careful consultation with the student, the instructor will determine the deadline for the final assignment, which shall be no longer than two consecutive sessions following the session the student was enrolled in the course.
- Upon request from a course instructor, the Dean or Dean's designee may authorize exceptions to this policy in cases of extreme circumstances or for courses involving fieldwork, practicum, or internships. Requests for exceptions must come from course instructors.
- The student is responsible for knowing the deadline and the requirements for course completion.
- When issuing an incomplete grade, instructors will issue the grade the student would have earned by assessing scores on all graded requirements, preceded by an "I" (e.g. IC-, IF+). This grade is determined by including zero points for the final assignment in the calculation of the final grade. If the final assignment is not completed in the period allotted the initial grade issued, without the "I", will become the grade of record.
- Students will receive credit for the course at the time the initial incomplete grade (e.g., IC-, IF+) is entered. The initial grade is calculated in both the session and cumulative GPA, to be updated if necessary when the subsequent grade is submitted (e.g., IC- is changed to C+).

Reading and Conference Courses

Reading and Conference courses are offered to graduate students with an overall grade point average of at least 3.00 and only when absolutely necessary. The courses may be taken only for the purpose of meeting graduation or credential requirements by students who could not meet the requirements because of circumstances beyond their control. They are not offered to resolve scheduling conflicts with other classes, or work, or to complete a schedule. To enroll in reading and conference courses, students must obtain a Request for Course by Reading and Conference form from their advisor. Reading and Conference courses must be approved by the appropriate Dean prior to enrollment.

Independent Study and Research

Independent Study and Research is offered to upper-division and graduate students with overall grade point averages of at least 3.0 "B", to

research particular topics that are not provided for by regular curriculum offerings. To enroll in independent study and research, a student must obtain an Independent Study and Research form from their advisor. Independent Study and Research courses must be approved by the appropriate Dean prior to enrollment.

Disclaimer for Programs with On-ground Placements, Clinicals, Internships

As an institution with students nationwide, University of Massachusetts Global monitors each state's laws and the requirements of each agency therein that regulates Higher Education. We strive to maintain the appropriate approvals in each state, but with hundreds of state agencies nationwide, each having their own (and often changing) requirements, we can make no guarantees.

If it comes to our attention that we must seek State Authorization or complete an approval process, we will take the appropriate steps as quickly as possible. However, your internship or clinical placement at a particular site could be affected or could be prohibited if we are unable to obtain the State authorization or approval on a timely basis. Should you have questions or concerns, please contact your Clinical Coordinator who can assist further.

Standards and Policy of Academic Integrity

UMass Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

To safeguard the conditions under which learning occurs, scholarship is performed, and academic work or projects are measured and evaluated, this policy will help faculty and academic leadership:

- Distinguish between general and specific methods of Academic Dishonesty and/or Plagiarism.
- Outline faculty/classroom procedures for investigating and reporting academic integrity violations.
- Outline the purpose and procedures for petition to Dean or Dean's Designee.
- Outline purpose and procedures for a Governance and Appeals Committee (GAC) hearing.
- Outline the purpose and procedures for an appeal to the Office of the Executive Vice Chancellor of Academic Affairs.

Note: All other process/procedures for the GAC hearing are governed by the UMass Global Student Conduct Code, where applicable. The Student Conduct Code is available on MyUMassGlobal.

A. Academic Integrity Violations

Academic integrity violations can take a number of forms. They include, but are not limited to, cheating on a test or examination; claiming the work of another as your own; plagiarizing from any paper, or a portion of, research project, or assignment, including an online discussion board assignment; copying and pasting text from an online source directly into an assignment without properly citing the source; using a paraphrasing tool without permission; reusing your own work in the same or another

course without written instructor permission; or falsely submitting material to fulfill course requirements.

Academic Dishonesty and/or Plagiarism include:

1. Copying from the work of another student, with or without that student's consent.
2. Using any unauthorized material or aids to complete a test.
3. Having another person do all or any part of the work unless explicitly specified by assignment instructions. Note: Working with UMass Global's Online Writing and Math Community, or other UMass Global resources is encouraged. Some courses or programs prohibit the use of private tutors and so students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
4. Falsifying an academic record or document (examples: attendance reports, field-work/clinical practicum participation logs, or any other university document of record).
5. Having another/allowing another to participate in online courses' required activities in place of a registered student.
6. Submitting work completed in a course to satisfy the requirements of another course/a repeated course, or to satisfy a program requirement without permission from the faculty receiving the previously submitted/duplicated work and the former faculty having already graded the work (the previous class/es). Permission must be in writing from both faculty members. In the event that the faculty of the former course is unavailable, the current faculty may determine permission.
7. Consistent with #4 above, failing to meet the transcript submission requirements for admission to a program; particularly after indicating requirements for admission had been met.
8. Within the same course, submitting work done for one assignment to satisfy the requirements of another assignment, unless permission is given by the faculty. When an assignment in a class is scaffolded upon another assignment in the same class as designed by the faculty, permission may be assumed. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
9. Presenting forged or altered documents (including transcripts, add/drop forms, or any academic form that has been falsified or wherein a professor's signature, or anyone else's signature, has been forged or altered).
10. Providing/Furnishing/Selling/Transmitting one's academic/course work or assignment produced for credit or as a draft for a class to another student for their academic use (or other prohibited action above).
11. Course materials are the intellectual property of the faculty member and the university. Therefore, students may not provide, submit, or upload anything produced for or taken from a course to any "study resource" platform (for example Course Hero, Chegg, etc). This includes but is not limited to all student work as well as lessons, lectures, assignment sheets, rubrics, syllabi, study guides, etc. and applies whether the student is actively or formerly enrolled. A violation of this type may be considered an intellectual property rights violation.
12. Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.

Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

13. Misleading a faculty member or administrator about the true nature of academic work, including how it was created, received, transmitted.

For more details on violations of academic integrity, please see the appropriate section in MyUMassGlobal.

B. Investigating and Reporting

This policy and any procedures in it apply both to current students, and to former students for whom information is discovered after the time of a course completion, program requirement completion and/or degree completion regarding alleged academic integrity violations that occurred during the time of the student's enrollment.

Faculty discovering evidence of academic dishonesty/violation in their class in a given session shall be the person primarily responsible for investigating the incident(s), determining through evidence, subject matter expertise, and professional experience whether or not a violation of this policy has occurred, and reporting the incident upon their determination that a violation has occurred. The faculty has the discretion to determine that a suspected violation is an actual violation, or that a suspected violation is not an actual violation. Reporting: when the faculty has determined that an actual violation has occurred, and they will be acting in the form of imposing any sanction, the faculty shall report the investigation and their determination using the required report form (Academic Integrity Violation and Sanction Form). Any faculty unfamiliar with this policy or process are encouraged to consult with an Associate Dean in their school for guidance on carrying out this policy.

The following are the required procedures for investigating and reporting a single academic integrity violation occurring in a course:

1. The instructor must communicate with the student in private to address the possible violation. The instructor's communication may be through written feedback on an assignment, through UMass Global e-mail, by phone, or via a virtual meeting. If the transgression occurs during class (e.g., during a test or examination), the instructor may deal with the situation at that time in as discreet a manner as possible. The student is expected to meet with the instructor (by phone, in a virtual meeting, or via UMass Global email) for the purpose of clarifying the circumstances or settling the issue of responsibility. Students are not eligible to withdraw from the course until final resolution of the alleged violation.
2. After this meeting, if the instructor is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled, no further action is required, and the Academic Integrity Violation and Sanction Form is not filed.
3. If the instructor determines that there has been a substantiated violation of academic integrity, then the instructor completes the Academic Integrity Violation and Sanction Form on this single violation involving only one assignment, citing the sanction. The form can be found in the faculty area of MyUMassGlobal. The Director of Academic Support and Curriculum will determine whether this is the student's first, second, or successive academic integrity violation at UMass Global.
4. If this is the student's first reported academic integrity violation at UMass Global, the following procedure is followed:
 - a. The completed Academic Integrity Violation and Sanction Form is emailed to the student, instructor, and appropriate office for processing, if required (e.g., change of grade). A

record of the academic integrity violation and sanction is filed. If the case is not resolved by the end of the session or the timeline for petition and appeals has not been exhausted, the instructor should enter the grade "AR" (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.

b. If the student does not agree with the sanctions imposed by the instructor, as articulated on the Academic Integrity Violation and Sanction Form, the student may work with an advisor to submit a petition within 10 business days of being informed of the imposed sanction. If the student does not submit a petition within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.

c. The Dean or the Dean's Designee will review the petition and contact the involved faculty member (and may also contact the student) in an effort to resolve the matter. The Dean or the Dean's Designee will initiate whatever action they see fit to sustain, overturn or modify the instructor's sanctions. The Dean will notify the student and instructor of the decision via email. Filing and further processing, if required (e.g., change of grade), will occur as necessary.

d. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's decision. The request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the instructor, and the Dean of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.

e. A student has the right to appeal within 30 business days of notification by the GAC of the academic integrity decision. Appeal decisions are based on relevant information that was not available at the time of the decision, or if procedures were not followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

5. In cases involving multiple academic integrity violations concerning more than one assignment in the same course, the following action should be taken:

a. For the student's first reported academic integrity violation within a course, the procedure in either B1-4e or 6a-c is followed depending upon whether the student has prior academic integrity violations at UMass Global.

b. For a student's second and successive violations within a single course, the instructor must communicate with the student as soon as possible after each violation. After the deadline for the final course assignment but before final grades are filed, the instructor should then submit a second

Academic Integrity Violation and Sanction Form that includes all successive violations and the assignments that they involve. On this second form, the instructor should cite one sanction for each violation reported on the form, or one sanction for all violations reported on the form. A second or successive violation in the same course will be treated as the student's second or successive academic integrity violation at UMass Global, and the procedure described below in 6a – 6c is followed at this point. As the case will not be resolved by the end of the session, the instructor should assign the student a course grade of "AR" (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.

6. If this is the student's second or successive academic integrity violation at UMass Global, the following procedure is followed:

a. The most recently completed Academic Integrity Violation and Sanction Form is emailed to the student and instructor. A record of the academic integrity violation and sanction is filed. The student may not withdraw from the course before the resolution of the case. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Violation and Sanction Form and the students' prior Academic Integrity Violation and Sanction Form(s) are also sent to the Dean or the Dean's Designee to review. The Dean or the Dean's Designee will initiate whatever action she or he sees fit to sustain, overturn, or modify the instructor's sanctions based on the student's current and prior violations. The Dean will notify the student and instructor of their decision via email. Filing and further processing, if required (e.g., change of grade, academic dismissal), will occur as necessary.

b. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, instructor, and Dean of the decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.

c. A student has the right to appeal within 30 business days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

7. If the student has already completed the course or program requirement in which the academic integrity violation is subsequently discovered, the following procedure is followed:

a. The Dean or the Dean's Designee will investigate the allegations and, when possible, attempt to contact the involved faculty member and the involved student as part of the investigation. The Dean or the Dean's Designee will also review documentation from the student's prior academic integrity violations, if any. If the Dean or the Dean's Designee determines that there has been a substantiated violation of academic integrity in the case at hand, they will assess an appropriate sanction based on the violation at hand and on, if applicable, any prior violations. Sanctions may include, but are not limited to, change of course grade and/or retroactive dismissal resulting in revocation of the student's degree.

b. If there is dissatisfaction with the decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of transmission of the Dean's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. Students may get support from their academic advisor when needed for this process, however the request must be made by the student. The request for a hearing will be forwarded to the GAC for calendaring of the hearing.

c. A student has the right to appeal within 30 business days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with University of Massachusetts Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

8. A formal dismissal for a violation of academic integrity will be recorded on the student's official transcript. Students dismissed due to an academic integrity violation are not eligible for readmission to the University.

9. Once an academic integrity allegation and sanction have been resolved and finalized, the course grade cannot be challenged on the basis of grounds related to the academic integrity allegation and sanction.

For academic integrity violations that occur outside of a course setting, the applicable Dean or Dean's Designee shall investigate. If the Dean or the Dean's Designee determines that a violation of academic integrity has occurred, the Dean or Dean's Designee will notify the student and applicable academic personnel of the decision and sanctions by email. If the student is enrolled at the university at the time that the violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing with the Governance and Appeals Committee (GAC) under the same parameters as in Step 4d above, and may subsequently appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 4e above. If the student is no longer enrolled at the university at the time that the violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing

with the Governance and Appeals Committee (GAC) under the same parameters as in Step 7b above, and may subsequently appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 7c above.

C. Governance and Appeals (GAC) Hearing

GAC is responsible for conducting hearings and ruling on students' appeals of academic integrity decisions and sanctions related to academic integrity violations.

The Chair of GAC, upon receiving a student's request for a hearing within 10 business days of the Dean's notice to a student, shall appoint a quorum of three committee members to comprise a hearing panel. The GAC Panel shall communicate with the student the date/time of the hearing and how the hearing will occur (i.e. via Zoom or another forum). The GAC panel shall consider all available information and evidence and render a ruling in writing to the student and the required University offices.

The GAC panel hearing shall take the form of a three-person panel chaired by one of three (3) members. The Panel will focus on fact-finding, and review of any pertinent information/data. At a minimum, and subject to the chair's discretion the panel shall include:

- an introduction of the purpose of the hearing (defining the scope and purpose),
- an opportunity for the petitioner to speak respectfully, openly and freely regarding the rationale for their appeal and understanding of the issue,
- an opportunity for the panel to question the petitioner to gain clarity, additional information/details, and to respectfully challenge statements made,
- an opportunity for the student to offer additional information not available to the panel at any time in the process, and to offer respectful rebuttal to ideas/information from the submitting faculty report or any panel members' questions/comments,
- an opportunity for the chair to summarize the panel proceedings for adjournment.

Deliberation by the panel shall be confidential, without the petitioner present and after the end of the hearing. If during the deliberation process, the GAC requires additional information from the student, dean, faculty involved, or university administration, the chair may request additional information.

Basic rules of decorum and professionalism shall guide the chair in running the hearing. All elements of the student conduct policy will apply during the hearing. The petitioner may have a support person present in the hearing who is a current member of the UMass Global faculty or staff. Any support person permitted in the hearing shall be a silent observer and shall maintain confidentiality. Silent observers from outside the UMass Global community shall not be ordinarily permitted. Active or former attorneys may not be present in a GAC panel hearing, as the process is not meant to be a hearing of law.

A GAC panel decision will be based on: whether or not a violation(s) actually occurred, evidence and appropriate information provided during the Dean's review and/or during the GAC hearing, university policies and procedures, and whether the Dean's sanction(s) should be upheld or modified.

A student has the right to appeal the GAC panel's decision to the Office of the Executive Vice Chancellor of Academic Affairs if they disagree with

the GAC ruling within 30 business days of notification of the GAC panel's decision.

D. Appeals to the Office of the Executive Vice Chancellor

A student has a right to appeal a GAC panel's decision to the Executive Vice Chancellor of Academic Affairs. Executive Vice Chancellor of Academic Affairs appeal decisions are based on 1) relevant information that was not available at the time of the GAC panel decision, or 2) whether procedures were followed in accordance with UMass Global's academic policies/guidelines. Students wishing to appeal to the Executive Vice Chancellor of Academic Affairs should do so in their own writing and may seek guidance for processes related to an appeal from an academic advisor.

An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

NOTE: In all cases of alleged violations of academic integrity, it is vital to maintain professional confidentiality among those involved. Students must also adhere to ethical standards set forth by professional licensing boards and discipline-specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

Student Conduct

University of Massachusetts Global is an academic community committed to maintaining an environment that encourages personal and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it, and it is a community with established rules of conduct intended to foster behaviors that are consistent with a civil and educational setting. Members of the University community are expected to comply with all laws, University policies, and professional ethical standards, conducting themselves in ways that support an academic environment.

Faculty members are responsible for ensuring an effective learning environment for all students in their classes, which encourages active student participation, including the right to raise questions and challenge information. Hence, faculty members also have the responsibility and authority to maintain appropriate student behavior. Classes are defined as including laboratories, internships, field placements, or any settings that can be designated as a learning environment, such as travel studies and field trips.

Consequently, if a student is considered to be threatening or disruptive in the classroom, behaves in a way that interferes with the learning of other students, or refuses to fulfill the academic requirements of the course, the faculty member has the right to have the student who demonstrates such behavior removed from the class, either by administrative withdrawal or by making arrangements for the student to complete the requirements in absentia.

Coercion regarding grading or evaluation of coursework, or any administrative petition: Threatening personal or professional repercussions or discipline against an instructor (or faculty), to coerce the instructor to change a grade or otherwise evaluate the student's work by criteria not directly reflective of coursework or threatening personal or professional repercussions or discipline against an administrator to coerce a course of action not supported in fact is strictly prohibited.

Frivolous Claims: University of Massachusetts Global prohibits all forms of discrimination and harassment on the basis of federal

and state protected classes and/or characteristics. Students who reasonably believe they have experienced discrimination and/or harassment at the University are encouraged to file a complaint at civilrightscomplaints@umassglobal.edu. For information regarding our non-discrimination policy and procedures, refer to the Title IX policies available in MyUMassGlobal. Due to the high stakes nature associated with such claims and investigations, claims that are made without any reasonable basis may be considered frivolous and could subject the complainant to the student conduct code process.

For information regarding potential student conduct violations including electronic media violations, refer to the Student Conduct Code available in MyUMassGlobal.

Students must also adhere to ethical standards set forth by professional licensing boards and discipline specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

Incident reports should be made immediately to the appropriate Dean. Refer to student conduct code available in MyUMassGlobal for hearing procedures.

Grade Review Policy

Faculty/Instructors have the final authority in assigning student grades except for cases involving: clear evidence of capricious grading or failure to follow the professional standards of a discipline or field. Arbitrary and capricious grading means the assignment of a final course grade:

- was not based on the student's performance in the course, or
- was based on standards which significantly deviated from those which were applied to other students in the course, or
- was based on a substantial, unreasonable and/or unannounced departure from the instructor's previously articulated standards and assignment requirements outlined in the course syllabus or other course documents.

Requests for review of grade must be filed within 15 business days from the date that the grade was posted in MyUMassGlobal. Challenges to allegations of academic integrity violations such as plagiarism must be submitted and adjudicated under the academic integrity policies and procedures, not under the grade review policies and procedures. Only final course grades may be submitted for review.

Faculty/Instructors may change final grades after initial submission only if a clerical error is discovered. Clerical error revisions are submitted by the instructor via MyUMassGlobal. Once a grade is submitted, additional work may not be accepted to enable the student to receive a higher grade.

A student who believes he or she has received a grade that is capricious or based on standards that are not in line with the professional standards of a discipline or field and wishes to file a grade review must follow the steps outlined in the Grade Review Procedure. The burden of proof is on the student to provide evidence that the grade was capricious or not in line with professional standards of a discipline or field. No other reasons for a grade review other than those listed in this policy will be considered.

Grade Review Procedure

Please note that the number of business days does not include Saturdays, Sundays or days designated on the academic calendar as

'administrative offices closed' or 'Winter Break.' You may find these dates listed in the Academic Calendar on MyUMassGlobal.

1. A student must attempt to contact the instructor from their University of Massachusetts Global email address within 15 business days after grades are posted to request a grade review. Instructors must carry out a grade review process with the student within 15 business days of the student's request and notify the Dean of the results of that review. Here and after, Dean and Dean's designee may be used interchangeably. All grade changes will be submitted via MyUMassGlobal. If the student attempts to contact the instructor within the allotted time, and the instructor does not respond to the student within 15 business days of the first attempted contact by the student, the student may move on to Step 2 of the Grade Review Procedure.
2. If after meeting with the instructor the grade dispute is not resolved, or if the instructor does not respond within 15 business days to the student's first attempted contact, the student may submit a written request (the student should contact their advisor to initiate this request) for review by the Dean/Dean's designee. That request for review must be submitted utilizing the Grade Review form within 15 business days of the official response to the student by the instructor. This review request must provide a) the rationale for the request for review, and b) all supporting documentation related to the request, including verification that the student has been in contact with the instructor as specified above. An example of verification would be an email from the student (using the student's University of Massachusetts Global email address) to the instructor requesting a grade review, an email from the instructor verifying the grade review meeting with the student, or an email verification that the instructor was not able to meet with the student.
3. If the Dean finds merit in the student's request, the Dean will review the grade assignment, attempt to contact the instructor to gather further evidence and provide the instructor 15 business days to reply, determine a final grade, and notify the student and instructor of the results via University of Massachusetts Global email. The final grade may be higher, lower, or the same as the grade originally assigned by the instructor.
4. If the Dean does not find merit in the request, the student and instructor will be notified and the grade will stand. The Dean's finding of a lack of merit in a student's request for grade review is not subject to appeal.
5. The student may submit an appeal to the Provost within 10 business days of the notification of the Dean's decision. Appeals must be based upon one of the following:
 - a. Additional relevant information which the student did not have at the time of the original request/subsequent request is now available for consideration.
 - b. Grade review procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines.
 - c. The grade determination did not follow guidelines established within the course syllabus.
6. The Provost may determine:
 - a. The appeal does not meet the additional criteria and deny the request; or
 - b. The appeal does show that one of the appellate criteria has been met, and

- i. will refer the request back to the Dean for final review (not subject to appeal); or
- ii. will determine a final grade.

7. All decisions by the Provost are final and binding.

To submit a Grade Review Form, please contact your Academic Advisor.

Graduate Probation and Dismissal

Academic Probation

The following policy is University of Massachusetts Global's guideline for satisfactory academic achievement in graduate programs. Please note that program GPA requirements may specify more stringent policies. Please refer to appropriate degree and program section.

A degree seeking graduate student whose overall GPA (includes University of Massachusetts Global institutional coursework and transfer coursework) falls below 3.0 at the end of one enrolled session or whose session GPA falls below 3.0 at University of Massachusetts Global will be placed on probation. Students on academic probation will be expected to consult with their advisor for guidance and assistance regarding improving their academic status.

Veteran and Active Military Students: see Military and Veterans Services section of the catalog regarding academic probation.

Academic Dismissal

Students who have been placed on probation three or more times during their graduate education are subject to academic dismissal from the university. The appropriate School Dean will review such cases and will render the decision whether a student should be academically dismissed.

The action of dismissal will be placed on the official transcript. A student who has been dismissed will be administratively withdrawn from the university at the end of the current enrolled session and may not continue coursework.

A student has the right to appeal within 30 days of notification of the academic dismissal decision. If currently enrolled in a course, a student has 30 days from the end of the course to appeal the academic dismissal decision. Appeal decisions will only be considered if there is relevant information that was not available at the time of the decision or if procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

Academic Probation and Dismissal policies are separate from and in addition to policies governing dismissal for violating academic integrity or dismissal for inappropriate student behavior.

Academically dismissed students seeking to be readmitted may do so after one year from their effective date of academic dismissal, regardless of their cumulative grade point average. Students seeking readmission must submit a written request to the appropriate School Dean and submit a new application. The School Dean will make the re-admission decision. Students who return after academic dismissal will be placed in the same probation status they were in at the time of their dismissal.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding academic probation and dismissal.

Petitions

A petition is a request to waive an academic policy, procedure, or ruling.

Students may file a petition to request an exception to University of Massachusetts Global policy, procedure, or ruling. Students must explain fully why the University should act favorably on the petition, citing any exceptional conditions, mitigating circumstances, and/or conditions beyond the student's control.

Petitions/requests will be reviewed and ruled upon by the designated office or committee listed on the University of Massachusetts Global Petition/Request location within MyUMassGlobal. Not all university policies, procedures, or rulings can be petitioned; see the University of Massachusetts Global Student location within the MyUMassGlobal portal for more information.

Academic Appeal

An appeal is a review of a petition decision based on relevant information not available to the student at the time of the initial petition submission, or procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines. It is not a reconsideration of the merits of the decision. Not all University of Massachusetts Global policies or petition decisions are appealable; see the University of Massachusetts Global Petition/Request location within MyUMassGlobal for more information.

Graduation

Degree Conferral

Degree conferral is an automatic process; students do not need to apply for degree conferral. Degree conferral is the result of the official program evaluation from Degree Works reflecting all requirements complete. The Degree Conferral date is final and is not subject to a request for back dating.

More information on Degree Conferral is available on MyUMassGlobal.

Commencement

To be eligible for participation in commencement ceremonies, the student's official degree audit must indicate that the student is on course to satisfactorily complete all degree requirements by the end of Summer Session II of that year or sooner. This is verified by the Academic Advisor and indicated by the expected graduation date on the student's degree audit. Participation in commencement does not guarantee or automatically imply graduation from the University. For more information, please go to <https://www.umassglobal.edu/commencement> (<https://www.umassglobal.edu/commencement/in-person/>) or contact your Academic Advisor.

Participation in the commencement ceremony involves a two-step process.

- **Step 1: From September through February, student submits the "Commencement Interest" form via MyUMassGlobal.**

The "Commencement Interest" form is available to submit in September prior to your commencement year, until the last day of February of your intended commencement year.

- **Step 2: From March through early May*, student submits the "RSVP Ticket" form.**

Following completion of "Commencement Interest" form, students will receive an email invitation in March of their commencement year, to complete the "RSVP Ticket" form. The "RSVP Ticket" form is necessary to secure tickets for student commencement participants and/or guests to attend the ceremony.

*Please visit the commencement website for the official RSVP Ticket form deadline each year: www.umassglobal.edu/commencement (<https://www.umassglobal.edu/commencement/in-person/>).

Diplomas and Transcripts

The conferral is an automatic process that continuously runs each night; students do not need to apply for conferral. Conferral is the result of the official program evaluation from Degree Works reflecting all requirements as complete; once the Degree Audit indicates 100% completion, the record will be flagged for processing. The Degree Conferral date is final and is not subject to a request for backdating. Each conferral is subject to a seven-day validation. This allows time for confirmation that all degree requirements have been met. Degree conferral dates will occur at the end of each session.

Once your degree is conferred, conferral fee paid and any holds cleared, you will be able to complete and submit a diploma form. The diploma and one official transcript will be mailed to the address you provide on your diploma form. Diplomas are mailed out approximately eight weeks after the date of conferral of the degree. This allows time for confirmation that all degree requirements have been met. Under no circumstances will a diploma be released prior to the conferral date. Diplomas will not be released if the student has an active hold as indicated in the Self-Service Holds section in MyUMassGlobal.

Transcripts from other institutions which have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyUMassGlobal Self-Service. For further processing and fee information, please visit the following link: <http://www.umassglobal.edu/transcripts> (<https://www.umassglobal.edu/current-students/office-of-the-registrar/transcript-requests/>).

Transition from Brandman University to University of Massachusetts Global

Brandman University is now University of Massachusetts Global. University of Massachusetts Global is a private, nonprofit affiliate of the University of Massachusetts system. During this transition, the following applies:

- Students whose designated catalog year is 2010-2011 through 2021-2022 may choose either a Brandman University or University of Massachusetts Global degree or diploma.
- Students whose designated catalog year is 2022-2023 or later will receive a University of Massachusetts Global degree and diploma.
- Students that have been conferred cannot petition to change catalog years to receive a Brandman University or Chapman University College degree or diploma.

- Students whose designated catalog year is 2009-2010 or prior may choose either a University of Massachusetts Global degree or a Chapman University College degree or diploma.

Graduate Competency-Based Academic Policies and Procedures

Graduate Competency-Based Academic Policies and Procedures

Students enrolled in the University of Massachusetts Global MyPath competency-based graduate degree programs must adhere to the Graduate Credit-Hour Academic Policies in the catalog with the exception of the following policies and procedures that pertain to competency-based programs only. The catalog assigned to newly admitted students is determined by the program start date. Students must meet the degree requirements of the catalog under which they are admitted or may petition a later catalog for a year once they are enrolled. However, for all other policies (except degree requirements), students must adhere to the current catalog for each year they are enrolled. Statements in the catalog are for informational purposes and should not be considered as the basis of a contract between students and the University.

Academic Calendar

An academic year for the University of Massachusetts Global MyPath competency-based education program consists of the completion of at least 18 units and 48 weeks of instruction. Unlike the traditional academic calendar, the MyPath program has no semesters, trimesters, quarters, or other terms with set beginning and ending dates. Instead, the academic year begins on the day that a student completes the first substantive academic activity (starts attendance) and ends when both the minimum 18 units and 48 weeks of instruction have been completed. Since the program is self-paced, students may earn more than 18 units in a 48-week period, or students can take more than 48 weeks to earn the 18 units.

In addition, there is a one-week break scheduled for December of each year in which teaching does not take place; therefore, this week does not count toward completion of the 48 weeks of instruction.

The break for the 2024-2025 Academic Year is:

- Winter Break: December 22nd, 2024 through December 28th, 2024

Tuition

University of Massachusetts Global reserves the right to change tuition and fee rates at any time without notice. Tuition is billed at a flat rate each billing period in the competency-based academic year. The competency-based academic year consists of two billing periods and is defined as a minimum of 18 units and 48 weeks of instruction. The student pays for the time, not by credit hour or by course. The student starts their competencies any time and completes as many as they would like, or are able to, during the billing period.

Students are required to pay their tuition in full before they can start their course competencies. If the student wishes to apply for financial aid, they must submit all forms required by the Financial Aid Office and have the aid applied to their student account bringing their balance owed to the University to a zero balance before they will be allowed to begin their competencies.

Tuition Refund Policy: Withdrawals

The date of withdrawal for purposes of tuition and/or refundable fees refunds shall be the date on which the student officially withdraws from the program through MyUMassGlobal Self Service.

Tuition Refund Policy

Students may drop all competencies on a date within 30 days of the start of the student's first billing period and receive a full tuition refund. This applies only to the first billing period. For all subsequent billing periods, a full tuition refund will be given prior to starting competencies, but no refunds will be given once the student begins.

Students with extenuating circumstances may be eligible for a tuition refund through the University petition process. Circumstances must be documented and are subject to review by the University.

No retroactive refunds will be given for prior academic years. It is every student's responsibility to review their student account every term to ensure that it is correct and that all applicable credits (Grants, Loans, Scholarships, Adjustments) have been applied to their account.

Graduate Admission

Requirements for Admission

The prospective graduate student in University of Massachusetts Global must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution. Specific program admission requirements must also be met.

Admission by GPA

A 2.75 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post-baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master's degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes they are a good candidate for graduate study in the discipline requested. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

Academic Progression

University of Massachusetts Global MyPath students are expected to maintain timely academic progression. If a student does not successfully complete a payment period within 24 instructional weeks, the student must meet with the appropriate School Dean and/or Dean's Designee.

During the meeting, the School Dean and/or Dean's Designee will review the Academic Progression policy, discuss the student's record of academic achievement, and develop a plan of action regarding their academic progression. After this meeting, the student will be provided a written summary of the meeting. Failure of the student to appear at the meeting without approved documented proof supporting extenuating circumstances preventing such attendance will result in the student waiving their opportunity to participate in the meeting.

If the student does not successfully complete a payment period within 48 instructional weeks, the student will be subject to dismissal from the MyPath Program by the School Dean and/or Dean's Designee and the action of dismissal will be placed on the official transcript.

The student has the right to appeal within 30 calendar days of notification of the dismissal decision. Appeal decisions will only be considered if there is relevant information that was not available at the time of the decision or if procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

The Academic Progression policy is separate from and in addition to policies governing dismissal for violating academic integrity, academic dismissal, or dismissal for inappropriate student behavior.

Students dismissed under this policy seeking to be readmitted to MyPath may do so after one year from their effective date of dismissal. Students seeking readmission must submit a written request to the appropriate School Dean and/or Dean's Designee and submit a new application. The School Dean and/or Dean's Designee will make the re-admission decision. Alternatively, if the student wishes to transition to a credit hour program, they should contact their MyPath Academic Coach.

Change of Graduate Degree Modality

Students wishing to transfer from a competency-based modality to a credit hour modality or from a credit hour modality to a competency based modality within University of Massachusetts Global should consult with their academic coach and One Stop Student Services. A maximum of two modality changes will be allowed at the graduate level. A modality change as a result of an academic dismissal from a competency based modality will not be considered as one of the two allowed changes.

Transfer Credit Policies

Articulation/Transferability

Transfer courses will be evaluated for articulation of competencies through the following methodology:

1. Coursework, with a minimum of B- or better from regionally accredited institutions, will first be evaluated against University of Massachusetts Global's credit hour-based courses.
2. Once prior credit has been determined to be equivalent to University of Massachusetts Global's credit hour-based program, the university will then determine whether or not the student will receive transfer credit for any of the competencies in the competency-based program.
3. Transfer credit for competencies will not be granted for coursework where the content addresses some, but not all, of the content for a particular competency or block of competencies.
4. The number of graduate transfer equivalent credits authorized may vary from program to program. Specific transfer policy guidance can

be found within the Transfer of Coursework section of each degree program.

Transferring from University of Massachusetts Global

The purpose of the University of Massachusetts Global's competency-based programs are to prepare students for career opportunities and advancement. This purpose does not include preparing students for transfer to another institution for further college study. Since the competency-based programs are based upon direct assessment of competencies rather than credit hours, the competency units completed during a billing period may not equate to a credit-bearing course for transfer purposes. Students should be aware that transfer of credit is always at the discretion of the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, competency units can be transferred. University of Massachusetts Global students who may be interested in transferring to another institution—either before or after completing their studies at University of Massachusetts Global—should keep in mind the following points:

1. All institutions reserve the right to determine their own transfer policies, and not all academic work completed at one institution may transfer to another.
2. Students should check the transfer policies at the institution or institutions they are considering by consulting with the admissions or registrar office at those institution(s).
3. Students who transfer from University of Massachusetts Global to another institution should order an official transcript of their University of Massachusetts Global academic work. An official transcript may be sent directly to the transfer institution upon request by the student. Transcript ordering information can be found at <http://www.umassglobal.edu/transcripts> (<http://www.umassglobal.edu/transcripts/>).
4. The University of Massachusetts Global transcript will be a straight line listing of competencies completed with the corresponding "M" grade for Mastery. Upon request, a corresponding conversion record (credit hour transcript) reflecting courses and credits will be developed

Attendance Policy

All competency-based students must adhere to the attendance policy as described in the Student Handbook for the Competency-based program.

Add Policy

Students may accelerate their studies by adding additional competencies once they have successfully completed the initial group of competencies. Students who desire to add additional competencies must seek the advice and approval of their academic coach.

Drop Policy

Students may drop all competencies on a date within 30 days of the start of the student's first billing period and receive a full tuition refund. This applies only to the first billing period. Given the integrated nature of the competency-based curriculum, students may not drop less than all competencies within any billing period.

Interrupted Enrollment

Students may find it necessary to interrupt progress during their course of study, leave University of Massachusetts Global and decide to return at a later date. Students who leave the University in good standing and are absent no more than two years do not need to reapply, and will retain

the program requirements of their designated catalog year. Students who have no remaining course requirements, are absent more than two years, and leave in good standing, do not need to reapply, but will be required to meet the current catalog year requirements.

Veterans receiving an honorable discharge, who left the University in order to perform military services, will be readmitted with the same academic status that he or she had when last in attendance at University of Massachusetts Global. The length of absence from University of Massachusetts Global cannot exceed five years.

The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies.

If students take coursework during their absence from the University, they must provide official transcripts of that coursework to the Division of Student Services prior to their return. Non-satisfactory performance or issues of academic integrity may nullify the student's eligibility to return.

Veteran and Active Duty Military Students: see Military and Veterans Services section of the catalog regarding interrupted enrollment.

Administrative Withdrawals

Regular engagement with the learning materials is integral to students successfully completing the degree requirements. To ensure student success, University of Massachusetts Global requires that students maintain close contact with their academic coach. If a student is not connecting with competency course material for seven days, the academic coach immediately sends an email to the student requesting to schedule an appointment. Students who do not respond to this email or other phone outreach within the next seven days will be deemed inactive, reported to the coaching team manager, and the "Return to Title IV" process will begin. The coaching team manager and academic coach will contact inactive students via telephone and email during the next seven days and warn the students that continued inactivity will result in an administrative withdrawal.

Inactive students who fail to reestablish contact with the academic coach and the competency course material for 28 consecutive days will be administratively (unofficially) withdrawn from the program on the next business day. The "Return to Title IV" process will begin after fourteen consecutive days without educational activity.

If a student is administratively withdrawn from the program, they may return to the program within 90 calendar days from the last date of attendance. They must contact their academic coach to re-enroll. If the student does not return within 90 calendar days, they must submit a written request to the appropriate School Dean and/or Dean's Designee for approval to re-enroll.

If a student is administratively withdrawn from the program twice, they may return after one year from their last date of attendance. Students seeking re-admission must submit a written request to the appropriate School Dean and/or Dean's Designee and submit a new application. The School Dean and/or Dean's Designee will make the re-admission decision.

If a student does not return from a Leave of Absence (LOA) by the end of the date of the LOA, the student will be considered to have withdrawn from the University as of the student's last day of engagement in a substantive educationally related activity. Some of the student's financial aid award will likely have to be repaid by the student to the government

and/or University. The student's loans may go into immediate repayment or shortly, thereafter, depending on the loan and length of the LOA.

Student Withdrawals

In addition to Administrative Withdrawal as noted above, students may formally request to be withdrawn from the competency-based program. The preferred means of notifying Student Services are:

1. Via the MyUMassGlobal portal
2. By U.S. mail
3. By email from the student's official University of Massachusetts Global email address
4. By facsimile

If a student withdraws completely from the University, some of the student's financial aid award will likely have to be repaid by the student to the government and/or University. The student's loans may go into immediate repayment or shortly, thereafter, depending on the loan. Students will be contacted by an academic coach to discuss if a credit hour program may be a better fit.

Grading System

In competency-based programs, grades are recorded as Mastered and a grade point average (GPA) is not calculated by the University.

M is for Mastery of Competency. Certifies successful completion of the course of study with a minimum grade of "B" or better or a 3.00 grade point equivalency (credit awarded, not calculated in GPA).

AR is for Administrative Review, a grade given when a student's work is under review (e.g., due to grade appeals). A grade of "AR" will be removed upon completion of the review.

NS is for Not Satisfied, a grade given when the requirements for the competency have not been satisfied.

W signifies that a student has voluntarily withdrawn from a competency.

WX signifies that the student failed to demonstrate mastery in a competency after the maximum number of summative assessment attempts allowed.

WA signifies the student was administratively withdrawn due to failure to engage within a required timeframe.

Academic Dismissal

If a student fails to demonstrate mastery in a competency after a maximum number of Final Assessment attempts allowed in a competency, the student must meet with the appropriate School Dean and/or Dean's Designee. For competencies with external certification exams as the Final Assessment, students are allowed the number of attempts as set forth by the certifying organization. For all other competencies, the maximum number of Final Assessment attempts is three.

During the meeting, the School Dean and/or Dean's Designee will discuss the student's record of academic achievement and will solicit the student's response to concerns regarding their academic performance. After this meeting, the School Dean and/or Dean's Designee will render the decision whether a student will be academically dismissed. If an academic dismissal has been determined, the student will be administratively withdrawn from the program and the action of dismissal will be placed on the official transcript. If the decision is not

a determination to academically dismiss, the student will remain in the program. For each subsequent Final Assessment attempt in that same competency, if the student fails to demonstrate mastery, the student must repeat this process by meeting with the School Dean and/or Dean's Designee, who will render a new decision on whether the student will be academically dismissed. Failure of the student to appear at the meeting without approved documented proof supporting extenuating circumstances preventing such attendance will result in the loss of the right to request an appeal.

A student has the right to appeal within 30 days of notification of the academic dismissal decision. Appeal decisions will only be considered if there is relevant information that was not available at the time of the decision or if procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

The Academic Dismissal policy is separate from and in addition to policies governing dismissal for violating academic integrity or dismissal for inappropriate student behavior.

Assessment Retake and Grade Review Policy

Retaking Final Assessments

Any student who does not demonstrate mastery on a Final Assessment attempt must meet with the tutorial faculty to develop a learning plan for the student. This learning plan will be developed based on Final Assessment report feedback and will provide the student with a detailed description of areas the student should focus on prior to the subsequent attempt.

Grade Review Policy: Final Assessments

For project-based Final Assessments, students may request a second grading for competencies that are not mastered within 30 days from the date that the grade was posted and upon payment of the re-grade fee. The re-grade fee is refundable if the student demonstrates mastery according to the second grading.

Dual Enrollment Policy

Students enrolled in a competency-based program cannot be enrolled in a credit-hour program or take credit hour courses due to financial aid requirements and restrictions.

Standards and Policy of Academic Integrity

UMass Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

To safeguard the conditions under which learning occurs, scholarship is performed, and academic work or projects are measured and evaluated, this policy will help faculty and academic leadership:

- Distinguish between general and specific methods of Academic Dishonesty and/or Plagiarism.

- Outline faculty/classroom procedures for investigating and reporting academic integrity violations.
- Outline the purpose and procedures for petition to Dean or Dean's Designee.
- Outline purpose and procedures for a Governance and Appeals Committee (GAC) hearing.
- Outline the purpose and procedures for an appeal to the Office of the Executive Vice Chancellor of Academic Affairs.

Note: All other process/procedures for the GAC hearing are governed by the UMass Global Student Conduct Code, where applicable. The Student Conduct Code is available in MyUMassGlobal.

A. Academic Integrity Violations

Academic integrity violations can take a number of forms. They include, but are not limited to, cheating on a test or examination; claiming the work of another as your own; plagiarizing from any paper, or a portion of, research project, or assignment, including an online discussion board assignment; copying and pasting text from an online source directly into an assignment without properly citing the source; using a paraphrasing tool without permission; reusing your own work in the same or another course without written instructor permission; or falsely submitting material to fulfill course requirements.

Academic Dishonesty and/or Plagiarism include:

1. Copying from the work of another student, with or without that student's consent.
2. Using any unauthorized material or aids to complete a test.
3. Having another person do all or any part of the work unless explicitly specified by assignment instructions. Note: Working with UMass Global's Online Writing and Math Community, or other UMass Global resources is encouraged. Some courses or programs prohibit the use of private tutors and so students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
4. Falsifying an academic record or document (examples: attendance reports, field-work/clinical practicum participation logs, or any other university document of record).
5. Having another/allowing another to participate in online courses' required activities in place of a registered student.
6. Submitting work completed in a course to satisfy the requirements of another course/a repeated course, or to satisfy a program requirement without permission from the faculty receiving the previously submitted/duplicated work and the former faculty having already graded the work (the previous class/es). Permission must be in writing from both faculty members. In the event that the faculty of the former course is unavailable, the current faculty may determine permission.
7. Consistent with #4 above, failing to meet the transcript submission requirements for admission to a program; particularly after indicating requirements for admission had been met.
8. Within the same course, submitting work done for one assignment to satisfy the requirements of another assignment, unless permission is given by the faculty. When an assignment in a class is scaffolded upon another assignment in the same class as designed by the faculty, permission may be assumed. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
9. Presenting forged or altered documents (including transcripts, add/drop forms, or any academic form that has been falsified or wherein a

professor's signature, or anyone else's signature, has been forged or altered).

10. Providing/Furnishing/Selling/Transmitting one's academic/course work or assignment produced for credit or as a draft for a class to another student for their academic use (or other prohibited action above).
11. Course materials are the intellectual property of the faculty member and the university. Therefore, students may not provide, submit, or upload anything produced for or taken from a course to any "study resource" platform (for example Course Hero, Chegg, etc). This includes but is not limited to all student work as well as lessons, lectures, assignment sheets, rubrics, syllabi, study guides, etc. and applies whether the student is actively or formerly enrolled. A violation of this type may be considered an intellectual property rights violation.
12. Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.
13. Misleading a faculty member or administrator about the true nature of academic work, including how it was created, received, transmitted.

For more details on violations of academic integrity, please see the appropriate section in MyUMassGlobal.

In a certification-based Final Assessment, students must also adhere to rules and policies posted by the certification agency.

B. Investigating and Reporting

This policy and any procedures in it apply both to current students, and to former students for whom information is discovered after the time of a course completion, program requirement completion and/or degree completion regarding alleged academic integrity violations that occurred during the time of the student's enrollment.

Faculty discovering evidence of academic dishonesty/violation in their class in a given session shall be the person primarily responsible for investigating the incident(s), determining through evidence, subject matter expertise, and professional experience whether or not a violation of this policy has occurred, and reporting the incident upon their determination that a violation has occurred. The faculty has the discretion to determine that a suspected violation is an actual violation, or that a suspected violation is not an actual violation. Reporting: when the faculty has determined that an actual violation has occurred, and they will be acting in the form of imposing any sanction, the faculty shall report the investigation and their determination using the required report form (Academic Integrity Violation and Sanction Form). Any faculty unfamiliar with this policy or process are encouraged to consult with an Associate Dean in their school for guidance on carrying out this policy.

The following are the required procedures for investigating and reporting a single academic integrity violation occurring in a course:

1. The instructor must communicate with the student in private to address the possible violation. The instructor's communication may be through written feedback on an assignment, through UMass Global e-mail, by phone, or via a virtual meeting. The student is expected to meet with the instructor (by phone,

in a virtual meeting, or via UMass Global email) for the purpose of clarifying the circumstances or settling the issue of responsibility. Students are not eligible to withdraw from the course until final resolution of the alleged violation.

2. After this meeting, if the instructor is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled, no further action is required, and the Academic Integrity Violation and Sanction Form is not filed.
3. If the instructor determines that there has been a substantiated violation of academic integrity, then the instructor completes the Academic Integrity Violation and Sanction Form on this single violation involving only one assignment, citing the sanction. The form can be found in the faculty area of MyUMassGlobal. The Director of Academic Support and Curriculum will determine whether this is the student's first, second, or successive academic integrity violation at UMass Global.
4. If this is the student's first reported academic integrity violation at UMass Global, the following procedure is followed:
 - a. The completed Academic Integrity Violation and Sanction Form is emailed to the student, instructor, and appropriate office for processing, if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed. The student may not withdraw from the program prior to final resolution of the case.
 - b. If the student does not agree with the sanctions imposed by the instructor, as articulated on the Academic Integrity Violation and Sanction Form, the student may work with an academic coach to submit a petition within 10 business days of being informed of the imposed sanction. If the student does not submit a petition within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
 - c. The Dean or the Dean's Designee will review the petition and contact the involved faculty member (and may also contact the student) in an effort to resolve the matter. The Dean or the Dean's Designee will initiate whatever action he or she sees fit to sustain, overturn or modify the instructor's sanctions. The Dean or the Dean's Designee will notify the student and instructor of the decision via email. Filing and further processing, if required (e.g., change of grade), will occur as necessary.
 - d. If there is dissatisfaction with the petition decision made by the appropriate Dean or Dean's Designee, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's or the Dean's Designee's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the instructor, and the Dean or the Dean's Designee of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
 - e. A student has the right to appeal within 30 business days of notification by the GAC of the academic integrity decision. Appeal decisions are based on relevant information

that was not available at the time of the decision, or if procedures were not followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

5. If this is the student's second or successive academic integrity violation at University of Massachusetts Global, the following procedure is followed:
 - a. The most recently completed Academic Integrity Violation and Sanction Form is emailed to the student and instructor. A record of the academic integrity violation and sanction is filed. The student may not withdraw from the program before the resolution of the case. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Violation and Sanction Form and the students' prior Academic Integrity Violation and Sanction Form(s) are also sent to the Dean or the Dean's Designee to review. The Dean or the Dean's Designee will initiate whatever action she or he sees fit to sustain, overturn, or modify the instructor's sanctions based on the student's current and prior violations. The Dean or Dean's Designee will notify the student and instructor of their decision via email. Filing and further processing, if required (e.g., change of grade, academic dismissal), will occur as necessary.
 - b. If there is dissatisfaction with the petition decision made by the appropriate Dean or Dean's Designee, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's or the Dean's Designee's decision. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, instructor, and Dean or Dean's Designee of the decision.
 - c. A student has the right to appeal within 30 days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.
6. If the student has already completed the competency or program requirement in which the academic integrity violation is subsequently discovered, the following procedure is followed:
 - a. The Dean or the Dean's Designee will investigate the allegations and, when possible, attempt to contact the involved tutorial faculty member and/or Quality Assurance Manager, and the involved student, as part of the investigation. The Dean or the Dean's Designee will also review documentation from the student's prior academic integrity violations, if any. If the Dean or the Dean's Designee determines that there has been a substantiated violation of academic integrity in the case at hand, they will assess an appropriate sanction based on the violation at hand and on, if applicable, any prior violations. Sanctions may include, but are not limited to, change of grade and/or retroactive dismissal resulting in revocation of the student's degree.
 - b. If there is dissatisfaction with the decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of transmission of the Dean's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. Students may get support from their academic coach when needed for this process, however the request must be made by the student. The request for a hearing will be forwarded to the GAC for review and calendaring of the hearing.
 - c. A student has the right to appeal within 30 business days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with University of Massachusetts Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.
7. A formal dismissal for a violation of academic integrity will be recorded on the student's official transcript. Students dismissed due to an academic integrity violation are not eligible for readmission to the University.
8. Once an academic integrity allegation and sanction have been resolved and finalized, the competency grade cannot be challenged on the basis of grounds related to the academic integrity allegation and sanction.

For academic integrity violations that occur outside of a course setting, the applicable Dean or Dean's Designee shall investigate. If the Dean or the Dean's Designee determines that a violation of academic integrity has occurred, the Dean or Dean's Designee will notify the student and applicable academic personnel of the decision and sanctions by email. If the student is enrolled at the university at the time that the violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing with the Governance and Appeals Committee (GAC) under the same parameters as in Step 4d above, and may subsequently appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 4e above. If the student is no longer enrolled at the university at the time that the violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing with the Governance and Appeals Committee (GAC) under the same parameters as in Step 6b above, and may subsequent appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 6c above.

C. Governance and Appeals (GAC) Hearing

GAC is responsible for conducting hearings and ruling on students' appeals of academic integrity decisions and sanctions related to academic integrity violations.

The Chair of GAC, upon receiving a student's request for a hearing within 10 business days of the Dean's notice to a student, shall appoint a quorum of three committee members to comprise a hearing panel. The GAC Panel shall communicate with the student the date/time of the hearing and how the hearing will occur (i.e. via Zoom or another forum). The GAC panel shall consider all available information and evidence and render a ruling in writing to the student and the required University offices.

The GAC panel hearing shall take the form of a three-person panel chaired by one of three (3) members. The Panel will focus on fact-finding, and review of any pertinent information/data. At a minimum, and subject to the chair's discretion the panel shall include:

- an introduction of the purpose of the hearing (defining the scope and purpose),
- an opportunity for the petitioner to speak respectfully, openly and freely regarding the rationale for their appeal and understanding of the issue,
- an opportunity for the panel to question the petitioner to gain clarity, additional information/details, and to respectfully challenge statements made,
- an opportunity for the student to offer additional information not available to the panel at any time in the process, and to offer respectful rebuttal to ideas/information from the submitting faculty report or any panel members' questions/comments.
- an opportunity for the chair to summarize the panel proceedings for adjournment.

Deliberation by the panel shall be confidential, without the petitioner present and after the end of the hearing. If during the deliberation process, the GAC requires additional information from the student, dean, faculty involved, or university administration, the chair may request additional information.

Basic rules of decorum and professionalism shall guide the chair in running the hearing. All elements of the student conduct policy will apply during the hearing. The petitioner may have a support person present in the hearing who is a current member of the UMass Global faculty or staff. Any support person permitted in the hearing shall be a silent observer and shall maintain confidentiality. Silent observers from outside the UMass Global community shall not be ordinarily permitted. Active or former attorneys may not be present in a GAC panel hearing, as the process is not meant to be a hearing of law.

A GAC panel decision will be based on: whether or not a violation(s) actually occurred, evidence and appropriate information provided during the Dean's review and/or during the GAC hearing, university policies and procedures, and whether the Dean's sanction(s) should be upheld or modified.

A student has the right to appeal the GAC panel's decision to the Office of the Executive Vice Chancellor of Academic Affairs if they disagree with the GAC ruling within 30 business days of notification of the GAC panel's decision.

D. Appeals to the Office of the Executive Vice Chancellor

A student has a right to appeal a GAC panel's decision to the Executive Vice Chancellor of Academic Affairs. Executive Vice Chancellor of Academic Affairs appeal decisions are based on 1) relevant information that was not available at the time of the GAC panel decision, or 2) whether procedures were followed in accordance with UMass Global's academic policies/guidelines. Students wishing to appeal to the Executive Vice Chancellor of Academic Affairs should do so in their own writing and may seek guidance for processes related to an appeal from an academic advisor.

An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

NOTE: In all cases of alleged violations of academic integrity, it is vital to maintain professional confidentiality among those involved. Students must also adhere to ethical standards set forth by professional licensing boards and discipline-specific criteria. Violations of ethical professional behavior may result in dismissal from the university. Refer to appropriate school for professional code of conduct policy.

Diplomas and Transcripts

The conferral is an automatic process that continuously runs each night; students do not need to apply for conferral. Conferral is the result of the official program evaluation from Degree Works reflecting all requirements as complete; once the Degree Audit indicates 100% completion, the record will be flagged for processing. The Degree Conferral date is final and is not subject to a request for backdating. Each conferral is subject to a seven-day validation. This allows time for confirmation that all degree requirements have been met.

Once your degree is conferred, conferral fee paid and any holds cleared, you will be able to complete and submit a diploma form. The diploma and one official transcript will be mailed to the address you provide on your diploma form. Diplomas are mailed out approximately eight weeks after the date you submitted your diploma form. Under no circumstances will a diploma be released prior to the conferral date. Diplomas and/or transcripts will not be released if the student has an active hold, to view holds please visit MyUMassGlobal Self-Service.

Transcripts from other institutions which have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

A student's academic history (transcript) will be a straight line listing of competencies completed with the corresponding "M" grade for Mastery. Competencies in progress or not completed will not be reflected on the academic record/transcript. Competencies, that were not successfully completed, will be reflected on the academic record/transcript with a "WX" grade. Upon request, a corresponding conversion record (credit hour transcript) reflecting courses and credits will be developed. As a result, students will receive both a "competency transcript" that indicates competencies satisfied and a separate standard credit hour transcript which will list full credit hour equivalencies.

Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via MyUMassGlobal Self-Service. For further processing and fee information, please visit the following link: <http://www.umassglobal.edu/transcripts> (<https://www.umassglobal.edu/current-students/office-of-the-registrar/transcript-requests/>).

Undergraduate Credit Hour Degree Requirements

Graduation Requirements—Associate of Arts in General Education

- A minimum of 60 credits is required.
- Completion of degree program requirements.
- 15 credits in residence.
- 2.0 minimum cumulative grade point average.
- Degree requirements cannot be waived by the CSU or IGETC certification (CA), Washington and Oregon state-approved Direct Transfer degrees, Associate Degrees for Transfer or other state's equivalent transfer certification.
- LBSU 100 Student Success Strategies and LBSU 105 Academic Foundations cannot be satisfied in transfer.

Graduation Requirements—Bachelor Degrees

- A minimum of 120 credits.
- 36 credits earned in upper-division coursework.
- Minimum of 30 credits completed in residence at University of Massachusetts Global; 18 of which must be upper-division credits, 12 of which must be completed in students major.
- A 2.0 grade point average on a 4.0 scale at University of Massachusetts Global and transfer work.
- A 2.0 grade point average in all major and minor coursework. Programs may have additional grade requirements.
- Resolution of all "I" grades.
- LBSU 302 Information Fluency and Academic Integrity (Cannot be used as an elective in a major, minor, or certificate program)
- LBSU 304 Liberal Arts Core Foundations (Cannot be used as an elective in a major, minor, or certificate program)

Academic Major Credits and specific courses

- See program listing. Students must follow general education and major requirements of the same year.

Other Requirements

- A minimum of 21 credits of upper-division coursework in the major; a minimum of a 2.0 grade point average on a 4.0 scale in the major and in upper-division work.

Double Major (Seeking Concurrently)

- A maximum of 18 credits may be duplicated by the second major.
- Completion of all requirements for both majors.
- Diploma(s) will be issued for each type of degree showing the majors completed at the time of graduation.

Minors

- Must be completed in a discipline outside the student's major.
- A minimum of 18 credits, 9 of which, may not be duplicated by the major.
- A minimum of 9 upper-division credits.

- A minimum of 6 upper-division credits completed in residence.
- 2.0 cumulative average and 2.0 GPA for all upper-division coursework.

Multiple Emphases or Concentrations

There is no limitation to the number of emphasis or concentration areas a student may complete within their degree program. At least one 3-unit emphasis or concentration course must be unduplicated within the other emphasis areas or concentrations.

Students should consult with their advisor and One Stop regarding degree and financial implications of completing multiple emphases or concentrations.

Electives

- Course of the student's own choosing taken beyond requirements of general education and major/minor in order to meet minimum credit requirements for graduation.

Second or Additional Bachelor's Degree at University of Massachusetts Global

(After initial Bachelors degree has been conferred)

- A student must apply and be admitted to seek a second bachelor degree or major.
- All major requirements must be met.
- A minimum of 30 semester credits in residence beyond the minimum requirements for the first bachelor's degree.
- LBSU 302 Information Fluency and Academic Integrity and LBSU 304 Liberal Arts Core Foundations are waived for all bachelor degree holders from another regionally accredited institution.

Undergraduate Competency-Based Degree Requirements

Graduation Requirements—Associate Degrees

- Completion of LBSC 100
- Mastery of all competencies required for the degree program(s)
- Minimum of 15 equivalent credits completed in residency at University of Massachusetts Global, including LBSC 320 and LBSC 321

Graduation Requirements—Bachelor Degrees

- Completion of LBSC 100
- Mastery of all competencies required for the degree program(s)
- Minimum of 30 equivalent credits completed in residency at University of Massachusetts Global, including LBSC 320 and LBSC 321

Second or Additional Bachelor's Degree at University of Massachusetts Global

(After initial Bachelors degree has been conferred)

- A student must apply and be admitted to seek a second bachelor degree or major.
- All major requirements must be met.
- A minimum of 30 equivalent credits in residence beyond the minimum requirements for the first bachelor's degree.
- LBSC 100 Student Success Strategies, LBSC 320 Information Literacy Level A, and LBSC 321 Information Literacy Level B are waived for all bachelor degree holders from another regionally accredited institution.

GENERAL EDUCATION REQUIREMENTS (CREDIT HOUR)

The General Education requirements at University of Massachusetts Global provide both the broad, integrative knowledge and the intellectual foundation that enables students to expand their perspectives beyond the focus of a major. In addition, they impart comprehensive, cross-disciplinary skills that are relevant within the student's major as well as valuable to employers.

The General Education Requirements are comprised of 42 total units as follows:

University of Massachusetts Global General Education Requirements

Basic Skills

Writing Communication I:		
ENGU 103	Writing and Rhetoric *	3
Written Communication II:		
ENGU 104	Writing About Literature *	3
Quantitative reasoning		3
Oral communication		3
Basic Skills Subtotal		12

Breadth Requirements

Humanities:		
Select 9 credits from 3 different areas:	9	
Communications		
English		
Fine Arts		
Foreign Languages		
Humanities		
Liberal Studies		
Philosophy		
Religious Studies		
Natural Sciences:		
Select 6 credits	6	
Social Sciences:		
Select 9 credits from three different areas:	9	
Criminal Justice		
Early Childhood Education		
Economics		
History		
Marketing		
Organizational Leadership		
Political Science/Legal Studies		
Psychology		
Social Science		
Social Work		
Sociology		
Breadth Requirements Subtotal		24

Liberal Education Foundations

LBSU 302	Information Fluency and Academic Integrity **	3
LBSU 304	Liberal Arts Core Foundations **	3
Liberal Education Foundations Subtotal		6
Total Credits		42

*

Cannot be used as an elective in a major, minor, or certificate program. Must be taken within the first two sessions if not satisfied in transfer, or within first two sessions after completing required remedial writing coursework.

**

Cannot be used as an elective in a major, minor, or certificate program. These must be taken within first two sessions after matriculation if ENGU 103 Writing and Rhetoric and ENGU 104 Writing About Literature are satisfied, or within the first two sessions after those requirements are completed. They cannot be satisfied in transfer.

University of Massachusetts Global Institutional Learning Outcomes

Institutional Learning Outcomes identify the competencies students will demonstrate by the end of their degree program. Every baccalaureate degree program introduces these skills and provides students opportunities to practice and demonstrate mastery.

The Institutional Learning Outcomes are:

- **Applied Learning:** Design a project, paper, performance, or other appropriate task linking knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.
- **Innovation and Creativity:** Construct a novel or unique idea, question, format, or product.
- **Civic Engagement:** Describe insights gained from engaging physically and/or intellectually with activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
- **Global Cultures:** Explain the relationship between a global issue and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.
- **Integrated Learning:** Devise connections among experiences inside and outside the formal classroom, or connections among multiple fields of study.

SCHOOL OF ARTS AND SCIENCES

Melanie Borrego, Ph.D., Dean, School of Arts and Sciences
 Ned Camuso, Ph.D., Associate Dean, School of Arts and Sciences
 Melissa Meyer, J.D., Associate Dean, School of Arts and Sciences
 Isa Ribadu, Ph.D., Associate Dean, School of Arts and Sciences
 Karen Woodcock, Ph.D., Associate Dean, School of Arts and Sciences

Tobi DeLong Hamilton, Ph.D., Program Director, Master of Social Work
 Zoila Gordon, Ph.D., Program Director, Bachelor of Arts in Social Work

Golnaz Agahi, D.S.W.
 Sibyl Beaulieu, D.S.W.
 Ellen Belluomini, Ph.D.
 Karina S. Bravo, Ph.D.
 Kim Bundy-Fazioli, Ph.D., Professor Emeritus
 Nakisha Castillo, DMFT
 Satara Charlson, Ph.D.
 Marnie Elam, Ph.D.
 Melinda Flynn, M.S.W.
 Anita Gonzalez, M.S.W.
 Jennifer Good, Psy.D.
 Jennifer Hayes, Ph.D.
 Vanessa Holtgrave, Psy.D.
 Sandy Howard, Ed.D.
 Leslie Jaber-Wilson, D.S.W.
 Sara J. Lee, Psy.D.
 Gerald Lege, Ed.D.
 Tami Lincoln, Ed.D.
 David Long, J.D.
 Michael J. McGuire, Ph.D., Professor Emeritus
 Jeannine Meza, D.S.W.
 Margaret Moodian, Ed.D.
 Michael Moodian, Ed.D.
 Martha L. Morgan Gobert, Ph.D.
 Melani Natneil, Psy.D.
 Vanessa Quintana, DMFT
 Amber J. Ramirez, Ed.D.
 Justine Rangel, M.S.W.
 Kathleen Ringenbach, Ph.D.
 Sheila L. Steinberg, Ph.D.
 Karin J. Storm, Ed.D.
 Kimberly Toler, D.S.W.
 Jennifer Turner, M.S.
 Tamara Weaver, M.S.W.
 Frank Weber, Ph.D.
 Leigh Ann Wilson, Ph.D.
 Deborah Zipnick, J.D.

Undergraduate Degree Programs

- Associate of Arts in General Education (p. 64)
- Bachelor of Arts in Applied Studies (p. 65)
- Bachelor of Arts in Communications and Media (p. 66)
- Bachelor of Arts in Criminal Justice (p. 68)
- Bachelor of Arts in Legal Studies (p. 70)
- Bachelor of Arts in Liberal Studies (p. 73)

- Bachelor of Arts in Psychology (p. 74)
- Bachelor of Arts in Social Work (p. 77)

Undergraduate Minors

- Minor in Communications and Media (p. 67)
- Minor in Criminal Justice (p. 69)
- Minor in Legal Studies (p. 72)
- Minor in Psychology (p. 76)
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Undergraduate Certificates

- Nutrition and Wellness (p. 82)
- Paralegal (p. 83)

Graduate Degree Programs

- Master of Arts in Marriage and Family Therapy (p. 84)
- Master of Arts in Professional Clinical Counseling (p. 90)
- Master of Social Work (p. 96)

California Service Credential Programs

- Pupil Personnel Services Credential in School Social Work (p. 103)

Arts and Sciences Mission Statement

The mission of the School of Arts and Sciences is to provide a dynamic education that nurtures and stimulates intellectual growth and a greater understanding of our diverse communities. With cross-disciplinary curricula in the arts, humanities, behavioral, natural, and social sciences, the school utilizes innovative curricula, pedagogy, and technologies to foster scholar-practitioners who value ethics and service to others.

The School of Arts & Sciences is a member of the Council of Colleges of Arts and Sciences.

Associate of Arts in General Education

Graduation Requirements – Associate of Arts

- A minimum of 60 credits is required.
- Completion of degree program requirements.
- 15 credits in residence.
- 2.0 minimum cumulative grade point average.
- Degree requirements cannot be waived by the CSU or IGETC certification (CA), Washington and Oregon state-approved Direct Transfer degrees, Associate Degrees for Transfer or other state's equivalent transfer certification.
- LBSU 100 Student Success Strategies and LBSU 105 Academic Foundations cannot be satisfied in transfer.

The Associate of Arts (A.A.) in General Education is designed to familiarize students with a broad range of subjects, including written and oral communication, liberal studies, mathematics, history, art, philosophy, social sciences, and natural sciences. Students are introduced to diverse cultures, histories, and traditions, and provided with the tools and strategies to communicate effectively, reason critically, and comprehend basic mathematical applications.

The A.A. Degree requires successful completion of 60 credit hours with a minimum cumulative 2.0 G.P.A. Successful completion of the A.A. Degree satisfies the Basic Skills and Breadth requirements in the General Education program for University of Massachusetts Global bachelor's programs.

Students who are admitted to the program will begin their studies with the following sequence of courses: LBSU 100 Student Success Strategies, ENGU 103 Writing and Rhetoric, ENGU 104 Writing About Literature, LBSU 105 Academic Foundations. LBSU 100 Student Success Strategies and ENGU 103 Writing and Rhetoric may be taken concurrently; and ENGU 104 Writing About Literature and LBSU 105 Academic Foundations may be taken concurrently. ENGU 103 Writing and Rhetoric and ENGU 104 Writing About Literature may be satisfied in transfer.

Program Mission Statement

The Associate of Arts (AA) degree provides an academic foundation for future student success in baccalaureate studies, career advancement, and informed citizenship.

Program Learning Outcomes

- **Written Fluency:** Compose written arguments that are coherent, grammatically correct, and rhetorically aware.
- **Oral Fluency:** Present effective, audience-appropriate oral presentations that develop and support a point.
- **Quantitative Fluency:** Explain how accurate calculations and symbolic operations are used in interpreting social and economic trends.
- **Applied Learning:** Evaluate a scenario in which academic knowledge and skills could be applied to a work or community issue.
- **Innovation and Creativity:** Discuss a novel or unique idea, question, format, or product.

- **Global Cultures/Engaging Diverse Perspectives:** Explain how knowledge from different cultural perspectives would affect one's interpretation of prominent problems in politics, society, the arts, and/or global relations.
- **Information Literacy:** Evaluate and cite various information resources necessary to complete an academic research essay.

Basic Skills (12 credits)

Written Communication I:		
ENGU 103	Writing and Rhetoric	3
Written Communication II:		
ENGU 104	Writing About Literature	3
Quantitative Fluency:		
MATU 103	Applied Mathematics	3
Oral Communication:		
COMU 101	Public Speaking I	3

Breadth Requirements (24 Credits)

Humanities:		
Select 9 credits from 3 different areas:		9
Communications		
English		
Fine Arts		
Foreign Languages		
Humanities		
Liberal Studies		
Philosophy		
Religious Studies		
Natural Sciences		6
Social Sciences:		
Select 9 credits from 3 different areas:		9
Criminal Justice		
Early Childhood Education		
Economics		
History		
Marketing		
Organizational Leadership		
Political Science/Legal Studies		
Psychology		
Social Science		
Social Work		
Sociology		

Liberal Education Foundations

Student Success Strategies:		
LBSU 100	Student Success Strategies ¹	3
Academic Foundations:		
LBSU 105	Academic Foundations ¹	3
Electives		
Select 18 credits for electives		18
Total Credits		60

¹ These courses cannot be satisfied in transfer.

Bachelor of Arts in Applied Studies

The Bachelor of Arts (B.A.) in Applied Studies is designed to accommodate the varied educational and professional backgrounds of students by teaching competencies that are relevant for a broad range of career and work settings. Students apply to their academic studies the knowledge and skills they have acquired in work, educational, and community environments; and in turn, students apply to their professional work the skills and competencies from their academic coursework. This is a degree completion program especially suited for police officers, EMS workers, firefighters, and other professionals seeking a college degree for career growth and advancement.

While a traditional degree provides depth within a single discipline, the B.A. in Applied Studies offers a learning experience that is trans-disciplinary. Students complete a set of core courses and choose electives or themed concentrations that are suited to their personal interests and career goals. In their capstone course, students produce a portfolio that showcases the synthesis of their academic and professional work for current and future employers.

Program Mission Statement

The Bachelor of Arts (B.A.) in Applied Studies offers a clear and attainable path to degree for students pursuing their careers and whose previous college level credits may not be easily applied to a single discipline or major. The degree integrates upper-division academic study in areas such as organizational and written communication, diversity, and ethics with students' professional experience, preparing them to achieve their goals for professional advancement and/or to pursue graduate education.

Program Learning Outcomes

- **Communication:** Communicate effectively through a variety of mediums.
- **Diversity:** Demonstrate an understanding of intercultural complexities.
- **Ethics:** Apply ethical principles to personal and professional contexts.
- **Applied Learning:** Create a professional portfolio linking knowledge or skills acquired in work or community with knowledge acquired in academic study.

Degree Requirements

In addition to the University General Education (p. 62) and elective requirements, the BAAS has a foundation requirement of 15 credits and a degree concentration of 21 credit hours at the upper division level. All courses taken in the major program must be passed with a letter grade of "C" or higher.

Courses may be used to fulfill both major and general education requirements.

Foundation Courses

LBSU 306	Transition to Applied Studies	3
COMU 315	Intercultural Communication	3
COMU 375	Media Ethics	3
ENGU 380	Professional Writing	3
LBSU 487	Applied Studies Capstone	3

Concentration

Select one of the concentrations	21
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Total Credits	36
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Concentrations

Select among the three concentrations below or select 21 credits of elective, upper division courses (which may be satisfied in transfer) to fulfill the 36 credit requirement for this program.

Applied Communication

COMU 300	Communications and Media: Challenges and Opportunities	3
COMU 301 or COMU 370	Advanced Public Speaking Principles of Public Relations	3
COMU 330	History of Communication and Technological Revolutions	3
COMU 420	Strategic Social Media	3
ENGU 348	Writing and Producing for New Media in the 21st Century	3
HUMU 345	Art, Media Technology, and Culture	3
Select upper division course (three credits) from Communications, English, or Psychology		3

Total Credits	21
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Applied Humanities

ENGU 348	Writing and Producing for New Media in the 21st Century	3
ENGU 350	Ethical Leadership through Literature	3
HISU 319	Modern European History	3
HISU 330	America and Its Revolution: The Bonfires of Change	3
HUMU 250	Humanities in a Digital Culture	3
HUMU 345	Art, Media Technology, and Culture	3
Select one upper division course from Humanities, English, Philosophy, History or Liberal Studies ¹		3

Total Credits	21
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¹Except LBSU 302 Information Fluency and Academic Integrity and LBSU 304 Liberal Arts Core Foundations

Leadership

COMU 301	Advanced Public Speaking	3
ENGU 350	Ethical Leadership through Literature	3
OLCU 414	Team Building	3
OLCU 425	Leadership in Diverse and Multicultural Organizations	3
PSYU 481	Industrial/Organizational Psychology	3
OLCU 300 or OLCU 303	Organizational Behavior Organizational Development and Change	3
Select one upper division course from Communication, Entrepreneurship, Human Resources, and/or Organizational Leadership		3

Total Credits	21
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Bachelor of Arts in Communications and Media

The Bachelor of Arts (B.A.) in Communications and Media is designed to provide undergraduates with the knowledge, skills, and adaptability necessary to succeed in professional environments which require application of communication skills and media. The curriculum emphasizes the intersections between communication, media and technology, ethical considerations in media and communication, and interpretation of data as a strategy to gather information and engage diverse audiences across separate and converging media platforms. Students will develop an understanding of storytelling skills that connect mass media production to stakeholder communities in the context of journalism, public relations and social media. This degree provides a strong foundation for students seeking careers related to social media, public relations, journalism, digital marketing, product and project management, media relations, and communication strategy, as well as for further studies in a variety of professional disciplines.

All courses taken in the major program must be passed with a letter grade of "C" or higher.

Courses may be used to fulfill both major and general education requirements.

Program Mission Statement

The mission of the communications and media program is to inspire students to develop solutions and adapt to real world challenges by communicating effectively, gathering and interpreting data, examining ethical considerations, and creating compelling stories to engage diverse audiences across media platforms in the ever changing cultural and technological landscape.

Program Learning Outcomes (PLOs)

- **Communication:** Apply effective communication skills to meet the needs of diverse audiences.
- **Technoculture:** Analyze the relationship between culture, media and technology.
- **Ethics:** Examine ethical considerations in media and communication environments.
- **Storytelling:** Create compelling stories to engage stakeholders across a variety of media platforms.
- **Data Interpretation:** Interpret data to make predictions and decisions.
- **Real World Implementation:** Create a solution to a real world challenge by integrating communication skills and media tools.

Major Core Requirements

COMU 300	Communications and Media: Challenges and Opportunities	3
COMU 301	Advanced Public Speaking	3
COMU 330	History of Communication and Technological Revolutions	3
COMU 360	Methods and Techniques of Persuasion	3
COMU 365	Multimedia Journalism	3
COMU 370	Principles of Public Relations	3
COMU 375	Media Ethics	3
COMU 420	Strategic Social Media	3

ENGU 348	Writing and Producing for New Media in the 21st Century	3
MKTU 301	Principles of Marketing	3
PSYU 355	Media Psychology	3
SSCU 303	Social Scientific Perspectives on Media and Culture	3
SSCU 380	Interpreting Data: Predictions, Patterns, and Communication	3
COMU 485	Communications and Media Capstone	3
Major Core Requirements Subtotal		42
Communications and Media Electives		
Select six credits from the following: ¹		6
COMU 315	Intercultural Communication	
COMU 410	Organizational Communication	
COMU 499	Independent Study	
	or LBSU 492 Experiential Learning	
HUMU 250	Humanities in a Digital Culture	
HUMU 345	Art, Media Technology, and Culture	
MGTU 310	Legal Environment of Business	
OLCU 414	Team Building	
OLCU 425	Leadership in Diverse and Multicultural Organizations	
PSYU 306	Critical Thinking	
PSYU 336	Social Psychology	
SOCU 415	Sociology of Organizations and Institutions	
Communications and Media Electives Subtotal		6
Total Credits		48

¹ At least three credits must be upper division.

Minor in Communications and Media Requirements

COMU 300	Communications and Media: Challenges and Opportunities	3
COMU 365	Multimedia Journalism	3
COMU 370	Principles of Public Relations	3
COMU 420	Strategic Social Media	3
PSYU 355	Media Psychology	3
SSCU 380	Interpreting Data: Predictions, Patterns, and Communication	3
Total Credits		18

Bachelor of Arts in Criminal Justice

The Bachelor of Arts (B.A.) in Criminal Justice program is designed to provide students with an understanding of the criminal justice system. This degree program will provide students with the appropriate skills and knowledge to effectively function in a criminal justice environment. The BACJ curriculum provides a unique and innovative framework which emphasizes effective communication, ethical problem solving strategies, and collaboration with the community. The Criminal Justice degree program has components on local, state, and federal law enforcement; courts; corrections; forensics; homeland security; and victim advocacy.

A minor in criminal justice is also offered for undergraduate students completing a bachelor's degree in a different area of study.

Program Mission Statement

The mission of the Bachelor of Arts in Criminal Justice is to prepare students to be criminal justice professionals who apply critical analysis, ethical and legal problem-solving strategies, effective communication skills, innovative practices, and collaborative approaches within the criminal justice system and the community.

Program Learning Outcomes

- **Criminal Justice System:** Apply critical analysis and collaborative approaches to issues impacting the criminal justice system.
- **Ethical Problem Solving:** Apply ethical problem solving strategies within the criminal justice environment.
- **Communication:** Demonstrate effective communication skills in a criminal justice setting.
- **Theory:** Evaluate criminological theory to explain criminal behaviors and crime trends.
- **Community:** Apply innovative practices in an effort to build positive relationships with the community.

All courses taken in the major program must be passed with a letter grade of "C" or higher.

Courses may be used to fulfill both major and general education requirements.

Core Requirements

CJCU 300	Contemporary Criminal Justice Applications	3
LEST 300	Foundations of Law	3
CJCU 380	Correctional Systems	3
SSCU 383	Spatial Social Sciences Communications and Visualization	3
CJCU 403	Police and Society	3
CJCU 411	Gangs and Gang Behavior	3
CJCU 415	Ethics in Criminal Justice	3
CJCU 416	Domestic Violence (or CJCU 418 Victim Advocacy)	3
CJCU 425	Evidence	3
CJCU 430	Applied Criminology	3
CJCU 432	Communication and Conflict Resolution for Criminal Justice	3
CJCU 434	Diversity, Conflict, and Crime	3

CJCU 435	Contemporary Issues in Criminal Justice	3
CJCU 450	Homeland Security	3
CJCU 460	White Collar Crime (or CJCU 414 Organized Crime)	3
CJCU 495	Criminal Justice Capstone Course	3
Core Requirements Subtotal		48
Criminal Justice Electives (3 upper credits)		
Choose one upper division course from:		3
Criminal Justice (CJCU), Legal Studies (LEST), Organizational Leadership (OLCU), Political Science (POSU), Psychology (PSYU), Social Science (SSCU), Social Work (SOWK), Sociology (SOCU) and LBSU 492 (Experiential Learning)		
Total Credits		51

Minor in Criminal Justice

A minor in criminal justice requires a total of 18 credits distributed as outlined below.

Minor core (15 credits)

CJCU 300	Contemporary Criminal Justice Applications	3
CJCU 380	Correctional Systems	3
CJCU 403	Police and Society	3
CJCU 430	Applied Criminology	3
LEST 300	Foundations of Law	3
Minor Core Subtotal		15
Students choose one remaining upper division elective course in criminal justice		3
Total Credits		18

Bachelor of Arts in Legal Studies

The Bachelor of Arts (B.A.) in Legal Studies is designed to provide undergraduates with the knowledge and skills necessary to excel in environments which require an understanding of legal concepts. The curriculum addresses the application of writing, research, analysis, ethics, and communication in a legal setting and includes a focus on American constitutional governance. The major in Legal Studies offers a general concentration as well as specific concentrations in the Paralegal Profession and in Business Law. This degree provides a strong foundation for students seeking challenging work in diverse legal settings, and for further study in legal and related disciplines. Students completing the BA in Legal Studies with Paralegal Professional Concentration will meet the qualifications required to sit for the Paralegal Core Competencies Exam (NPPA), to sit for the Certified Paralegal Exam (NALA), and to work as a paralegal within the state of California.

Program Mission Statement

The mission of the Bachelor of Arts (B.A.) in Legal Studies is to empower students to be dynamic, ethical problem-solvers who effectively apply critical thinking, analytical and research skills in a legal context.

Program Learning Outcomes

- **Legal Writing:** Demonstrate proficiency in legal writing.
- **Governance:** Demonstrate an understanding of modern American constitutional governance.
- **Ethics:** Apply ethical practices to situations in a legal environment.
- **Legal Research:** Demonstrate proficiency in current legal research methods.
- **Communication:** Apply communication skills in such areas as negotiation, arbitration, mediation, dispute resolution, and interviewing.
- **Legal Analysis:** Apply critical thinking and analytical skills in a legal environment.

All courses taken in the major program must be passed with a letter grade of "C" or higher. Courses may be used to fulfill both major and general education requirements.

Major Core Requirements

CJCU 460	White Collar Crime	3
LEST 300	Foundations of Law	3
LEST 304	Constitutional Governance	3
LEST 306	Business Organizations	3
LEST 320	Torts	3
LEST 322	Contracts	3
LEST 324	Interviewing, Negotiation and Alternative Dispute Resolution	3
LEST 402	Litigation and Trial Advocacy	3
LEST 403	Legal Research and Writing	3
LEST 462	Ethics in a Legal Environment	3
LEST 495	Legal Studies Capstone	3
Major Core Requirements Subtotal		33

Electives or Concentrations

Students choose four approved elective courses or may select from the concentrations below. 12

Electives or Concentrations Subtotal	12
Total Credits	45

Electives

Select four courses from the following approved electives: 12

CJCU 418	Victim Advocacy
COMU 315	Intercultural Communication
LEST 410	Employment Law
LEST 412	Intellectual Property
LEST 414	Transactional Law
LEST 416	Contemporary Legal Issues
LEST 418	Electronic Discovery and Legal Technology
LEST 420	Law Practice Management
LEST 499	Independent Study
LBSU 492	Experiential Learning
SOWK 391	Youth At Risk

Total Credits	12
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Concentration

Paralegal Profession Concentration

Take the following three courses

LEST 416	Contemporary Legal Issues	3
LEST 418	Electronic Discovery and Legal Technology	3
LEST 420	Law Practice Management	3

Select one of the following: 3

CJCU 418	Victim Advocacy
COMU 315	Intercultural Communication
LEST 410	Employment Law
LEST 412	Intellectual Property
LEST 414	Transactional Law
LEST 420	Law Practice Management
LEST 499	Independent Study
LBSU 492	Experiential Learning
SOWK 391	Youth At Risk

Total Credits	12
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Business Law Concentration

LEST 410	Employment Law	3
LEST 412	Intellectual Property	3
LEST 414	Transactional Law	3

Select one of the following: 3

CJCU 418	Victim Advocacy
COMU 315	Intercultural Communication
LEST 416	Contemporary Legal Issues
LEST 418	Electronic Discovery and Legal Technology
LEST 420	Law Practice Management
LEST 499	Independent Study
LBSU 492	Experiential Learning

SOWK 391	Youth At Risk
Total Credits	12

Minor in Legal Studies

Requirements

LEST 300	Foundations of Law	3
LEST 304	Constitutional Governance	3
LEST 324	Interviewing, Negotiation and Alternative Dispute Resolution	3
LEST 402	Litigation and Trial Advocacy	3
LEST 403	Legal Research and Writing	3
LEST 462	Ethics in a Legal Environment	3
Total Credits		18

Bachelor of Arts in Liberal Studies

The B.A. in Liberal Studies is the undergraduate major of choice for the individual desiring to teach in an elementary classroom or for those students seeking a broad liberal studies education. The program has one emphasis, the **Multiple Subject Teaching Emphasis** which provides the undergraduate preparation needed for entry into post-baccalaureate Multiple Subject Credential Program. The B.A. in Liberal Studies program is administered jointly by the School of Arts & Sciences and the School of Education.

The Multiple Subjects Teaching Emphasis

The Multiple Subject Teaching Emphasis encompasses college instruction in the subjects that are commonly taught in California's elementary schools including courses in English/language arts, natural sciences, mathematics, visual and performing arts, history and social science, human development, physical education and health. Courses are aligned with subject matter requirements for multiple subject credential candidates and the Common Core State Standards. Candidates examine education from a variety of perspectives, explore child development as it relates to learning and teaching, and conduct applied research projects.

Under Assembly Bill (AB) 130, effective July 9, 2021, the B.A. in Liberal Studies program meets the multiple subject competence requirement for the state of California.

Program Mission Statement

The mission of the BA Liberal Studies program is to prepare subject matter experts who are critical curators of information, and are able to integrate theory, research and practice in education. The program empowers reflective practitioners who are passionate, innovative, and committed to teaching all learners in a variety of educational settings.

Program Learning Outcomes

- **Educational Perspectives:** Analyze the relationships between education, self, society and nature.
- **Child Development:** Apply theories of social, emotional, cognitive, and physical development to learning and teaching.
- **Research:** Apply critical research skills to the analysis of complex issues within an educational setting.
- **Subject Matter Knowledge:** Apply subject matter knowledge in an educational context.

All courses taken in the major program must be passed with a letter grade of "C" or higher. Courses may be used to fulfill both major and general education requirements.

The Multiple Subjects Teaching Emphasis Program Requirements

Education Foundations

LBSU 250	Education and Society in the 21st Century	3
EDUU 451	Educational Application of Computers: Level I	3
LBSU 403	Liberal Studies Multiple Subjects Capstone	3
Education Foundations Subtotal		9

Subject Matter Courses

English/Language Arts:

ENGU 420	Language Development and Acquisition	3
ENGU 450	Literature of Children and Young Adults	3
Natural Sciences:		
NSCU 302	Life Science	3
NSCU 304	Earth and Physical Science	3
Mathematics:		
MATU 206	Mathematics for Elementary School Teachers I	3
MATU 207	Mathematics for Elementary School Teachers II	3
Visual & Performing Arts:		
ARTU 450	Creativity and the Visual Arts	3
LBSU 310	Music, Movement and Drama: The Human Expression	3
History and Social Science:		
HISU 358	United States History and Democracy	3
HISU 360	World History and Geography	3
HISU 372	California History	3
Child Development/Health and PE:		
PSYU 323	Child Development	3
LBSU 350	Teaching and Learning	3
LBSU 413	Student Health and Safety	2
LBSU 414	Physical Education for Elementary Teachers	1
Subject Matter Courses Subtotal		42
Total Credits		51

Bachelor of Arts in Psychology

The Bachelor of Arts in Psychology (B.A.) provides a core curriculum that emphasizes psychological theory, critical thinking, research methodology, psychology processes, and the application of psychological principles to diverse areas of human behavior. Students take required core courses that provide the student with the essentials of psychological science and thought. The program has a senior capstone, where students apply psychological research and theories to real world applications of global issues that influence psychological challenges and inequitable systems.

In addition to the core courses, students have choices of concentration areas, which offer a variety of options to meet students' interests and educational and career goals, while providing content from biological, evolutionary, behavioral, psychoanalytic, cognitive, sociocultural, and humanistic perspectives.

All courses taken in the major program must be passed with a letter grade of "C" or higher. Courses may be used to fulfill both major and general education requirements. In addition to PSYU 101, students can receive credit for passing scores on CLEP and DANTES for up to 6 lower-division credits in the psychology elective area.

Overall, the psychology undergraduate curriculum is designed for students who want to prepare for graduate study in psychology or related disciplines, graduate study in fields where knowledge of human behavior would be beneficial, professional careers in psychology, or baccalaureate-level careers in human services or in psychological support settings.

Program Mission Statement

The mission of the undergraduate psychology program at University of Massachusetts Global is to foster student success and academic excellence with the goal of facilitating personal and professional growth by providing relevant knowledge about major psychological concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology. The rigorous and supportive atmosphere enables students to initiate and manage their own learning, build critical and creative thinking skills, improve communication skills, instill personal and professional ethics, develop community and people centered values, understand individual differences, and build awareness of cultural diversity in order to develop cross cultural competence and acceptance.

Program Learning Outcomes

- **Application of Theory:** Connect psychological theory to real life applications.
- **Human Behavior:** Examine psychological principles of human behavior from a historical and contextual perspective.
- **Research Methods and Statistics:** Demonstrate methodology and statistical techniques related to behavioral science research.
- **Scientific Writing:** Apply appropriate methods of scientific writing in APA format.
- **Life Span Development:** Apply the major theories related to the entire lifespan from prenatal development through childhood, adolescence, young adulthood, middle-age, and late adulthood.
- **Cultural Understanding:** Describe how diversity, inclusivity, and equity shape values and ethics across cultures.

Degree Requirements

Core Foundation in Psychological Science (Required)

PSYU 101	Introduction to Psychology	3
MATU 203	Introduction to Statistics	3
PSYU 301	Scientific Writing in Behavioral Social Sciences	3
PSYU 304	Research Methods for the Behavioral Sciences	3
PSYU 306	Critical Thinking	3
PSYU 320	Human Development across the Lifespan	3
PSYU 328	Abnormal Psychology	3
PSYU 333	Physiological Psychology	3
PSYU 336	Social Psychology	3
PSYU 351	History and Systems of Psychology	3
PSYU 421	Cross-Cultural Psychology	3
PSYU 480	Psychology Capstone	3
Core Foundation in Psychological Science Subtotal		36
Concentration		12
Students will select a concentration from the options below. *		
Total Credits		48

Concentrations

Each concentration allows for students to delve deeper into a specific subject matter. Before determining which concentration track to complete, students are encouraged to consult with their academic advisor or faculty mentor.

Preparation for Advanced Study in Counseling Concentration

The preparation for advanced study in counseling concentration is designed for students who are interested in pursuing a career in counseling, which requires a higher level of education specific to this field. The students who choose this concentration will be provided with a variety of courses that address the study of counseling. In addition, clinical issues specific to mental health will be explored. This concentration provides students with a strong background to proceed to a graduate degree in counseling, including University of Massachusetts Global's Master of Arts in Marriage and Family Therapy and Master of Arts in Professional Clinical Counseling.

PSYU 450	Introduction to Counseling	3
PSYU 455	Family Systems and Dynamics	3
PSYU 418	Community Mental Health	3
PSYU 471	Issues in Aging	3
Total Credits		12

Preparation for Advanced Study in Psychology Concentration

The preparation for advanced study in psychology concentration is designed for students who are interested in pursuing a higher level of education in various fields of psychology. The students who choose this concentration will be provided with a variety of courses that address the study of human behavior from biological, evolutionary, psychoanalytic, behavioral, cognitive, sociocultural, and humanistic perspectives, giving them a strong background to proceed to a graduate degree in different psychological domains.

PSYU 310	Psychology of Learning	3
PSYU 317	Cognitive Psychology	3
PSYU 322	Theories of Personality	3
PSYU 432	Introduction to Psychological Measurement	3
Total Credits		12

Industrial/Organizational Concentration

Students who are interested in applying their psychology degree in a business setting will thrive in the Industrial/Organizational Concentration. This concentration gives students the ability to take theoretical perspectives and use them in a practical and applied manner in a variety of workplace settings. Industrial/organizational (I/O) psychology is a high demand field designed to promote employee productivity and retention support organizations in dealing with diversity issues, job selection, training, performance feedback, coaching and other issues related to personnel in organizational settings.

PSYU 432	Introduction to Psychological Measurement	3
PSYU 460	Introduction to Career Development	3
PSYU 462	Personnel Psychology	3
PSYU 481	Industrial/Organizational Psychology	3
Total Credits		12

Child Psychology Concentration

The child psychology concentration is designed for students interested in working with all children with a specific emphasis on children with various developmental challenges. The Child Psychology Concentration provides students with a greater depth of study in child development, learning, and current treatment options for children with autism and other disabilities. It addresses child development from biological, evolutionary, behavioral, psychoanalytic, cognitive, sociocultural, and humanistic perspectives and provides applied courses on how to enhance child development and learning.

PSYU 323	Child Development	3
PSYU 398	Pediatric Neuropsychology	3
PSYU 464	Applied Behavioral Analysis	3
PSYU 466	Preferred Behavior Enhancement	3
Total Credits		12

General Psychology Concentration

The General Psychology Concentration is designed for students who are interested in addressing a broad range of topics in psychology, without being tied to one particular focus. Students are able to select any psychology elective classes they desire in order to build a diverse basis of psychological theory and application, giving students the opportunity to explore multiple domains of psychology. A student who graduates with a general psychology concentration may consider careers that demand an understanding of human behavior and cognition. The general psychology concentration can offer a student a better understanding of various specialties that can be pursued at the graduate level if desired.

Select four courses from the following approved electives:		12
PSYU 310	Psychology of Learning	3
PSYU 317	Cognitive Psychology	3
PSYU 322	Theories of Personality	3
PSYU 323	Child Development	3

PSYU 324	Adolescence	3
PSYU 355	Media Psychology	3
PSYU 398	Pediatric Neuropsychology	3
PSYU 418	Community Mental Health	3
PSYU 428	Introduction to Clinical Psychology	3
PSYU 432	Introduction to Psychological Measurement	3
PSYU 437	Spirituality and Mental Health	3
PSYU 450	Introduction to Counseling	3
PSYU 455	Family Systems and Dynamics	3
PSYU 460	Introduction to Career Development	3
PSYU 462	Personnel Psychology	3
PSYU 464	Applied Behavioral Analysis	3
PSYU 466	Preferred Behavior Enhancement	3
PSYU 468	Case Management	3
PSYU 470	Psychology of Aging	3
PSYU 471	Issues in Aging	3
PSYU 472	Health Care and Aging	3
PSYU 473	Social Aspects of Aging	3
PSYU 481	Industrial/Organizational Psychology	3
PSYU 496	Survey of Forensic Psychology	3
PSYU 499	Independent Study	1-3

*Note: Electives satisfied in transfer must be upper division or equivalent

Minor in Psychology

There are two tracks for a Psychology minor. The general track is designed to enhance knowledge of a psychological process and/or area within the discipline. The applied track is designed to provide exposure to the essential skills and procedures underlying the use of psychological processes and procedures. Students seeking a Psychology minor should discuss the selection of track and courses with an advisor.

General Track

Requirements

MATU 203	Introduction to Statistics	3
PSYU 101	Introduction to Psychology	3
PSYU 304	Research Methods for the Behavioral Sciences	3
Select three upper-division elective courses in Psychology		9
Total Credits		18

Applied Track

Requirements

PSYU 101	Introduction to Psychology	3
Select five upper-division elective courses in Psychology		15
Total Credits		18

Bachelor of Arts in Social Work

The purpose of the social work profession is to enhance the well-being of individuals, families, and communities. The Bachelor of Arts in Social Work (BASW) program prepares students for positions as generalist practice social workers and for graduate education in social work. As generalist practitioners, students apply the knowledge, values, and skills of the social work profession to empower individuals and communities to overcome life challenges. Social work incorporates a holistic, strength-based approach to helping individuals, families, and communities. The BASW degree provides the foundation for entry-level social work careers in areas such as child welfare, community mental health, developmental disabilities, drug and alcohol, criminal justice, aging, community organizations, and other social service settings.

The social work major is based in a liberal arts education that promotes scientific inquiry and critical thinking. The BASW program provides an evidence-based approach to social work education that identifies best practices in social work. Students are taught the purpose, history, values, and ethics of the social work profession. Subject matter also includes communication and assessment skills, problem-solving approaches, human diversity, research, social welfare and policy, and intervention skills with individuals, families, and communities. Students in the BASW program are encouraged to take either or both of PSYU 101 Introduction to Psychology and SOCU 101 Introduction to Sociology as general electives. As a professional program, the BASW program requires 400 hours of field education experience. Field education includes placement in a BASW program-approved field site in the student's geographic area. The BASW program is professionally accredited by the Council on Social Work Education (CSWE).

All applicants should note that licensing and field placement agencies may have regulations denying field placement and/or future licensure to anyone who has been convicted of a felony, especially convictions involving a record for child abuse or neglect. Please contact the licensing board in the state in which you plan to seek licensure, for clarification on how a prior conviction may affect your career goals and licensing. This clarification should be done before the application for admission to this program is submitted.

All courses taken in the major program must be passed with a letter grade of "C" or higher.

Program Mission Statement

The mission of the BASW program is to provide baccalaureate students with a strong generalist foundation in the knowledge and skills necessary for professional entry-level social work practice.

UMass Global Department of Social Work Anti-Racist Statement and Commitment to ADEI Practices

The social work department at UMass Global recognizes that most institutions, including higher education institutions, are inherently racist. At the core of social work is the commitment to social justice and transformation in all practice settings. We recognize that regardless of one's positionality, we are all at a different point in the journey of becoming anti-racist and aware of how we exercise power and privilege. The social work department faculty, staff, and students emphatically believe the advocacy of racial justice and anti-racism (intersecting with many other systems of oppression) are critical to

social work and are embedded in our CSWE accreditation [standards \(https://www.cswe.org/accreditation/\)](https://www.cswe.org/accreditation/), our NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/>), the NASW technology standards (<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice/>) and the Grand Challenges for Social Work (<https://grandchallengesforsocialwork.org/#the-challenges>). As a collective social work department, we denounce white supremacy, systemic and anti-Black racism, oppression, and bigotry of any form. We actively disavow all racism, xenophobia, homophobia, sexism, transphobia, Islamophobia, anti-Semitism, ageism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and marginalize individuals and groups. As a learning community, we strive to identify, challenge, and evaluate behaviors, policies, and practices through self-reflection and group discussions.

We are committed to create and sustain change through the following action plan:

1. Commit to decolonization of course curriculum;
2. Recruit and retain a diverse representation of students, staff, and faculty;
3. Adhere to equitable practices in assessment and evaluation throughout the department, coursework, and practicum experiences;
4. Include voices with intersectional identities when discussing department initiatives or policies;
5. Encourage and appreciate expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal growth and enrichment; and
6. Intervene when students, faculty, staff, or administration exhibit racist, sexist, homophobic, discriminatory, or colonized language and/or actions.

Educational Competencies (Program Learning Outcomes):

- **Competency 1:** Demonstrate Ethical and Professional Behavior.
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- **Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice.
- **Competency 5:** Engage in Policy Practice.
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities.
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities.
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities.
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Ethical and Professional Standards

Students are expected to meet all program standards and abide by the ethical standards of the profession and the University of Massachusetts Global Student Code of Conduct. Since the BASW program involves preparing people to work in the helping profession, the program faculty

assumes the responsibility for reasonably assuring that individuals who complete the program are not only academically competent but are aware of and are capable of functioning within the established ethical and professional standards of the profession. A student in the BASW program must adhere to the NASW Code of Ethics and should understand that he/she is being trained in a program which is not only academic, but also professional in nature.

The university has both the right and obligation to evaluate continually, and, if necessary, to suspend or terminate the student's participation in the practicum and/or BASW program at any point for ethical violations and/or personal unsuitability for the profession. This philosophy is consistent with that of other professional graduate programs which are engaged in explicitly or implicitly certifying that their graduates are competent to engage in the practice of professional social work.

It is understood, therefore, that students will be required to follow the NASW Code of Ethics to continue in the program. Compendia of the prevailing ethical standards are available from the National Association of Social Workers. A full listing of NASW code of ethics can be found here: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/>). In addition, the Social Work department has adopted a set of professional dispositions that represent expected conduct standards for social work students, consistent with the NASW Code of Ethics. The dispositions are examples of the kind of conduct expected of students in the Social Work programs, but are not intended to be exhaustive. The professional dispositions can be found on the MyUMassGlobal website.

Faculty will assess each student's status in meeting the NASW ethical standards and the professional dispositions on a continuing basis, and students experiencing difficulties will be advised as to appropriate means of remediating such difficulties by the faculty or Dean's Office.

Professional Conduct

The professional conduct policy applies both to current students and graduated students. University of Massachusetts Global is committed to providing an accessible educational experience for all learners. If a student requires accommodations for a disability to fully participate in the professional conduct process below, please contact the BASW Program Director at basw@umassglobal.edu or the Office of Accessible Education (OAE) at oea@umassglobal.edu or at (949) 341-9976 to request disability accommodations. Advance notice is necessary to arrange for some accessibility needs.

For **current BASW students**, the professional conduct procedures are as follows:

1. **Step One Meeting:** When a program faculty member observes or becomes aware of behavior that brings into question a student's ability to maintain the NASW Code of Ethics and/or professional dispositions, the faculty member shall meet with the student to discuss the behavior and to advise as to appropriate means of remediating such behavioral concerns. A second faculty member may also attend. A staff member will attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from the student, the meeting shall be recorded with the URL for the recording provided to the student, the presiding faculty, and the Program Director. Students are expected to be in a quiet and private area during professional conduct meetings with faculty. Students must have their webcam working and turned on for the duration of the meeting. Students are expected to

make arrangements to attend conduct meetings at the date and time scheduled, during business hours.

With advance written approval from the Program Director/designee, the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the faculty member(s) will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program or Field Director/or designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, the student's response during the meeting, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The faculty member may, at their discretion, proceed to conduct a Step One Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be considered to have waived their opportunity to participate in the meeting. After the meeting, the Program or Field Director/or designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, and the student's failure to attend the meeting.

The following conditions automatically require a Step One meeting if the student has not yet had a Step One meeting, or a Step Two meeting if the student has previously had a Step One meeting but not a Step Two meeting:

- Termination of a student's practicum placement by placement site personnel
- Failure of the student to secure a practicum placement after interviewing at three sites and applying for an interview at three other sites.

2. **Step Two Meeting:** At any time after the Step One Meeting, if the Program Director and Field Director deem that a student's ability to maintain the NASW Code of Ethics and/or professional dispositions remains in question and behavioral concerns remain unresolved, a second meeting shall be convened. This second meeting shall be attended by the Program Director or designee, Field Director or designee, and student. If the faculty member who met with the student in step 1 was the Program Director or Field Director, the Dean will appoint a different faculty member to substitute for the Program Director or Field Director in steps 2 and 3 of this process. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from the student, the meeting shall be recorded with the URL for the recording provided to the student, Program Director/designee, and Field Director/designee. Students are expected to be in a quiet and private area during professional conduct meetings with faculty. Students must have their webcam working and turned on for the duration of the meeting. Students

are expected to make arrangements to attend conduct meetings at the date and time scheduled, during business hours.

With advance written approval from the Program Director/designee, the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the Program Director/designee and Field Director/designee will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program or Field Director/or designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Field Director/designee, the student's response, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The Program Director/designee and Field Director/designee may, at their discretion, proceed to conduct a Step Two Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be considered to have waived their opportunity to participate in the meeting. After the meeting, the Program or Field Director/or designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Field Director/designee, and the student's failure to attend the meeting.

3. Step Three: At any time after the Step Two Meeting, if the Program Director and Field Director deem that the student's ability to maintain appropriate professional, ethical, and/or personal standards remains in question and the behavioral concerns remain unresolved, they may recommend to the Dean that the student be suspended or dismissed from the program. The Dean may suspend or dismiss the student from the program, with written notice provided to the student. The suspension or dismissal takes effect upon the Dean's issuance of the official letter of suspension or dismissal. A student dismissed from the program under the professional conduct policy is not eligible for readmission to the program.

A notice of suspension will specify (a) the earliest date at which the Dean will consider lifting the suspension; (b) the steps that the student must take in order for the Dean to consider lifting the suspension; and (c) the deadline by which the student must complete those steps and request that the suspension be lifted. If, by that deadline, the student has not submitted a request that in the Dean's assessment is sufficient to warrant lifting the suspension, the suspension will convert to dismissal from the program, with written notice provided to the student. That dismissal takes effect upon the Dean's issuance of the official letter of dismissal.

4. Step Four: A student who is dismissed or suspended from the program may, within 30 calendar days of receipt of the dismissal or suspension notification, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does

not include a synchronous hearing. To file a petition, the student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the student's petition. The committee's ruling is not subject to appeal.

For **graduated students**, for whom information is discovered after the time of their degree completion regarding alleged ethical or professional violations that occurred during the time, they were enrolled in the BASW program, the professional conduct procedures are as follows

1. When the Program Director and Field Director learn that a graduated student may have committed ethical or professional violations during the time they were enrolled in the program, they may investigate the allegations.

2. After reviewing their findings, the Program Director and Field Director may choose to convene a Professional Conduct Meeting. This meeting shall be attended by the Program Director, Field Director, and graduated student. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from the student, the meeting shall be recorded and the URL for the recording provided to the student, Program Director, and Field Director. Students are expected to be in a quiet and private area during professional conduct meetings with faculty. Students must have their webcam working and turned on for the duration of the meeting.

With advance written approval from the Program Director/designee, the graduated student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the Program Director and Field Director will identify the behaviors of concern, discuss the behavioral concerns with the graduated student, and solicit the student's response to the behavioral concerns in question. The staff member will document the meeting's proceedings. After the meeting, the Program or Field Director/or designee will provide a written summary of the meeting to the graduated student, including the identified behaviors of concern and the graduated student's response.

The Program Director and Field Director may, at their discretion, proceed to conduct a Professional Conduct Meeting in the absence of a graduated student who fails to appear despite having been provided advance notice of the meeting. After the meeting, the Program Director will provide a written summary of the meeting to the graduated student, including the identified behaviors of concern and the graduated student's failure to attend the meeting.

3. Based on their investigation and on the proceedings of the Professional Conduct Meeting, if the Program Director and Field Director deem that the graduated student committed egregious violation(s) of ethical or professional conduct during the time that they were enrolled in the program, and that such violation(s) would have merited a recommendation to the Dean of suspension or dismissal from the program if the violation(s) had been discovered when the graduated

student was enrolled in the program, the Program Director and Field Director may recommend to the Dean that the graduated student's degree be revoked. The Dean may issue the graduated student a letter of intent to revoke the graduated student's degree.

4. A graduated student receiving a Dean's letter of intent to revoke the student's degree may submit a written appeal to the Dean with supporting documentation, within 30 calendar days of transmission of the Dean's letter of intent. This appeal process is documentation-based and does not include a synchronous hearing. After review of the student's written appeal and supporting documentation, the Dean may or may not decide to revoke the graduated student's degree, with written notice of either outcome provided to the student.

5. A graduated student whose degree is revoked may, within 30 calendar days of transmission of the notification of degree revocation, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the graduated student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the graduated student's petition. The committee's ruling is not subject to appeal.

6. If a graduated student's degree is revoked, and if, at the time of degree conferral, the student had been a resident of a state that licenses social workers at the baccalaureate level, the program will inform the applicable state governing body.

States Where the BASW Program is Not Available

The BASW Program is available nationally. However, due to regulatory reasons, University of Massachusetts Global cannot provide field placements or BASW degrees in certain states. Students should consult with their Advisor if they have plans to move from one state to another.

Field Education

Prior to becoming eligible to begin field education, students must successfully complete at least 27 required prerequisite credits, with a grade equivalent of "C" or higher, successfully complete the field readiness interview, a field site interview, and be approved to begin field by the Field Director.

All required documents including the practicum site agreement must be completed and students must be enrolled in field practicum seminar prior to starting any trainee hours at the approved site. Practicum hour requirements and other practicum policies are available from the BASW Field Director.

The practicum courses are graded on a pass/no pass basis. Practicum courses are to be taken consecutively.

Social Work Core Requirements

SOWK 300	Social Work Foundations	3
SOWK 302	Interview and Assessment Skills in Social Work	3
SOWK 303	Diversity and Justice in a Global Society	3
SOWK 304	Social Welfare	3

SOWK 306	Human Behavior and the Social Environment I: Infancy, Childhood, and Adolescence	3
SOWK 307	Human Behavior and the Social Environment II: Adulthood & Aging	3
SOWK 309	Introduction to Social Work Research	3
SOWK 418	Social Policy	3
SOWK 421	Social Work Practice: Individuals and Families	3
SOWK 422	Social Work Practice: Groups	3
SOWK 423	Social Work Practice: Organizations and Communities	3
SOWK 493	Social Work Practicum Seminar I *	3
SOWK 494	Social Work Practicum Seminar II *	3
SOWK 495	Social Work Practicum Seminar III *	3
Social Work Core Subtotal		42

*If a student does not complete the required 400 practicum hours during the SOWK 493, 494, 495 course series, they will be enrolled in a required SOWK 497 Practicum Continuation course (0 credits) and required to pay an Undergraduate Practicum Continuation Fee, per each course and session, until the student completes the total required hours. Students will accumulate hours toward their practicum requirements only when enrolled in SOWK 493, 494, 495, or 497.

Social Work Electives

Select two from the following:		6
CJCU 416	Domestic Violence	
CJCU 418	Victim Advocacy	
SOWK 391	Youth At Risk	
SOWK 393	Child Abuse	
SOWK 405	Military Social Work	
SOWK 408	International Social Work	
SOWK 440	Social Work Case Management	
SOWK 441	Social Work with Latino Populations: Language Skills and Culture	
SOWK 442	Technology in Social Work	
SOWK 443	Trauma-Informed Social Work Practice	
SOWK 445	Drug and Alcohol Treatment in Social Work	
SOWK 482	Social Work with Older Adults	
Social Work Electives Subtotal		6
Total Credits		48

Minor in Social Work

A minor in social work requires a total of 18 credits chosen from the social work major and distributed as outlined below.

Minor Core

SOWK 300	Social Work Foundations	3
SOWK 302	Interview and Assessment Skills in Social Work	3
SOWK 303	Diversity and Justice in a Global Society	3
SOWK 304	Social Welfare	3
Minor Core Subtotal		12

Minor Electives (6 credits. All credits must be upper division)

Any two courses from the social work major core requirements or social work electives		6
Minor Electives Subtotal		6
Total Credits		18

Undergraduate Certificate: Nutrition and Wellness

The undergraduate Certificate in Nutrition and Wellness trains students in nutrition as it relates to the dynamic influences of diet, society, exercise, stress, and disease. This program will benefit those individuals in the health care, teaching, coaching, organizational leadership, fitness and sports therapy, physical therapy, home health aide, exercise specialists, health coaches, nutrition or fitness writers/bloggers, human resources, nutritional advising, and senior wellness fields.

The 15-credit undergraduate certificate focuses on recognizing needs for changing health behaviors, reducing diet and exercise disparities and reducing liabilities that may influence disease development. It may assist and prepare the student for the registered dietitians program.

The registered dietitians (RD) program is a bachelor's degree given from an accredited university approved by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA). Additionally, to become a RD the student must pass a national examination administered by the Commission on Dietetic Registration (CDR) as well as other requirements.

The Certificate in Nutrition and Wellness is a unique, interdisciplinary course of study.

Admission Requirements

Admission to the certificate program is granted to individuals who apply and meet the standards for undergraduate admission to University of Massachusetts Global. Students enrolled in a credential program, graduate degree program, or graduate certificate program may not enroll concurrently in an undergraduate certificate program. At least nine credits in the certificate program must be taken at University of Massachusetts Global. Coursework in the undergraduate Certificate in Nutrition and Wellness requires a minimum 2.0 cumulative GPA, with no course below a "C" or equivalent.

Required Courses

FSNU 200	Human Nutrition	3
FSNU 315	Nutritional Basis of Disease	3
FSNU 335	Science of Obesity	3
Required Courses Subtotal		9

Electives

Select two from the following:		6
FSNU 201	International Nutrition: The World Food Crisis	
FSNU 329	Experimental Topics in Food Science and Nutrition	
FSNU 338	Nutrition and Human Performance	
Electives Subtotal		6

Total Credits		15
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Undergraduate Certificate: Paralegal

The Department of Labor's Bureau of Labor Statistics predicts that the need for paralegals and legal assistants is growing faster than average. An individual who wants to market him/herself as a paralegal must meet specific criteria. Successfully completing the University of Massachusetts Global paralegal certificate meets the California paralegal requirements. This University of Massachusetts Global certificate can also be used toward completion of the Bachelor of Arts of Legal Studies.

The 24-credit undergraduate certificate focuses on attainment of the knowledge, skills, and abilities required of a paralegal. Paralegals are professionals expected to support private law offices, corporate counsel offices, governmental agencies, contract management departments and other types of departments. This certificate prepares the student with a basic understanding of the legal system, and with the ability to research and prepare legal documents, to investigate legal precedent, and to project manage law office activity and case management. Specialized skills may also be included.

Admission Requirements

Admission to the certificate program is granted to individuals who apply and meet the standards for undergraduate admission to University of Massachusetts Global. Students enrolled in a credential program, graduate degree program, or graduate certificate program may not enroll concurrently in an undergraduate certificate program. Coursework requires a minimum 2.0 cumulative GPA, with no course below a "C" or equivalent.

Required Courses:

LEST 300	Foundations of Law	3
LEST 402	Litigation and Trial Advocacy	3
LEST 403	Legal Research and Writing	3
LEST 416	Contemporary Legal Issues	3
LEST 418	Electronic Discovery and Legal Technology	3
LEST 420	Law Practice Management	3
LEST 462	Ethics in a Legal Environment	3
LEST 324	Interviewing, Negotiation and Alternative Dispute Resolution	3
Total Credits		24

Master of Arts in Marriage and Family Therapy

The mission of University of Massachusetts Global's Marriage and Family Therapy (MFT) program is to educate, prepare, develop, and empower clinically competent, systemic/relationship-oriented, culturally humble, and ethically driven professionals who serve diverse communities.

University of Massachusetts Global offers a Master of Arts in Marriage and Family Therapy with two emphases. The dual emphasis is designed to provide the student with the academic and professional training necessary for a career as a Marriage and Family Therapist (MFT) and a Professional Clinical Counselor (PCC). Student learning outcomes and emphasis descriptions are listed below.

Student Learning Outcomes (Program Learning Outcomes) MA MFT Students

- **Knowledge:** Students will analyze therapeutic problems and challenges of clients using systemic theories and models.
- **Practice:** Students and graduates will apply systemic/relational clinical interventions in their work as Marriage and Family Therapists.
- **Diversity:** Students will demonstrate awareness, understanding, sensitivity, and respect for diversity and inclusion.
- **Ethics:** Students will apply ethical and professional decision making to issues in psychotherapy.
- **Research:** Students will employ research knowledge to enhance clinical practice.

Dual Emphasis Students

- **Career Counseling:** Students will apply career development theories and techniques to work/career issues and problems.
- **Advanced Individual Counseling:** Students will apply relevant theoretical interventions to clinical problems of individuals.
- **Assessment, Psychopathology, and Diagnostics:** Students will apply assessment techniques, including crisis evaluation and diagnostic assessment, to clinical issues.

Program Description

Marriage and Family Therapy (MFT) Emphasis

The Master of Arts in Marriage and Family Therapy program is designed to prepare students to apply systems thinking to complicated psychodynamic clinical cases. Grounded in systemic knowledge of theoretical practices, students will learn to competently and ethically apply distinctive therapeutic interventions that would most benefit their clients. As such, complex and nuanced clinical decision-making for students of this program is built upon the understanding that diversity does not change the value of a person. As a result, students of this program are encouraged and empowered to value the lives of all human beings, and to treat every individual, couple, or family client with respect. As future Marriage and Family Therapists, students of this program will be prepared to work with and support every client in a manner that displays humility, acceptance, and inclusion.

Specifically, students in MA MFT program are trained to create a therapeutic environment that would allow for their clients to thrive and grow. Students will be able to clinically evaluate and deconstruct latent information provided by clients. They will account for diversity and cultural issues presented by clients as they contemplate and formulate a working hypothesis (clinical conceptualization) and clinical diagnosis. They will be proficient in identifying a systemic theoretical modality

that would be used to work with clients. They will also gain skills to seek additional information by researching relevant clinical studies and applying the information to their clinical practice. Students will be encouraged to consult with their clinical supervisors and/or course instructors to test and adjust their clinical conceptualization. Students will also competently design treatment plans tailored to the needs of each individual, couple, or family client.

Combined Marriage and Family Therapy and Professional Clinical Counseling (MFPC) Emphasis Option

This combined emphasis option is available to students in selected states (access the state-specific academic requirements website for more information). Students who choose this option will meet the education requirements for licensure as a Marriage and Family Therapist and a Professional Clinical Counselor. Completing this dual emphasis may give students more options in terms of future careers and may increase marketability in diverse work settings. Each student who completes this emphasis must complete a minimum of 400 practicum hours and a minimum of 69 semester credits. Please note that only one Master of Arts degree will be awarded.

Admission to the Program

Admissions decisions to the Master of Arts in Marriage and Family Therapy (MA MFT) program are based on evaluation of all application materials and information provided by the applicant. Submission of all required application materials does not guarantee admission to the program. Any applicant dismissed for any reason from another program is not eligible for admission to the MA MFT program at University of Massachusetts Global. Admission to the MA MFT program is restricted to residents within the United States in states where the University is authorized to offer the program. Admissions decisions are not subject to discussion or appeal.

The MFT Program is available in most states. However, for state-specific regulatory reasons, the MFT program is not authorized in certain states and cannot provide practicum placements or MFT degrees in those states. When a student plans to move from the state in which they began their program to a different state, it is essential that the student consult in advance with their Advisor and Program Director. If the student relocates to a state in which the program is not authorized, the student will be unable to complete the program.

The following requirements must be completed in order to become eligible for consideration for admission to the program:

1. Satisfactorily fulfill graduate admission requirements for University of Massachusetts Global as stated in the catalog. (See the Graduate Admissions section.)
2. Admission is also contingent on the quality of the autobiography. The applicant is required to submit an autobiography, which must be at least 3 to 4 typed pages in length and include the following information:
 - a. Childhood and family of origin experiences that have influenced the applicant's decision to pursue a career in Marriage and Family Therapy (the applicant should incorporate a minimum of two relevant experiences).
 - b. Relationships (marital or otherwise) as an adult that have influenced the applicant's decision to pursue a career in Marriage

and Family Therapy (the applicant should incorporate a minimum of two relevant experiences).

c. Cultural experiences that influenced the applicant's decision to pursue a career in Marriage and Family Therapy (the applicant should incorporate a minimum of two relevant experiences).

d. Academic experiences that influenced the applicant's decision to pursue a career in Marriage and Family Therapy (the applicant should incorporate a minimum of one relevant experience).

e. Vocational experiences that influenced the applicant's decision to pursue a career in Marriage and Family Therapy (the applicant should incorporate a minimum of one relevant experience).

f. Discuss any additional experiences that have influenced the applicant's decision to become a Marriage and Family Therapist. The applicant should articulate why they have selected this very moment to move towards becoming a therapist.

3. If the applicant applies to the University through a portfolio, the applicant must submit two recommendation forms. Recommenders must be former academic instructors, employers, or professionals within the mental health field with knowledge of the applicant's aptitude. Relatives may not submit recommendations.

4. The application process includes the completion and submission of the Graduate Admissions application, the completion and submission of the MFT program supplemental form, acknowledgement of receipt of the Program Handbook, and acknowledgement of the Licensure Limitation Policy. The application packet must be complete. For applicants using the GPA or Prior Graduate Degree options, the Psychology program faculty may require an interview and/or ask the applicant to submit two recommendation forms if clarification of the application materials is required. For applicants using the portfolio option, the Psychology faculty may require an interview if clarification of application materials is required.

5. Note that licensing and certification agencies typically have regulations denying licensure or certification to anyone who has been convicted of a felony, especially ones which reflect an offense which would be a cause for disciplinary action if committed by an individual already holding the license. Please contact the licensing board in the state you plan to obtain licensure for clarification of how a conviction may affect licensing. This clarification should be done before the application for admission to this program is submitted.

6. Students must have regular admission status prior to enrollment in graduate coursework.

7. Students admitted to the Master of Arts in Marriage and Family Therapy program will be admitted to the Catalog based on the program start date and not the admission date.

Transfer of Coursework

A maximum of 12 semester credits or 18 quarter credits may be accepted in transfer toward the Master of Arts in Marriage and Family Therapy degree program.

Program Requirement Deadlines

All requirements for the Master of Arts in Marriage and Family Therapy program, including courses accepted for transfer credit from other institutions, must be completed within a seven-year period. The seven-

year period for University of Massachusetts Global courses begins at the end of the session in which the course was taken. For transfer courses from other institutions, the seven-year period begins at the end of the semester or quarter in which the course was taken. Interrupted enrollment does not alter the seven-year period for completion of all graduate requirements.

When compelling circumstances warrant, students may petition for an extension of the seven-year limit for any Master of Arts in Marriage and Family Therapy program requirement. This petition does not apply to practicum courses. Approved petitions must include the new date to which approval of the course or other program requirement has been extended. Petition decisions may be appealed only to the Dean of Arts and Sciences. Decisions made by the Dean are final and binding.

Advisement/Orientation

Prior to admission, students are required to review and submit acknowledgement of the review of the Master of Arts in Marriage and Family Therapy program handbook and the licensure limitation statement. The handbook contains pertinent program information focused on advising students of program requirements and licensure limitations as they relate to different states. Upon admission, students are strongly encouraged to contact and maintain a mentoring relationship with their faculty mentor. Faculty mentors are assigned to students based on the student's last name. Students who seek to identify their faculty mentor upon admission should consult their Academic Advisor.

University of Massachusetts Global is committed to providing an accessible educational experience for all learners. If you require accommodation(s) for a disability to fully participate or meet any of our program requirements, please contact the Office of Accessible Education (OAE) at oea@umassglobal.edu or visit the OAE MyUMassGlobal page to register for services.

Academic Load

Students in the MA MFT program are expected to take no more than 12 units per trimester (six units per session) but may request an exception to take 15 credits within a specific trimester. Students may request this exception by submitting a petition to the MFT Program Director using the "All Other Exceptions/Requests petition," that includes a rationale for the exception request.

Advancement to Candidacy

Each student in the MA MFT program is required to pass an oral clinical standardized examination known as advancement. To qualify for advancement, students must complete the eight courses listed below. In addition, students must apply for advancement a minimum of two sessions prior to the start of practicum.

At the time of advancement, each student will be provided with a vignette for which the student will demonstrate their ability to conduct clinical assessment, identify and address legal and ethical matters, address red flags and crisis circumstances, provide concrete, relational, and rule out diagnoses, identify the presenting problem, and formulate a relevant treatment plan using systemic theoretical modality addressing all stages of treatment. For more detailed information about advancement please reach out to the Clinical Support Team at mftpccclinical@umassglobal.edu.

If you are in need of accommodation(s) for a disability for the advancement evaluation, please contact the Office of Accessible

Education (OAE) at oea@umassglobal.edu or visit the OAE MyUMassGlobal page to register for services.

MFT 502	History and Foundations of Therapeutic Practices	3
MFT 506	Ethical & Professional Issues	3
MFT 510	Psychopathology & Diagnosis	3
MFT 512	Family Therapy Theories and Techniques: A Modern Emphasis	3
MFT 514	Couples Therapy	3
MFT 516	Assessment and Treatment of Substance Abuse	3
MFT 518	Child/Adolescent Psychopathology and Child Abuse Reporting	3
MFT 520	Advanced Individual Therapy I	3
Total Credits		24

Ethical and Professional Standards

Students are expected to meet all program standards and abide by the ethical standards of the profession and the University of Massachusetts Global Student Code of Conduct. Since the MA MFT program involves preparing people to work in the helping profession, the program faculty assumes the responsibility for reasonably assuring that individuals who complete the program are not only academically competent but are aware of and are capable of functioning within the established ethical and professional standards of the profession. A student in the MA MFT program must adhere to the ethical standards propounded by the relevant professional associations and should understand that he/she is being trained in a program which is not only academic, but also professional in nature.

The university has both the right and obligation to evaluate continually, and, if necessary, to suspend or terminate the student's participation in the master's program at any point for ethical violations and/or personal unsuitability for the profession. This philosophy is consistent with that of most clinically oriented graduate programs which are engaged in explicitly or implicitly certifying that their graduates are competent to engage in the practice of professional counseling or psychotherapy.

It is understood, therefore, that students will be required to maintain appropriate professional, ethical, and personal standards in order to continue in the program. Faculty will assess each student's status in meeting these standards on a continuing basis, and students experiencing difficulties will be advised as to appropriate means of remediating such difficulties by the faculty or Dean's Office. Compendia of the prevailing ethical standards are available from the American Psychological Association, the American Association for Marriage and Family Therapy, and the National Board of Certified Counselors.

Professional Conduct

The MA MFT professional conduct policy applies both to current and graduated students. University of Massachusetts Global is committed to providing an accessible educational experience for all learners. If a student requires accommodations for a disability to fully participate in the professional conduct process below, please contact the Office of Accessible Education (OAE) at oea@umassglobal.edu or at (949) 341-9976 to request disability accommodations. Advance notice is necessary to arrange for some accessibility needs.

Please note that students or graduates of the program are expected to be in a quiet and private area during professional conduct meetings. They are required to have a working Webcam which must be turned on for the duration of the meeting.

For **current** MA MFT students, the professional conduct procedures are as follows:

Step One Meeting: When an MA MFT program faculty member observes or becomes aware of behavior that brings into question a student's ability to maintain appropriate professional, ethical, or personal standards, the faculty member shall meet with the student to discuss the behavior and to advise as to appropriate means of remediating such behavioral concerns. This meeting may be attended by a staff member. A second faculty member may also attend. A staff member will attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, the presiding faculty, and the Program Director.

With advance written approval from the Program Director/designee, the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the faculty member(s) will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program Director will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, the student's response during the meeting, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The faculty member may, at their discretion, proceed to conduct a Step One Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be considered to have waived their opportunity to participate in the meeting. After the meeting, the Program Director will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, and the student's failure to attend the meeting.

The following conditions automatically require a Step One meeting if the student has not yet had a Step One meeting, or a Step Two meeting if the student has previously had a Step One meeting but not a Step Two meeting:

- Termination of a student's practicum placement by placement site personnel.
- Failure of the student to secure a practicum placement after interviewing at 7 sites.

Step Two Meeting: At any time after the Step One Meeting, if the MA MFT Program Director deems that, a student's ability to maintain appropriate professional, ethical, or personal standards remains in question and

behavioral concerns remain unresolved, a second meeting shall be convened. This second meeting shall be attended by the Program Director or designee, Clinical Director or designee, and student. All responsibilities in this policy assigned to the Program Director may instead be fulfilled by the Vice Chair. If the faculty member who met with the student in Step One was the Program Director or Vice Chair, the Dean will appoint a different psychology faculty member to substitute for the Program Director or Vice Chair in steps 2 and 3 of this process. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, Program Director/designee, and Clinical Director/designee.

With advance written approval from the Program Director/designee, the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the Program Director/designee and Clinical Director/designee will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program Director/designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Clinical Director/designee, the student's response, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The Program Director/designee and Clinical Director/designee may, at their discretion, proceed to conduct a Step Two Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be considered to have waived their opportunity to participate in the meeting. After the meeting, the Program Director/designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Clinical Director/designee, and the student's failure to attend the meeting.

Step Three: At any time after the Step Two Meeting, if the MA MFT Program Director and Clinical Director deem that the student's ability to maintain appropriate professional, ethical, and/or personal standards remains in question and the behavioral concerns remain unresolved, they may recommend to the Dean that the student be suspended or dismissed from the MA MFT program. The Dean may suspend or dismiss the student from the program, with written notice provided to the student. The suspension or dismissal takes effect upon the Dean's issuance of the official letter of suspension or dismissal. A student dismissed from the program under the professional conduct policy is not eligible for readmission to the MA MFT or the MA PCC program.

A notice of suspension will specify (a) the earliest date at which the Dean will consider lifting the suspension; (b) the steps that the student must take in order for the Dean to consider lifting the suspension; and

(c) the deadline by which the student must complete those steps and request that the suspension be lifted. If, by that deadline, the student has not submitted a request that in the Dean's assessment is sufficient to warrant lifting the suspension, the suspension will convert to dismissal from the program, with written notice provided to the student. That dismissal takes effect upon the Dean's issuance of the official letter of dismissal.

Step Four: A student who is dismissed or suspended from the program may, within 30 calendar days of receipt of the dismissal or suspension notification, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the student's petition. The committee's ruling is not subject to appeal.

For **graduated** MA MFT students, for whom information is discovered after the time of their degree completion regarding alleged ethical or professional violations that occurred during the time they were enrolled in the MA MFT program, the professional conduct procedures are as follows:

1. When the MA MFT Program Director and Clinical Director learn that a graduated student may have committed ethical or professional violations during the time they were enrolled in the MA MFT program, they may investigate the allegations.
2. After reviewing their findings, the Program Director and Clinical Director may choose to convene a Professional Conduct Meeting. This meeting shall be attended by the Program Director, Clinical Director, and graduated student. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, Program Director and Clinical Director.
 - a. With advance written approval from the Program Director/designee, the graduated student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.
 - b. During the meeting, the Program Director and Clinical Director will identify the behaviors of concern, discuss the behavioral concerns with the graduated student, and solicit the student's response to the behavioral concerns in question. The staff member will document the meeting's proceedings. After the meeting, the Program Director will provide a written summary of the meeting to the graduated student, including the identified behaviors of concern and the graduated student's response.
 - c. The Program Director and Clinical Director may, at their discretion, proceed to conduct a Professional Conduct Meeting in the absence of a graduated student who fails to appear despite having been provided advance notice of the meeting. After the meeting, the Program Director will provide a written summary

of the meeting to the graduated student, including the identified behaviors of concern and the graduated student's failure to attend the meeting.

3. Based on their investigation and on the proceedings of the Professional Conduct Meeting, if the MA MFT Program Director and Clinical Director deem that the graduated student committed egregious violation(s) of ethical or professional conduct during the time that they were enrolled in the MA MFT program, and that such violation(s) would have merited a recommendation to the Dean of suspension or dismissal from the program if the violation(s) had been discovered when the graduated student was enrolled in the program, the Program Director and Clinical Director may recommend to the Dean that the graduated student's degree be revoked. The Dean may issue the graduated student a letter of intent to revoke the graduated student's degree.
4. A graduated student receiving a Dean's letter of intent to revoke the student's MA MFT degree may submit a written appeal to the Dean with supporting documentation, within 30 calendar days of transmission of the Dean's letter of intent. This appeal process is documentation-based and does not include a synchronous hearing. After review of the student's written appeal and supporting documentation, the Dean may or may not decide to revoke the graduated student's degree, with written notice of either outcome provided to the student.
5. A graduated MA MFT student whose degree is revoked may, within 30 calendar days of transmission of the notification of degree revocation, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the graduated student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the graduated student's petition. The committee's ruling is not subject to appeal.
6. If a graduated MA MFT student's degree is revoked, and if the student had been a California resident at the time of degree conferral, the program's Board of Behavioral Science (BBS) liaison will inform the BBS that the student no longer holds a degree from University of Massachusetts Global. If the graduated student resided in Washington at the time of degree conferral, the program's Washington State Department of Health (WDH) liaison will inform the WDH that the student no longer holds a degree from University of Massachusetts Global. In addition, and only if known, the University representative will also inform the state governing body where the student is currently in clinical authorized practice.

Practicum

Each student must pass their advancement examination and must have the Practicum Site Agreement completed and approved by the university and the practicum site prior to starting any practicum relevant tasks (working with clients or receiving clinical supervision) at the approved site. Students must submit the necessary documentation (see Clinical Handbook for further details on practicum documentation requirements) needed to enroll in the practicum courses. Practicum courses are graded on a pass/no pass basis and must be completed consecutively and may not be taken concurrently. Once enrolled in practicum, students are required to attend, participate, and complete all required assignments related to the practicum course including but not limited to clinical hours and capstone case study paper/presentation (see Clinical Handbook for

more details). To remain enrolled in practicum, students must be placed and actively engaged at a clinical agency, working with clients, and routinely meeting with their assigned clinical supervisor. If a student is not actively seeing clients (for any reason), the student must either drop the practicum course or will receive a grade of "NP" which will require the student to retake the practicum course. Students must keep their practicum instructor, and their Clinical Faculty Representative informed of any changes to their status at a practicum location (termination from agency, challenges with supervision, concerns that warrant a break).

All students admitted to the MA MFT program must complete a total of 400 practicum hours.

Students must be enrolled in practicum to account for any clinical hours. Refer to the Clinical Handbook for more details on clinical hours.

If a student does not complete the required practicum hours they will be automatically enrolled in MFT 696 MFT Practicum Continuation course (0 credits) and required to pay a Graduate Practicum Continuation Fee. Student will remain enrolled in MFT 696, until the student completes the required practicum hours or until the student's seven-year program completion timeline has expired. Students can only accumulate hours toward their practicum requirements when enrolled in MFT 660, 661, 662, 663, 664, 665 or 696.

If a student chooses to take a break (stop out) and fails to return to the University to resume their practicum requirements within two years (two years post the last day of the session in which the student was most recently enrolled in practicum), the student will be required to retake the full practicum series of courses upon their return to the University. Any practicum hours previously recorded will no longer count. All previously earned grades in practicum courses will be converted to "NP"

University of Massachusetts Global is committed to providing an accessible educational experience for all learners. If you require accommodations for a disability to fully participate in your practicum placement, please contact the Office of Accessible Education (OAE) at oea@umassglobal.edu to request disability accommodations. In addition, please reach out to your MFT Clinical Support Team at mftpccclinical@umassglobal.edu. Advance notice is necessary to arrange for accessibility needs.

Specific Requirements for the Master of Arts in Marriage and Family Therapy Grade Point Average Requirements

Students must maintain a 3.0 grade point average throughout their course of study in the MA MFT program. A student must receive a letter grade of "B-" or better in each non practicum course for successful completion. If a student falls below a 3.0 in a course or a 3.0 overall GPA, student remediation will occur via the university's probation process, found in the current university catalog.

The courses listed below are required for completion of the Marriage and Family Therapy Emphasis Option.

Marriage and Family Therapy Emphasis

MFT 502	History and Foundations of Therapeutic Practices	3
MFT 506	Ethical & Professional Issues	3
MFT 510	Psychopathology & Diagnosis	3

MFT 512	Family Therapy Theories and Techniques: A Modern Emphasis	3
MFT 514	Couples Therapy	3
MFT 516	Assessment and Treatment of Substance Abuse	3
MFT 518	Child/Adolescent Psychopathology and Child Abuse Reporting	3
MFT 520	Advanced Individual Therapy I	3
MFT 522	Individual and Family Development	3
MFT 524	Clinical Issues in Human Diversity	3
MFT 526	Family Therapy Theories and Techniques: A Postmodern Emphasis	3
MFT 528	Research and Bibliographic Methods	3
MFT 530	Theory and Practice of Group Therapy	3
MFT 534	Clinical Assessment	3
MFT 536	Psychopharmacology	3
MFT 538	Gender, Intimacy, and Sexuality	3
MFT 542	Community and Environmental Mental Health	3
Practicum		
MFT 660	MFT Practicum I: A Systemic Lens of the Developing Therapist *	1.5
MFT 661	MFT Practicum II: Contextualizing the Content of Therapy *	1.5
MFT 662	MFT Practicum III: Exploring the Therapeutic Process *	1.5
MFT 663	MFT Practicum IV: Theoretical Application and Capstone 1 *	1.5
MFT 664	MFT Practicum V: Social Context and Capstone 2 *	1.5
MFT 665	MFT Practicum VI: Beyond the Classroom and Capstone 3 *	1.5

*If a student does not complete the required practicum hours during the MFT 660, 661, 662, 663, 664, 665 course series, they will be enrolled in a required MFT 696 MFT Practicum Continuation course (0 credits) and required to pay a Graduate Practicum Continuation Fee. The student will remain enrolled in MFT 696 until they complete the required practicum hours, or until the student's seven-year program completion timeline has expired. Students will accumulate hours toward their practicum requirements only when enrolled in MFT 660, 661, 662, 663, 664, 665, or 696.

Total Credits 60

The courses listed below are required for the completion of the combined Marriage and Family Therapist and Professional Clinical Counselor Emphases Option (Offered to residents of select states only)

Combined Marriage and Family Therapist and Professional Clinical Counselor Emphasis Option

MFT 502	History and Foundations of Therapeutic Practices	3
MFT 506	Ethical & Professional Issues	3
MFT 510	Psychopathology & Diagnosis	3
MFT 512	Family Therapy Theories and Techniques: A Modern Emphasis	3

MFT 514	Couples Therapy	3
MFT 516	Assessment and Treatment of Substance Abuse	3
MFT 518	Child/Adolescent Psychopathology and Child Abuse Reporting	3
MFT 520	Advanced Individual Therapy I	3
PSYU 521	Advanced Individual Therapy II	3
MFT 522	Individual and Family Development	3
MFT 524	Clinical Issues in Human Diversity	3
MFT 526	Family Therapy Theories and Techniques: A Postmodern Emphasis	3
MFT 528	Research and Bibliographic Methods	3
MFT 530	Theory and Practice of Group Therapy	3
MFT 534	Clinical Assessment	3
MFT 536	Psychopharmacology	3
MFT 538	Gender, Intimacy, and Sexuality	3
PSYU 539	Crisis and Trauma Counseling	3
MFT 542	Community and Environmental Mental Health	3
PSYU 545	Transition to Work and Career	3
Practicum		
MFT 660	MFT Practicum I: A Systemic Lens of the Developing Therapist *	1.5
MFT 661	MFT Practicum II: Contextualizing the Content of Therapy *	1.5
MFT 662	MFT Practicum III: Exploring the Therapeutic Process *	1.5
MFT 663	MFT Practicum IV: Theoretical Application and Capstone 1 *	1.5
MFT 664	MFT Practicum V: Social Context and Capstone 2 *	1.5
MFT 665	MFT Practicum VI: Beyond the Classroom and Capstone 3 *	1.5

*If a student does not complete the required practicum hours during the MFT 660, 661, 662, 663, 664, 665 course series, they will be enrolled in a required MFT 696 MFT Practicum Continuation course (0 credits) and required to pay a Graduate Practicum Continuation Fee, until the student completes the required practicum hours, or until the student's seven-year program completion timeline has expired. Students will accumulate hours toward their practicum requirements only when enrolled in MFT 660, 661, 662, 663, 664, 665, or 696.

Total Credits 69

Master of Arts in Professional Clinical Counseling

The mission of University of Massachusetts Global's Professional Clinical Counseling (PCC) program is to educate, prepare, and develop competent counselors who promote equitable treatment by applying ethical, clinically-relevant, and culturally-informed practices to serve individuals in diverse communities.

Program Learning Outcomes

MA PCC Students

- **Assessment, Psychopathology, and Diagnostics:** Students will apply assessment techniques, including crisis evaluation and diagnostic assessment, to clinical issues.
- **Ethics:** Students will apply ethical and professional decision making to the practice of psychotherapy and counseling.
- **Career Counseling:** Student will apply career development theories and techniques to work and career issues and problems.
- **Advanced individual Counseling:** Students will apply relevant theoretical interventions to clinical problems of individuals.
- **Diversity:** Students will demonstrate awareness, understanding, sensitivity, and respect for diversity and inclusion.

Professional Clinical Counseling Program Description

The Master of Arts in Professional Clinical Counseling program is designed to prepare students to apply relevant and evidence-based counseling theories, strategies, and interventions to clinical cases. Students of this program will be proficient in identifying client specific presenting problems and developing treatment plans that account for cultural and environmental factors. This program prepares students to be culturally understanding and serve every client equitably. As a result, students of this program are encouraged and empowered to value the lives of all human beings, and to treat every person with respect.

Specifically, students in the MA PCC program are trained and prepared to create a therapeutic environment that allows for their clients to thrive. They will consider diversity and cultural issues before suggesting a working clinical diagnosis. They will be proficient in identifying an effective theoretical modality with which to treat a client. Students will know when and how to seek information by researching relevant clinical studies as well as consulting with clinical supervisors or course instructors to fine-tune their clinical conceptualizations. They will also competently design treatment plans tailored to the needs of each client.

Admission to the Program

Admissions decisions to the Master of Arts in Professional Clinical Counseling (MA PCC) program are based on evaluation of all application materials and information provided by the applicant. Submission of all required application materials does not guarantee admission to the program. Any applicant dismissed for any reason from another program is not eligible for admission to the MA PCC program at University of Massachusetts Global. Admission to the MA PCC program is restricted to residents within the United States in states where the University is authorized to offer the program. Admissions decisions are not subject to discussion or appeal.

The PCC Program is available in most states. However, for state-specific regulatory reasons, the PCC program is not authorized in certain states and cannot provide practicum placements or PCC degrees in those states. When a student plans to move from the state in which they began

their program to a different state, it is essential that the student consult in advance with their Academic Advisor and Program Director. If the student relocates to a state in which the program is not authorized, the student will be unable to complete the program.

Students enrolled in the PCC program are ineligible to transition into the Dual Emphasis (MFT/PCC) program once their enrollment in the former has commenced.

The following requirements must be completed in order to become eligible for consideration for admission to the program:

1. Satisfactorily fulfill graduate admission requirements for University of Massachusetts Global as stated in the catalog. (See the Graduate Admissions section.)
2. Admission is also contingent on the quality of the autobiography. The applicant is required to submit an autobiography, which must be at least 3 to 4 typed pages in length and include to the following information:
 - a. Childhood and family of origin experiences that have influenced the applicant's decision to pursue a career in Counseling (the applicant should incorporate a minimum of two relevant experiences).
 - b. Relationships (marital or otherwise) as an adult that have influenced the applicant's decision to pursue a career in Counseling (the applicant should incorporate a minimum of two relevant experiences).
 - c. Cultural experiences that influenced the applicant's decision to pursue a career in Counseling (the applicant should incorporate a minimum of two relevant experiences).
 - d. Academic experiences that influenced the applicant's decision to pursue a career in Counseling (the applicant should incorporate a minimum of two relevant experiences).
 - e. Vocational experiences that influenced the applicant's decision to pursue a career in Counseling (the applicant should incorporate a minimum of two relevant experiences).
 - f. Discuss any additional experiences that have influenced the applicant's decision to become a Professional Clinical Counselor. The application should articulate why the applicant has selected this very moment to move towards becoming a counselor.
3. If the applicant applies to the University through a portfolio, the applicant must submit two recommendation forms. Recommenders must be former academic instructors, employers, or professionals within the mental health field with knowledge of the applicant's aptitude. Relatives may not submit recommendations.
4. The application process includes the completion and submission of the Graduate Admissions application, the completion and submission of the PCC program supplemental form and acknowledgement of receipt of the Program Handbook. The application packet must be complete. For applicants using GPA or Graduate Degree options the Psychology program faculty may require an interview and/or ask the applicant to submit two recommendation forms if clarification of application materials is required. For applicants using the portfolio option, the Psychology faculty may require an interview if clarification of application materials is required.
5. Note that licensing and certification agencies typically have regulations denying licensure or certification to anyone who has been convicted of a felony, especially ones which reflect an offense which would be a cause for disciplinary action if committed by an individual already holding the license. Please contact the licensing board in the state you plan to obtain licensure for clarification of how a conviction

may affect licensing. This clarification should be done before the application for admission to this program is submitted.

6. Students must have regular admission status prior to enrollment in graduate coursework.
7. Students admitted to the Master of Arts in Professional Clinical Counseling program will be admitted to the Catalog based on the program start date and not the admission date.

Transfer of Coursework

A maximum of 12 semester credits or 18 quarter credits may be accepted in transfer toward the Master of Arts in Professional Clinical Counseling degree program.

Program Requirement Deadlines

All requirements for the Master of Arts in Professional Clinical Counseling program, including courses accepted for transfer credit from other institutions, must be completed within a seven-year period. The seven-year period for University of Massachusetts Global courses begins at the end of the session in which the course was taken. For transfer courses from other institutions, the seven-year period begins at the end of the semester or quarter in which the course was taken. Interrupted enrollment does not alter the seven-year period for completion of all graduate requirements.

When compelling circumstances warrant, students may petition for an extension of the seven-year limit for any Master of Arts in Professional Clinical Counseling program requirement. This petition does not apply to practicum courses. Approved petitions must include the new date to which approval of the course or other program requirement has been extended. Petition decisions may be appealed only to the Dean of Arts and Sciences. Decisions made by the Dean are final and binding.

Advisement/Orientation

Prior to admission, students are required to review the Master of Arts in Professional Clinical Counseling program handbook. The handbook contains pertinent program information focused on advising students of program requirements. Upon admission, students are strongly encouraged to contact and maintain a mentoring relationship with their faculty mentor. Faculty mentors are assigned to students based on the student's last name. Students who seek to identify their faculty mentor upon admission should consult their Academic Advisor.

University of Massachusetts Global is committed to providing an accessible educational experience for all learners. If you require accommodation(s) for a disability to fully participate or meet any of our program requirements, please contact the Office of Accessible Education (OAE) at oea@umassglobal.edu or visit the OAE MyUMassGlobal page to register for services.

Academic Load

Students in the MA PCC program are expected to take no more than 12 units per trimester (six units per session) but may request an exception to take 15 credits within a specific trimester. Students may request this exception by submitting a petition to the Program Chair or Vice Chair using the "All Other Exceptions/Requests petition," that includes a rationale for the exception request.

Advancement to Candidacy

Each student in the MA PCC program is required to pass a clinical evaluation known as advancement. To qualify for advancement, students must complete the 10 courses listed below. In addition, students must

apply for advancement a minimum of two sessions prior to the start of practicum.

At the time of advancement, each student will be provided with a vignette for which the student will discuss an assessment, potential legal and ethical issues, crisis concerns, a working diagnosis, potential clinical goals, and a case centered treatment plan grounded in a specific theoretical modality. For more detailed information about advancement please reach out to the Clinical Support Team at mftpccclinical@umassglobal.edu.

If you are in need of accommodations for a disability for the advancement evaluation, please contact the Office of Accessible Education (OAE) at oea@umassglobal.edu or visit the OAE MyUMassGlobal page to register for advancement evaluation accommodations.

PSYU 502	History and Foundations of Therapeutic Practices	3
PSYU 506	Ethical & Professional Issues	3
PSYU 510	Psychopathology & Diagnosis	3
PSYU 516	Assessment and Treatment of Substance Abuse	3
PSYU 518	Child/Adolescent Psychopathology and Child Abuse Reporting	3
PSYU 520	Advanced Individual Therapy I	3
PSYU 521	Advanced Individual Therapy II	3
PSYU 524	Clinical Issues in Human Diversity	3
PSYU 530	Theory and Practice of Group Therapy	3
PSYU 539	Crisis and Trauma Counseling	3

At the advancement to candidacy interview, the student will meet with a faculty committee. The committee determines whether the student is prepared to be formally declared a candidate for a Master of Arts degree in Professional Clinical Counseling and be permitted to proceed into the practicum phase of the program.

Total Credits **30**

Ethical and Professional Standards

Students are expected to meet all program standards and abide by the ethical standards of the profession and the University of Massachusetts Global Student Code of Conduct. Since the MA PCC program involves preparing people to work in the helping profession, the program faculty assumes the responsibility for reasonably assuring that individuals who complete the program are not only academically competent but are aware of and are capable of functioning within the established ethical and professional standards of the profession. A student in the MA PCC program must adhere to the ethical standards propounded by the relevant professional associations and should understand that he/she is being trained in a program which is not only academic, but also professional in nature.

The university has both the right and obligation to evaluate continually, and, if necessary, to suspend or terminate the student's participation in the master's program at any point for ethical violations and/or personal unsuitability for the profession. This philosophy is consistent with that of most clinically oriented graduate programs which are engaged in explicitly or implicitly certifying that their graduates are competent to engage in the practice of psychotherapy.

It is understood, therefore, that students will be required to maintain appropriate professional, ethical, and personal standards in order to continue in the program. Faculty will assess each student's status in meeting these standards on a continuing basis, and students experiencing difficulties will be advised as to appropriate means of remediating such difficulties by the faculty or Dean's Office.

Professional Conduct

The MA PCC professional conduct policy applies both to current MA PCC students and graduated MA PCC students. University of Massachusetts Global is committed to providing an accessible educational experience for all learners. If a student requires accommodations for a disability to fully participate in the professional conduct process below, please contact the Office of Accessible Education (OAE) at oe@umassglobal.edu or at (949) 341-9976 to request disability accommodations. Advance notice is necessary to arrange for some accessibility needs.

Please note that students or graduates of the program are expected to be in a quiet and private area during professional conduct meetings. They are required to have a working Webcam which must be turned on for the duration of the meeting.

For **current** MA PCC students, the professional conduct procedures are as follows:

Step One Meeting: When a MA PCC program faculty member observes or becomes aware of behavior that brings into question a student's ability to maintain appropriate professional, ethical, or personal standards, the faculty member shall meet with the student to discuss the behavior and to advise as to appropriate means of remediating such behavioral concerns. This meeting may be attended by a staff member. A second faculty member may also attend. A staff member will attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, the presiding faculty, and the Program Director.

With advance written approval from the Program Director/designee the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the faculty member(s) will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program Director will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, the student's response during the meeting, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The faculty member may, at their discretion, proceed to conduct a Step One Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be

considered to have waived their opportunity to participate in the meeting. After the meeting, the Program Director will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, and the student's failure to attend the meeting.

The following conditions automatically require a Step One meeting if the student has not yet had a Step One meeting, or a Step Two meeting if the student has previously had a Step One meeting but not a Step Two meeting:

- Termination of a student's practicum placement by placement site personnel.
- Failure of the student to secure a practicum placement after interviewing at 7 sites.

Step Two Meeting: At any time after the Step One Meeting, if the MA PCC Program Director deems that, a student's ability to maintain appropriate professional, ethical, or personal standards remains in question and behavioral concerns remain unresolved, a second meeting shall be convened. This second meeting shall be attended by the Program Director or designee, Clinical Director or designee, and student. All responsibilities in this policy assigned to the Program Director may instead be fulfilled by the Vice Chair. If the faculty member who met with the student in step 1 was the Program Director or Vice Chair, the Dean will appoint a different psychology faculty member to substitute for the Program Director or Vice Chair in steps 2 and 3 of this process. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, Program Director/designee, and Clinical Director/designee.

With advance written approval from the Program Director/designee, the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the Program Director/designee and Clinical Director/designee will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program Director/designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Clinical Director/designee, the student's response, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The Program Director/designee and Clinical Director/designee may, at their discretion, proceed to conduct a Step Two Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be considered to have waived their opportunity to participate in the meeting. After the meeting, the Program Director/designee will provide a written summary of the meeting to the

student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Clinical Director/designee, and the student's failure to attend the meeting.

Step Three: At any time after the Step Two Meeting, if the MA PCC Program Director and Clinical Director deem that the student's ability to maintain appropriate professional, ethical, and/or personal standards remains in question and the behavioral concerns remain unresolved, they may recommend to the Dean that the student be suspended or dismissed from the MA PCC program. The Dean may suspend or dismiss the student from the program, with written notice provided to the student. The suspension or dismissal takes effect upon the Dean's issuance of the official letter of suspension or dismissal. A student dismissed from the program under the professional conduct policy is not eligible for readmission to the MA PCC program.

A notice of suspension will specify (a) the earliest date at which the Dean will consider lifting the suspension; (b) the steps that the student must take in order for the Dean to consider lifting the suspension; and (c) the deadline by which the student must complete those steps and request that the suspension be lifted. If, by that deadline, the student has not submitted a request that in the Dean's assessment is sufficient to warrant lifting the suspension, the suspension will convert to dismissal from the program, with written notice provided to the student. That dismissal takes effect upon the Dean's issuance of the official letter of dismissal.

Step Four: A student who is dismissed or suspended from the program may, within 30 calendar days of receipt of the dismissal or suspension notification, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the student's petition. The committee's ruling is not subject to appeal.

For **graduated** MA PCC students, for whom information is discovered after the time of their degree completion regarding alleged ethical or professional violations that occurred during the time they were enrolled in the MA PCC program, the professional conduct procedures are as follows:

1. When the MA PCC Program Director and/or Clinical Director learn that a graduated student may have committed ethical or professional violations during the time they were enrolled in the MA PCC program, they may investigate the allegations.
2. After reviewing their findings, the Program Director and Clinical Director may choose to convene a Professional Conduct Meeting. This meeting shall be attended by the Program Director, Clinical Director, and graduated student. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, Program Director and Clinical Director.
 - a. With advance written approval from the Program Director/designee, the graduated student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.
3. Based on their investigation and on the proceedings of the Professional Conduct Meeting, if the MA PCC Program Director and Clinical Director deem that the graduated student committed egregious violation(s) of ethical or professional conduct during the time that they were enrolled in the MA PCC program, and that such violation(s) would have merited a recommendation to the Dean of suspension or dismissal from the program if the violation(s) had been discovered when the graduated student was enrolled in the program, the Program Director and Clinical Director may recommend to the Dean that the graduated student's degree be revoked. The Dean may issue the graduated student a letter of intent to revoke the graduated student's degree.
4. A graduated student receiving a Dean's letter of intent to revoke the student's MA PCC degree may submit a written appeal to the Dean with supporting documentation, within 30 calendar days of transmission of the Dean's letter of intent. This appeal process is documentation-based and does not include a synchronous hearing. After review of the student's written appeal and supporting documentation, the Dean may or may not decide to revoke the graduated student's degree, with written notice of either outcome provided to the student.
5. A graduated MA PCC student whose degree is revoked may, within 30 calendar days of transmission of the notification of degree revocation, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the graduated student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the graduated student's petition. The committee's ruling is not subject to appeal.
6. If a graduated MA PCC student's degree is revoked, and if the student had been a California resident at the time of degree conferral, the program's Board of Behavioral Science (BBS) liaison will inform the BBS that the student no longer holds a degree from University of Massachusetts Global. If the graduated student resided in Washington at the time of degree conferral, the program's Washington State Department of Health (WDH) liaison will inform the WDH that the student no longer holds a degree from University of

Massachusetts Global. In addition, and only if known, the University representative will also inform the state governing body where the student is currently in clinical authorized practice.

Practicum

Each student must pass their advancement examination and must have the Practicum Site Agreement completed and approved by the university and the practicum site prior to starting any practicum relevant tasks (working with clients or receiving clinical supervision) at the approved site. Students must submit the necessary documentation (see Clinical Handbook for further details on practicum documentation requirements) needed to enroll in the practicum courses. Practicum courses are graded on a pass/no pass basis and must be completed consecutively and may not be taken concurrently. Once enrolled in practicum, students are required to attend, participate, and complete all required assignments related to the practicum course including but not limited to clinical hours and capstone case study paper/presentation (see Clinical Handbook for more details). To remain enrolled in practicum, students must be placed and actively engaged at a clinical agency, working with clients, and routinely meeting with their assigned clinical supervisor. If a student is not actively seeing clients (for any reason), the student must either drop the practicum course or will receive a grade of "NP" which will require the student to retake the practicum course. Students must keep their practicum instructor, and their Clinical Faculty Representative informed of any changes to their status at a practicum location (termination from agency, challenges with supervision, concerns that warrant a break).

All students admitted to the MA PCC program must complete a total of 339 practicum hours. Students must be enrolled in practicum to account for any clinical hours. Refer to the Clinical Handbook for more details on clinical hours.

If a student does not complete the required practicum hours, and/or the Capstone Case Study paper and presentation during the required practicum courses series they will be automatically enrolled in PSYU 695 Practicum Continuation course (0 credits) and required to pay a Graduate Practicum Continuation Fee. Students will remain enrolled in PSYU 695 until the student completes the required practicum hours or until the student's seven-year program completion timeline has expired. Students can only accumulate hours toward their practicum requirements when enrolled in PSYU 688, 689, 690, or 695.

If a student chooses to take a break (stop out) and fails to return to the University to resume their practicum requirements within two years (two years post the last day of the session in which the student was most recently enrolled in practicum), the student will be required to retake the full practicum series of courses upon their return to the University. Any practicum hours previously recorded will no longer count. All previously earned grades in practicum courses will be converted to "NP"

University of Massachusetts Global is committed to providing an accessible educational experience for all learners. If you require accommodations for a disability to fully participate in your practicum placement, please contact the Office of Accessible Education (OAE) at oea@umassglobal.edu to request disability accommodations. In addition, please reach out to your PCC Clinical Support Team at mftpccclinical@umassglobal.edu. Advance notice is necessary to arrange for accessibility needs.

Specific Requirements for the Master of Arts in Professional Clinical Counseling Grade Point Average Requirements

Students must maintain a 3.0 grade point average throughout their course of study in the MA PCC program. A student must receive a letter grade of "B-" or better in a course for successful completion. If a student falls below a 3.0 in a course or a 3.0 overall GPA, student remediation will occur via the university's probation process, found in the current university catalog.

Foundation Courses

PSYU 502	History and Foundations of Therapeutic Practices	3
PSYU 506	Ethical & Professional Issues	3
PSYU 522	Individual and Family Development	3
PSYU 528	Research and Bibliographic Methods	3
PSYU 534	Clinical Assessment	3
Foundation Courses Subtotal		15

Marriage Therapy

PSYU 514	Couples Therapy	3
Marriage Therapy Subtotal		3

Multicultural Counseling and Techniques

PSYU 524	Clinical Issues in Human Diversity	3
Multicultural Counseling and Techniques Subtotal		3

Adult Counseling Core

PSYU 510	Psychopathology & Diagnosis	3
PSYU 520	Advanced Individual Therapy I	3
PSYU 521	Advanced Individual Therapy II	3
Adult Counseling Core Subtotal		9

Specialized Topics

PSYU 516	Assessment and Treatment of Substance Abuse	3
PSYU 518	Child/Adolescent Psychopathology and Child Abuse Reporting	3
PSYU 530	Theory and Practice of Group Therapy	3
PSYU 536	Psychopharmacology	3
PSYU 538	Gender, Intimacy, and Sexuality	3
PSYU 539	Crisis and Trauma Counseling	3
PSYU 542	Community and Environmental Mental Health	3
PSYU 545	Transition to Work and Career	3
Specialized Topics Subtotal		24

Practicum

PSYU 688	Practicum I *	3
PSYU 689	Practicum II *	3
PSYU 690	Practicum III *	3
Practicum Subtotal		9

Total Credits		63
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*If a student does not complete the required practicum hours and/or the Capstone Case Study during the PSYU 688, 689, 690 course series, they will be enrolled in a required PSYU 695 Practicum Continuation course (0 credits) and required to pay a Graduate Practicum Continuation Fee. The student will remain enrolled in PSYU 695 until they complete the required practicum hours and/or the Capstone Case study and presentation, or until the student's seven-year program completion timeline has expired. Students will accumulate hours toward their practicum requirements only when enrolled in PSYU 688, 689, 690, or 695.

Master of Social Work

Mission Statement

The UMass Global, Master's in Social Work program is dedicated to fostering human and community well-being through a person-in-environment framework, a global perspective, and respect for diversity. Guided by scientific inquiry, our mission is to equip students with the values of service, social justice, dignity, relationships, integrity, competence, and human rights. We are committed to preparing compassionate and skilled professionals who actively pursue social, racial, economic, and environmental justice, eliminate poverty, and enhance the quality of life for all, locally and globally, shaping a future of equitable and inclusive societies.

Department of Social Work Anti-Racist Statement and Commitment to ADEI Practices.

The Social Work Department at UMass Global recognizes that most institutions, including higher education institutions, are inherently racist. At the core of social work is the commitment to social justice and transformation in all practice settings. We recognize that regardless of one's positionality, we are all at a different point in the journey of becoming anti-racist and aware of how we exercise power and privilege. The social work department faculty, staff, and students emphatically believe the advocacy of racial justice and anti-racism (intersecting with many other systems of oppression) are critical to social work and are embedded in our CSWE accreditation standards (<https://www.cswe.org/accreditation/>), our NASW Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/>), the NASW technology standards (<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice/>) and the Grand Challenges for Social Work (<https://grandchallengesforsocialwork.org/#the-challenges>). As a collective social work department, we denounce white supremacy, systemic and anti-Black racism, oppression, and bigotry of any form. We actively disavow all racism, xenophobia, homophobia, sexism, transphobia, Islamophobia, anti-Semitism, ageism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and marginalize individuals and groups. As a learning community, we strive to identify, challenge, and evaluate behaviors, policies, and practices through self-reflection and group discussions.

We are committed to create and sustain change through the following action plan:

1. Commit to decolonization of course curriculum;
2. Recruit and retain a diverse representation of students, staff, and faculty;
3. Adhere to equitable practices in assessment and evaluation throughout the department, coursework, and practicum experiences;
4. Include voices with intersectional identities when discussing department initiatives or policies;
5. Encourage and appreciate expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal growth and enrichment; and
6. Intervene when students, faculty, staff, or administration exhibit racist, sexist, homophobic, discriminatory, or colonized language and/or actions.

Program Description

The advanced generalist MSW curriculum provides students a conceptual lens to identify and understand multidimensional problem solving and

use evidence-based assessment and intervention models that reflect best practices in current social work practice. This multidimensional perspective prepares practitioners to navigate ambiguity when confronting complex problems. University of Massachusetts Global's MSW graduates are also knowledgeable about how global issues, such as human trafficking, wars, and natural disaster, influence individuals, families, and communities whether their clients are refugees fleeing war-torn nations or communities, agencies or governments recovering from unpredictable events such as economic crises, epidemics or outbreaks, hurricanes, earthquakes, tsunamis, or nuclear plant failures.

Because advanced generalist practitioners often hold leadership positions within agencies, organizations, and government programs, University of Massachusetts Global's advanced generalist MSW program prepares students to critically evaluate information, weigh competing demands of stakeholders, and consider how technological, staffing, and resource issues impact program design, social service delivery, and evaluation design. The program nurtures MSW students to develop and strengthen self-reflective leadership skills so they can identify and meet the competing demands affecting social service design and delivery in vulnerable communities.

Graduates of the MSW program are prepared for employment across a broad spectrum of settings, including child protective services agencies, mental health and substance abuse treatment programs, school-based settings, long-term care facilities, home-based programs, hospitals and other health care settings, human rights and advocacy organizations, criminal justice and legal service organizations, and local, state, and federal agencies. Other employment options for graduates could include work for government agencies such as the Veterans Administration, criminal justice programs, or non-profit organizations.

Program Choices

University of Massachusetts Global has two ways to obtain an MSW: the Standard Advanced Generalist MSW option and the Advanced Generalist, Advanced Standing option. Both program options prepare students for advanced generalist social work practice.

Standard Advanced Generalist Option (SAG)

The SAG option consists of a 69-credit hour degree plan which includes required foundational curriculum, advanced core curriculum and specialized electives. The first part of the curriculum provides an orientation to the profession and important foundational social work practice skills. The second part of the curriculum provides students with advanced generalist social work skills and knowledge and includes specialized electives that allow students to choose a focus area of study. Students admitted to the SAG option must complete a total of 1000 hours of field placement practicum.

Advanced Generalist, Advanced Standing Option (AG/AS)

The AG/AS option consists of a 39-credit hour degree plan which includes required advanced core curriculum and specialized electives. The Advanced Standing curriculum provides students with advanced generalist social work skills and knowledge and includes specialized electives that allow students to choose a focus area of study. Students admitted to the AG/AS option must complete a total of 600 hours of field placement practicum.

Applicants who have earned a BSW/BASW/BSSW from a CSWE-accredited program within the past five years may be considered for acceptance into the Advanced Standing Program. The BSW/BASW/BSSW degree must have been conferred five years or fewer from the date of admission into the MSW program. If over five years have elapsed

since graduation from a CSWE-accredited BSW/BASW/BSSW program, the applicant will need to apply to the standard program (SAG), unless the applicant has social work practice experience. In such cases, the applicant may submit a petition letter with documentation of their social work practice experience to the MSW Program Director via email at msw@umassglobal.edu, for evaluation to determine whether the applicant is eligible for admission to the Advanced Standing program (AG/AS). Such evaluations will be made on a case-by-case basis.

States Where the MSW Program is Not Available

The MSW Program is available in most states. However, for state-specific regulatory reasons, the MSW program is not authorized in certain states and cannot provide field placements or MSW degrees in those states. When a student plans to move from the state in which they began their program to a different state, it is essential that the student consult in advance with their Advisor and Program Director. If the student relocates to a state in which the program is not authorized, the student will be unable to complete the program.

Field Placement Practicum

Field education is the signature pedagogy for social work education. MSW students complete their field placement practicums at social service agencies within their geographic area. Field placement practicums allow student practitioners the opportunity to build, apply, and integrate classroom training and evidence-based interventions within a practice setting. As University of Massachusetts Global MSW students gain direct practice experience working with diverse populations, they also help to strengthen opportunities, resources, and capacity for local agencies that provide direct services for vulnerable families and communities.

Accreditation

University of Massachusetts Global is accredited by the Western Association of Schools and Colleges Senior College and University Commission. In California, the Master of Social Work Program at University of Massachusetts Global meets and exceeds the curriculum requirements set forth in the California Business and Professional Code section 4996.2 and has notified the Board of Behavioral Science (the licensing board for social workers in California) of its curriculum as required by law. In Washington State, University of Massachusetts Global's Master of Social Work Program meets and exceeds the curriculum requirements established by state licensing law under the Revised Code of Washington (RCW 18-225).

The MSW program earned initial accreditation from the Council on Social Work Education (CSWE) in March 2021. The program can be found on the CSWE website: <https://www.cswe.org/accreditation/about/directory/> (<https://www.cswe.org/accreditation/about/directory/>)

Educational Competencies (Program Learning Outcomes)

University of Massachusetts Global's MSW Program provides a curriculum that is grounded by the nine Social Work Competencies presented in the Council on Social Work Education 2022 Educational Policy and Accreditation Standards. Program benchmarks are based on assessment of the following competencies at the generalist and specialization years:

- **Competency 1:** Demonstrate Ethical and Professional Behavior.
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice.

- **Competency 3:** Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice.
- **Competency 4:** Engage in Practice-informed Research and Research-informed Practice.
- **Competency 5:** Engage in Policy Practice.
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities.
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities.
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities.
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Admission to the MSW Program

Admission to the MSW program is based on evaluation of all application materials and information provided by the applicant. For all applicants, the admissions committee members will decide if the applicant will be accepted into the program or denied admission. If denied admission, the applicant may submit a written appeal to the MSW Program Director via email at msw@umassglobal.edu, within 30 calendar days from the date of the admission decision. Appeals will not be accepted after the 30-day window. After submitting an appeal, the applicant will receive a letter indicating the final decision to accept or uphold the admission committee's decision. An applicant who is denied admission to the MSW program must wait four months before becoming eligible to reapply for admission to the program.

The MSW program admissions committee members will consider only fully complete application packets. Decisions are based upon the quality of all application materials and information provided by the applicant. Submission of all required application materials does not guarantee admission into the MSW program. The MSW program admissions committee may request an interview with the applicant and/or the submission of additional recommendation forms. **Students admitted to the MSW program will be admitted under the catalog year based upon their program start date and not their program admission date.**

All applicants should note that licensing and field placement agencies may have regulations denying field placement and/or future licensure to anyone who has been convicted of a felony, especially convictions involving a record for child abuse or neglect, elder abuse or neglect, or domestic violence. Please contact the licensing board in the state in which you plan to seek licensure, for clarification on how a prior conviction may affect your career goals and licensing. This clarification should be done before the application for admission to this program is submitted.

Admission Requirements

The prospective MSW student must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution. Specific program admission requirements must also be met.

Admission by GPA

A 3.0 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post-baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master's degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; three (3) letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes they are a good candidate for graduate study in the discipline requested. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

Please note: If the applicant is applying with the portfolio option and has a bachelor's degree in social work and is accepted into the program, the applicant will be accepted as a Standard Advanced Generalist (SAG) until they contact the MSW Program Director. An email should be sent to the Program Director with the applicant's resume, letter from a current supervisor, training/workshop certificates, and any other documentation to show their social work practice experience and eligibility for advanced standing. Materials should be emailed to msw@umassglobal.edu, for evaluation to determine whether the applicant is eligible for admission to the Advanced Standing program (AG/AS). If the applicant has not worked consistently in the social work field since graduating with their social work bachelor's degree, but feel they are eligible for advanced standing, the applicant may submit a letter with the same documentation listed above to the MSW Program Director. The Program Director will evaluate the materials and provide a decision about advanced standing status. Such evaluations will be made on a case-by-case basis.

In addition to the University requirements above, all MSW candidates must submit the following:

1. A personal narrative, written in APA format and limited to three typed pages in length. The narrative should include the following components:

- Two relevant life experiences that influenced the choice of social work as an academic and career goal. Examples of these life experiences should be provided with a discussion of how the experiences influenced the applicant personally and professionally.
- Relevant professional, internship, volunteer, and /or research experience.
- A discussion of social justice that includes personal experiences with anti-racism, equity and inclusion and a strategy to uphold this value as a social work student. (see: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/>))

2. Completion of the following:

- Signed professional and ethical responsibility statement
- Acknowledgement of the program professional dispositions.
- Acknowledgment of the technology standards for the social work profession.
- Acknowledgment that the program orientation video was viewed.

Please note: Students cannot register or enroll in MSW courses without first being admitted to the program.

Advanced Standing

The program only awards advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.

The admissions committee will make the determination if a student is qualified for AG/AS (Advanced Standing). If the date of BSW/BASW/BSSW degree conferral qualifies an MSW applicant for AG/AS under the eligibility standards listed earlier in the MSW program description, the admissions committee will put the applicant in the AG/AS category. Students coming into the program with a BSW/BASW/BSSW degree will not need to complete any additional generalist level coursework.

Credit for Life Experience

Transfer credit is not granted for any type of previous work experience or life experience.

Transfer of Coursework

A maximum of 15 semester graduate credits may be accepted in transfer toward the SAG option. A maximum of 12 semester graduate credits may be accepted in transfer toward the AS/AG option. If the applicant has taken undergraduate or graduate social work courses from a CSWE accredited social work program, those courses may be eligible for transfer into the MSW Program. Non-social work courses will be evaluated to determine if they meet CSWE curriculum standards and are eligible for transfer. The Student Services Division will review all credit transfers based on guidelines provided by the program faculty and the Dean/Associate Dean. Any questions, ambiguities, or special requests will be brought to the Program Director by the registrar's staff and a final decision by the Program Director.

Please note: prior field seminar courses and field practicum placement hours are not transferable into the program.

Pupil Personnel Services Credential in School Social Work (PPS-SSW)

This program is pending California Commission on Teacher Credentialing (CTC) approval. **Update:** Received Initial Accreditation from the California Commission on Teacher Credentialing (CTC) on October 26, 2023.

UMass Global, School of Arts and Sciences, offers the **Pupil Personnel Services Credential in School Social Work (PPS-SSW)**, which is issued by the State of California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>). In addition to successfully completing all requirements for the MSW degree, students seeking the PPS-SSW must take the following elective courses as part of their program of study:

SOWK 631	Social Work Practice with Adolescents	3
SOWK 660	Social Work Policy in School Settings	3
SOWK 661	Social Work Practice in School Settings	3
** MSW AG/AS students must also complete:		
SOWK 655	Substance Abuse	3
SOWK 657	Mental Health and Mental Illness	3

All PPS-SSW candidates must also complete at least 1000 hours of field practicum with school-age children, including at least 450 hours in the public schools and 150 hours toward CWA (Child Welfare Attendance) authorization. Additionally, they must meet other credential prerequisites and administrative requirements mandated by the Commission on Teacher Credentialing (CTC). For information, please email: schoolsw@umassglobal.edu.

Ethical and Professional Standards

Students are expected to meet all program standards and abide by the ethical standards of the profession and the University of Massachusetts Global Student Code of Conduct. Since the MSW program involves preparing people to work in the helping profession, the program faculty assumes the responsibility for reasonably assuring that individuals who complete the program are not only academically competent but are aware of and are capable of functioning within the established ethical and professional standards of the profession. A student in the MSW program must adhere to the NASW Code of Ethics and should understand that he/she is being trained in a program which is not only academic, but also professional in nature.

The university has both the right and obligation to evaluate continually, and, if necessary, to suspend or terminate the student's participation in the practicum and/or master's program at any point for ethical violations and/or personal unsuitability for the profession. This philosophy is consistent with that of other professional graduate programs which are engaged in explicitly or implicitly certifying that their graduates are competent to engage in the practice of professional social work.

It is understood, therefore, that students will be required to follow the NASW Code of Ethics to continue in the program. Faculty will assess each student's status in meeting these standards on a continuing basis, and students experiencing difficulties will be advised as to appropriate means of remediating such difficulties by the faculty or Dean's Office. Compendia of the prevailing ethical standards are available from the National Association of Social Workers. A full listing of NASW code of ethics can be found here: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/>). In addition, the Social Work department has adopted a set of professional dispositions that represent expected conduct standards for social work students, consistent with the NASW Code of Ethics. The dispositions are examples of the kind of conduct expected of students in the Social Work programs but are not intended to be exhaustive. The professional dispositions can be found on the MyUMassGlobal website on the social work webpage in the MSW Student Handbook.

Faculty will assess each student's status in meeting the NASW ethical standards and the professional dispositions on a continuing basis, and students experiencing difficulties will be advised as to appropriate means of remediating such difficulties by the faculty or Dean's Office.

Professional Conduct

The professional conduct policy applies both to current students and graduated students. The University of Massachusetts Global is committed to providing an accessible educational experience for all learners. If a student requires accommodations for a disability to fully participate in the professional conduct process below, please contact the MSW Program Director at msw@umassglobal.edu or the Office of Accessible Education (OAE) at oe@umassglobal.edu or at (949) 341-9976 to request disability accommodations. Advance notice is necessary to arrange for some accessibility needs.

For **current MSW students**, the professional conduct procedures are as follows:

1. **Step One Meeting:** When a program faculty member observes or becomes aware of behavior that brings into question a student's ability to maintain the NASW Code of Ethics, the faculty member shall meet with the student to discuss the behavior and to advise as to appropriate means of remediating such behavioral concerns. A second faculty member may also attend if necessary. A staff member will attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from the student, the meeting shall be recorded with the URL for the recording provided to the student, the presiding faculty, and the Program Director. Students are expected to be in a quiet and private area during professional conduct meetings with faculty. Students must have their webcam working and turned on for the duration of the meeting. Students are expected to make arrangements to attend conduct meetings at the date and time scheduled, during regular business hours.

With advance written approval from the Program Director/designee, the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the meeting if the student wishes to consult with the silent observer.

During the meeting, the faculty member(s) will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program Director will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, the student's response during the meeting, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The faculty member may, at their discretion, proceed to conduct a Step One Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be considered to have waived their opportunity to participate in the meeting. After the meeting, the Program Director will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, and the student's failure to attend the meeting. Failure to attend a Step One meeting will trigger a Step Two meeting with the Program Director and Field Director.

The following conditions automatically require a Step One meeting if the student has not yet had a Step One meeting, or a Step Two meeting if the student has previously had a Step One meeting but not a Step Two meeting:

- Termination of a student's practicum placement by placement site personnel.
- Failure of the student to secure a practicum placement after interviewing at three sites and applying for an interview at three other sites.

2. **Step Two Meeting:** At any time after the Step One Meeting, if the Program Director and Field Director deem that a student's ability to maintain the NASW Code of Ethics remains in question and behavioral concerns remain unresolved, a second meeting shall be convened. This second meeting shall be attended by the Program Director or designee, Field Director or designee, and student. If the faculty member who met with the student in Step One was the Program Director or Field Director, the Dean will appoint a different faculty member to substitute for the Program Director or Field Director in Steps 2 and 3 of this process. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom. Subject to written approval from the student, the meeting shall be recorded with the URL for the recording provided to the student, Program Director/designee, and Field Director/designee. Students are expected to be in a quiet and private area during professional conduct meetings with faculty. Students must have their webcam working and turned on for the duration of the meeting. Students are expected to make arrangements to attend conduct meetings at the date and time scheduled, during business hours.

With advance written approval from the Program Director/designee, the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the meeting if the student wishes to consult with the silent observer.

During the meeting, the Program Director/designee and Field Director/designee will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program Director/designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Field Director/designee, the student's response, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The Program Director/designee and Field Director/designee may, at their discretion, proceed to conduct a Step Two Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be considered to have waived their opportunity to participate in the meeting. After the meeting, the Program Director/designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Field Director/designee, and the student's failure to attend the meeting. Failure to attend the Step

Two meeting will result in a recommendation to the Dean by the Program Director for the student be suspended or dismissed from the program.

3. **Step Three:** At any time after the Step Two Meeting, if the Program Director and Field Director deem that the student's ability to maintain appropriate professional, ethical, and/or personal standards remains in question and the behavioral concerns remain unresolved, they may recommend to the Dean that the student be suspended or dismissed from the program. The Dean may suspend or dismiss the student from the program, with written notice provided to the student. The suspension or dismissal takes effect upon the Dean's issuance of the official letter of suspension or dismissal. A student dismissed from the program under the professional conduct policy is not eligible for readmission to the program.

A notice of suspension will specify (a) the earliest date at which the Dean will consider lifting the suspension; (b) the steps that the student must take for the Dean to consider lifting the suspension; and (c) the deadline by which the student must complete those steps and request that the suspension be lifted. If, by that deadline, the student has not submitted a request that in the Dean's assessment is sufficient to warrant lifting the suspension, the suspension will convert to dismissal from the program, with written notice provided to the student. That dismissal takes effect upon the Dean's issuance of the official letter of dismissal.

4. **Step Four:** A student who is dismissed or suspended from the program may, within 30 calendar days of receipt of the dismissal or suspension notification, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the student's petition. The committee's ruling is not subject to appeal.

For **graduated students**, for whom information is discovered after the time of their degree completion regarding alleged ethical or professional violations that occurred during the time they were enrolled in the MSW program, the professional conduct procedures are as follows:

1. When the Program Director and/or Field Director learn that a graduated student may have committed ethical or professional violations during the time they were enrolled in the program, they may investigate the allegations.
2. After reviewing their findings, the Program Director and/or Field Director may choose to convene a Professional Conduct Meeting. This meeting shall be attended by the Program Director/designee, Field Director/designee, and graduated student. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform.

Subject to written approval from the student, the meeting shall be recorded and with the URL for the recording provided to the student, Program Director/designee, and Field Director/designee. Students are expected to be in a quiet and private area during professional conduct meetings with faculty. Students must have their webcam working and turned on for the duration of the meeting. Students are expected to make arrangements to attend conduct meetings at the date and time scheduled, during business hours.

With advance written approval from the Program Director/designee, the graduated student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the meeting if the student wishes to consult with the silent observer.

During the meeting, the Program Director and Field Director will identify the behaviors of concern, discuss the behavioral concerns with the graduated student, and solicit the student's response to the behavioral concerns in question. The staff member will document the meeting's proceedings. After the meeting, the Program Director will provide a written summary of the meeting to the graduated student, including the identified behaviors of concern and the graduated student's response.

The Program Director and Field Director may, at their discretion, proceed to conduct a Professional Conduct Meeting in the absence of a graduated student who fails to appear despite having been provided advance notice of the meeting. After the meeting, the Program Director/designee will provide a written summary of the meeting to the graduated student, including the identified behaviors of concern and the graduated student's failure to attend the meeting.

3. Based on their investigation and on the proceedings of the Professional Conduct Meeting, if the Program Director and Field Director deem that the graduated student committed egregious violation(s) of ethical or professional conduct during the time that they were enrolled in the program, and that such violation(s) would have merited a recommendation to the Dean of suspension or dismissal from the program if the violation(s) had been discovered when the graduated student was enrolled in the program, the Program Director and Field Director/designee may recommend to the Dean that the graduated student's degree be revoked. The Dean may issue the graduated student a letter of intent to revoke the graduated student's degree.

4. A graduated student receiving a Dean's letter of intent to revoke the student's degree may submit a written appeal to the Dean with supporting documentation, within 30 calendar days of transmission of the Dean's letter of intent. This appeal process is documentation-based and does not include a synchronous hearing. After review of the student's written appeal and supporting documentation, the Dean may or may not decide to revoke the graduated student's degree, with written notice of either outcome provided to the student.

5. A graduated student whose degree is revoked may, within 30 calendar days of transmission of the notification of degree revocation, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the graduated student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the graduated student's petition. The committee's ruling is not subject to appeal.

6. If a graduated student's degree is revoked, and if the student had been a California resident at the time of degree conferral, the program's Board of Behavioral Science (BBS) liaison will inform the BBS that the student no longer holds a degree from University of Massachusetts Global. If the

graduated student resided in Washington at the time of degree conferral, the program's Washington State Department of Health (WDH) liaison will inform the WDH that the student no longer holds a degree from University of Massachusetts Global. In addition, and only if known, the University representative will also inform the state governing body where the student is currently in clinical authorized practice.

Field Education

Prior to becoming eligible to begin foundational field education (the 500-level practicum courses), SAG students must successfully complete the required prerequisite classes (SOWK 502 Social Work Practice with Individuals and Families & SOWK 503 Social Work Practice with Groups, Communities, and Organizations) with a letter grade of "B" (3.0 GPA) or higher in each; successfully complete the field readiness interview; successfully complete a field site interview; and be approved to begin field (the 500-level practicum courses) by the Director of Field Education or MSW Assistant Field Director. Standard students must successfully complete all foundation courses and 500-level practicum courses before beginning advanced field (the 600-level advanced practicum courses).

SAG students must take SOWK 502 and SOWK 503 before starting field practicum. Students must complete SOWK 502 and SOWK 503 with a letter grade of B or higher before taking the first field practicum seminar and being placed in a field practicum.

SOWK 511 and SOWK 512 (Human Behavior and the Social Environment I and II) can be taken anytime but students would benefit from having these courses completed before starting field practicum.

- SOWK 593 Social Work Practicum Seminar I students take SOWK 504 Diversity and Social Justice before or concurrently with this course.
- SOWK 594 Social Work Practicum Seminar II students must pass **SOWK 593**. Students take SOWK 509 Social Welfare Policy before or concurrently with this course.
- SOWK 595 Social Work Practicum Seminar III students must pass **SOWK 594**. Students should take SOWK 507 Social Work Research before or concurrently with this course.

Prior to becoming eligible to begin advanced field education (the 600-level advanced practicum courses), AG/AS students must successfully complete the advanced field education application form and the advanced field education orientation, successfully complete a field site interview, and be approved to begin advanced field (the 600-level advanced practicum courses) by the Director of Field Education or MSW Assistant Field Director.

All required documents including the agency agreement must be completed and students must be enrolled in a practicum course or advanced practicum course prior to starting any trainee hours at the approved site. Detailed field policies, procedures, and requirements appear in the MSW Field Practicum Manual. Questions should be directed to the Director of Field Education or the MSW Assistant Field Director.

The practicum courses are graded on a pass/no pass basis. Courses in the 500-level practicum course sequence are to be taken consecutively. Courses in the 600-level advanced practicum course sequence are also to be taken consecutively. Below are the courses that should be taken before or concurrently with each field practicum seminar course. SOWK 602 Social Work Law and Ethics and SOWK 603 Social Work and Human Sexuality, can be taken anytime but students would benefit from having these courses completed before starting field practicum.

- SOWK 693 Advanced Social Work Practicum Seminar I students should take SOWK 622 Advanced Generalist Practice I before or concurrently with this course.
- SOWK 694 Advanced Social Work Practicum Seminar II students must pass **SOWK 693**. Students should take SOWK 623 Advanced Generalist Practice II before or concurrently with this course.
- SOWK 695 Advanced Social Work Practicum Seminar III students must pass **SOWK 694**. Students should take SOWK 601 Family Violence before or concurrently with this course.
- SOWK 696 Advanced Social Work Practicum Seminar IV students must pass **SOWK 695**. Students must take SOWK 625 Practice Evaluation before or concurrently with this course.

*If a student does not complete the required 400 practicum hours during the SOWK 593, 594, 595 course series, or the 600 required practicum hours during the SOWK 693-696 course series, they will be enrolled in a required SOWK 597 or SOWK 697 Practicum Continuation course (0 credits) and required to pay a Graduate Practicum Continuation Fee until the student completes the total required hours. Students will accumulate hours toward their practicum requirements only when enrolled in SOWK 593, 594, 595, or 597 or SOWK 693, 694, 695 696 or 697.

Grade Point Average Requirements

Students must maintain a 3.0 grade point average throughout their course of study in the MSW program. A student must receive a letter grade of "C" or better in a course for successful completion. Social Work practice courses (SOWK 502, 503, 622, and 623) require at least a "B" or higher. If a student falls below a 3.0 in a practice course or a 3.0 overall GPA, student remediation will occur via the university's probation process, found in the current university catalog.

Specific Requirements for the Master of Social Work

Requirements for students obtaining the Standard Advanced Generalist MSW (SAG Students) include the Foundation Core Courses (30 credits), Advanced Generalist Core Courses (30 credits), and Elective Courses (9 credits), for a total of 69 credits.

Requirements for students obtaining the Advanced Standing MSW (AG/AS Students) include the Advanced Generalist Core Courses (30 credits) and Elective Courses (9 credits), for a total of 39 credits.

Foundation Core Courses (only required for SAG students)

SOWK 502	Social Work Practice with Individuals and Families	3
SOWK 503	Social Work Practice with Groups, Communities, and Organizations	3
SOWK 504	Diversity and Social Justice	3
SOWK 507	Social Work Research	3
SOWK 509	Social Welfare Policy	3
SOWK 511	Human Behavior and the Social Environment I	3
SOWK 512	Human Behavior and the Social Environment II	3
SOWK 593	Social Work Practicum Seminar I *	3
SOWK 594	Social Work Practicum Seminar II *	3
SOWK 595	Social Work Practicum Seminar III *	3

Total Credits **30**

Advanced Generalist Core Courses

SOWK 601	Family Violence	3
SOWK 602	Social Work Law and Ethics	3
SOWK 603	Social Work and Human Sexuality	3
SOWK 622	Advanced Generalist Practice I	3
SOWK 623	Advanced Generalist Practice II	3
SOWK 625	Practice Evaluation	3
SOWK 693	Advanced Social Work Practicum Seminar I *	3
SOWK 694	Advanced Social Work Practicum Seminar II *	3
SOWK 695	Advanced Social Work Practicum Seminar III *	3
SOWK 696	Advanced Social Work Practicum Seminar IV *	3

Total Credits **30**

Electives (9 credits)

Choose 9 credits from the following:

SOWK 630	Child Welfare	3
SOWK 631	Social Work Practice with Adolescents	3
SOWK 632	Prevention and Intervention in Child Abuse and Neglect	3
SOWK 650	Crisis Intervention and Trauma Response	3
SOWK 651	Social Work Response to Disasters	3
SOWK 652	Military/Veteran (SMVF) Social Work	3
SOWK 653	Social Work Practice with SMVF Populations	3
SOWK 654	Death, Loss and Grief	3
SOWK 655	Substance Abuse	3
SOWK 656	Sexual Abuse	3
SOWK 657	Mental Health and Mental Illness	3
SOWK 658	Healthcare Social Work I: Integrated Health Care Policy and Services	3
SOWK 659	Healthcare Social Work II: Social Work Practice in Integrated Health	3
SOWK 660	Social Work Policy in School Settings	3
SOWK 661	Social Work Practice in School Settings	3
SOWK 662	Child and Family Policy	3
SOWK 663	Social Work Management and Leadership	3
SOWK 664	Psychopathology and Clinical Practice	3

Pupil Personnel Services Credential in School Social Work

Pupil Personnel Services Credential in School Social Work

The UMass Global Social Work Department offers curriculum in school social work practice, leading to eligibility for a recommendation for the Pupil Personnel Services Credential in School Social Work (PPSC-SSW), which is issued by the State of California, Commission on Teacher Credentialing (CTC). The PPSC-SSW is typically a requirement for employment as a school social worker in California, K-12 public schools.

The PPSC-SSW courses educate master’s-level social workers to assist public schools in achieving their educational and developmental missions. There are specific courses focused on school social work which provide candidates with the added knowledge, skills, and values necessary to meet the performance expectations of the state. Candidates who elect to take the school social work credentialing courses learn intervention skills to address the problems of school children and their families. Academic and field education experiences focus on serving disadvantaged and at-risk students and their families in an informed and self-reflective manner.

Graduates with a PPSC-SSW understand the services available to vulnerable children and their families through the primary public service systems in the community, in addition to regular and special education. We emphasize collaborative and interdisciplinary modes of practice that include direct service with school children, their parents and caretakers; collaboration with teachers, administrators and other support personnel; linkage and advocacy with other resource providers; program evaluation; and participation in interdisciplinary educational teams.

This program is pending California Commission on Teacher Credentialing (CTC) approval.

Requirements for the PPSC-SSW

This program meets CTC minimum requirements for the PPSC-SSW. PPSC-SSW candidates must complete a post-baccalaureate program of study consisting of a minimum of 45 semester units in an approved professional preparation program specializing in school social work, including a practicum with school-aged children. UMass Global’s fully accredited MSW program and associated curriculum in school social work practice as shown immediately below satisfy this requirement for the PPSC-SSW credential.

In addition to successfully completing all requirements for the MSW degree, candidates seeking the PPSC-SSW credential must complete the following courses as part of their program of study.

SOWK 631	Social Work Practice with Adolescents	3
SOWK 660	Social Work Policy in School Settings	3
SOWK 661	Social Work Practice in School Settings	3
** MSW AG/AS students must also complete:		
SOWK 655	Substance Abuse	3
SOWK 657	Mental Health and Mental Illness	3

Admission to the PPSC-SSW program is restricted to current UMass Global MSW students. The courses above must be completed in the UMass Global, MSW Program in order to be eligible for a PPSC-SSW credential recommendation from UMass Global. No transfer credit or waivers are granted for any of these courses. For more detailed information please read the CTC’s Pupil Personnel Services: School Social Work Preconditions, Program Standards, and Performance

Expectations. (<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-social-work.pdf.pdf?sfvrsn=6>)

Field Practicum in School Social Work

PPSC-SSW candidates must complete a minimum of 1000 hours of field experience that includes at least 600 hours of school-based field placement in public pre-schools, elementary schools, middle schools, high schools, district level and alternative schools. Candidates must work in multiple public school levels and the distribution of hours will be decided in collaboration with the candidate, field supervisor, and university supervisor.

UMass Global MSW candidates satisfy the field experience requirement through a combination of both first and second year MSW field placements. MSW students pursuing the PPSC-SSW will need to have a second year field placement in a school-based setting. This arrangement is most meaningful in terms of synchronizing required academic course work with field experiences.

PPSC-SSW candidates should have a broad base of experiences including but not limited to: families and students identified as eligible for Free and Reduced Priced Meals, English Language Learners, Homeless, Foster Youth, Students in need of Special Education and Section 504 plans, students who have been expelled from school, sexual minority youth (LGBTQ+), and students with mental health needs. School-based field placements intended to satisfy the field practice experience requirement for the PPSC-SSW will provide credential-seeking candidates with direct contact with students and families that is sufficient to demonstrate competency in all of the School Social Work Performance Expectations.

Field Practice Supervision Requirements

A PPSC-SSW candidate must be supervised by someone who holds a PPS credential in School Social Work, or an MSW with another PPS credential, and a minimum of two years post MSW experience. In addition, a valid Child Welfare and Attendance (CWA) authorization is required in those settings where the candidate will accrue hours and experience toward the CWA authorization. PPSC-SSW candidates must meet with their field supervisor for a minimum of one (1) hour of individual supervision per week.

Before beginning any school-based field placement used to satisfy the PPSC-SSW field practice experience requirement, credential-seeking candidates must obtain a Certificate of Clearance (<https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf>) (or hold another valid certificate or permit) issued by the CTC. The Certificate of Clearance is a document issued to an individual who has completed the required fingerprint and background check processes.

Obtaining a Certificate of Clearance is a two-step process:

1. The student must complete the CTC-specific LiveScan fingerprinting (<https://www.ctc.ca.gov/credentials/fee-and-fingerprint/>). **This step MUST be completed before moving to step two.**
2. The student applies for the Certificate of Clearance (<https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf>) online through the CTC Online (<https://www.ctc.ca.gov/credentials/apply/>) System. Individuals who have received fingerprint clearance from a school district, other California state agencies, or in other states are NOT exempt from this requirement and must complete the fingerprinting process for the CTC. This means students must complete the Lives can process specifically for the CTC (<https://www.ctc.ca.gov/credentials/fee-and-fingerprint/>), even if they have already done it for another agency. Exceptions are granted only to individuals who have already completed the fingerprinting process

and have been issued a valid document by the CTC. These individuals are not required to obtain another Certificate of Clearance. Certificate of Clearance are valid for five years.

Specialization in Child Welfare and Attendance

UMass Global's curriculum in school social work practice addresses requirements for both the PPSS credential and the CWA Authorization. Child Welfare and Attendance (CWA) (<https://www.cde.ca.gov/ls/ai/cw/>) is a student support service intended to help address complicated issues regarding student attendance or behavior problems. The PPSC-SSW credential program includes the CWA Authorization, which requires a minimum of 150 clock hours of supervised school-based field experience engaging in supervised practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services (this is part of the 600 hours discussed above).

Meet the Basic Skills Requirement

All applicants for a PPSC-SSW credential must complete the state's Basic Skills Requirement (<https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf>) in order to be eligible for a credential recommendation. The basic skills requirement may also be required as a condition of employment in some school districts. All credential candidates MUST provide a copy of the examination score report used to verify completion of the Basic Skills Requirement prior to requesting an online credential recommendation from UMass Global (generally upon completion of the program). For more information on how to complete this requirement please see the CTC's Commission leaflet CL-667, entitled Basic Skills Requirement ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)) for additional information.

Obtain a Recommendation from a CTC-approved PPSC-SSW Preparation Program

PPSC-SSW credential candidates must apply to be recommended to the CTC by UMass Global. Upon verification that all requirements have been satisfied, UMass Global submits credential recommendations on behalf of eligible candidates online directly to CTC.

Declaring PPSC-SSW for Current MSW Candidates

Current MSW Candidates must declare their intent to pursue the PPSC-SSW credential by visiting the Social Work webpage in the student area of MyUMass Global and following the instructions. For further information, they may contact the School Social Work coordinator at schoolsw@umassglobal.edu.

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES

Glenn Worthington, Ed.D., Dean, School of Business and Professional Studies

Laura Galloway, Ph.D., Associate Dean, School of Business and Professional Studies

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Benjamin Perez, D.B.A.

Tim Perez, D.Sc.

- Diversity, Equity and Inclusion for Leaders (Credit Hour)
- Healthcare Administration (Credit Hour) (p. 141)
- Human Resources (Credit Hour) (p. 141)
- Organizational Leadership (Credit Hour) (p. 142)
- Public and Nonprofit Leadership (Credit Hour) (p. 142)

The School of Business and Professional Studies Mission Statement

The mission of the School of Business and Professional Studies is to provide adult learners with a relevant, flexible and quality education that inspires innovation and global leadership.

Undergraduate Degree Programs

- Associate of Arts in General Business (Competency-Based) (p. 106)
- Associate of Science in Information Technology (Competency-Based) (p. 108)
- Bachelor of Arts in Organizational Leadership (Credit Hour) (p. 110)
- Bachelor of Business Administration (Credit Hour) (p. 112)
- Bachelor of Business Administration (Competency-Based) (p. 115)
- Bachelor of Science in Cybersecurity (Credit Hour) (p. 120)
- Bachelor of Science in Human Resources (Credit Hour) (p. 122)
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Undergraduate Minor

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Graduate Degree Programs

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- Master of Healthcare Administration (Credit Hour) (p. 136)
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Graduate Certificates

- Business Administration (Credit Hour) (p. 140)
- Business Intelligence and Data Analytics (Credit Hour) (p. 140)

Associate of Arts in General Business (Competency-Based)

Colleges and universities traditionally award credit for classroom hours attended, conferring degrees based on students' completion of a certain set of courses for a given number of credit hours. The focus of a competency-based program is on the mastery of student learning outcomes – what they know and can do – rather than on how many hours, semesters, or years a student spends in school. A competency-based program allows students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) required for a particular degree. Some students may have acquired much of the knowledge and many of the skills and abilities necessary for a degree through their life or previous work experience. University of Massachusetts Global's competency-based Associate of Arts in General Business program allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

This competency-based program of study is designed to introduce students to a broad range of subjects including oral and written communication, quantitative literacy, creative and critical thinking. Fundamentals of management, leadership, economics, information technology, and marketing are integrated into the requirements of this degree as well, giving students a solid preparation for further undergraduate study at the bachelor's level and for the baseline needs and expectations of entry and mid-level management positions in today's corporate environment. The program's outcomes emphasize key intellectual skills which transcend disciplinary boundaries and which are essential for the successful college undergraduate.

The quality focus of this degree program requires students to demonstrate mastery of all competencies required for the competency-based Associate of Arts in General Business degree program. Students with leadership and management experience who are self-motivated, goal oriented, and excel at working independently are ideal candidates for the competency-based Associate of Arts in General Business degree program.

Mission

The Associate of Arts in General Business prepares students for career opportunities and advancement in a dynamic business environment.

Program Learning Outcomes

- **Written Fluency:** Compose written arguments that are coherent, grammatically correct, and rhetorically aware.
- **Quantitative Literacy:** Explain how calculations and symbolic operations are used in interpreting social and economic trends.
- **Communication Fluency:** Deliver an effective presentation for a given audience.
- **Information Literacy:** Cite appropriate and scholarly resources to address a research question.
- **Technology:** Understand technology to effectively support decision making in business.
- **Consumer Behavior:** Describe the principles and best practices of consumer behavior fundamentals.
- **Marketing:** Describe the principles of marketing as it applies to consumers and business.

Degree Requirements

1. **LBSC 100 Student Success Strategies: Develop a personalized student success plan by applying relevant resources and strategies.**

Completion of LBSC 100 is required prior to the seventh month of competency coursework for students admitted without a cumulative GPA of 2.0 or higher for courses from regionally accredited institutions, and/or without twelve (12) or more transferable credits. Completion of LBSC 100 is required prior to graduation for all other students. In addition, all students are encouraged to complete the optional **ORIC 100** orientation competency prior to their seventh month of competency coursework.

2. The AA in General Business consists of three major domains:

- I. Foundation Knowledge and Skills
- II. Business Core
- III. General Business Emphasis

I. Domain: Foundation Knowledge and Skills

The Foundation Knowledge and Skills Domain provides the liberal arts tradition and the intellectual foundation that enables students to expand their perspectives beyond the focus of a major. University of Massachusetts Global graduates will be flexible, creative, articulate, and prepared for active and life-long participation in the knowledge-based world of 21st century.

Subdomain: Communications COMC 410 Interpersonal Communication

Understand the skills required to interact effectively with others.

COMC 101 Oral Communications

Deliver a well-organized oral presentation using delivery techniques and supporting materials appropriate for the audience.

ENGC 103 Written Communications, Level A

Identify and apply key components of effective writing skills and APA.

ENGC 104 Written Communications, Level B

Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

Subdomain: Quantitative Reasoning MATC 103 Quantitative Literacy, Level A

Explain accurate calculations and symbolic operations used to interpret social and economic trends.

Subdomain: Information Literacy LBSC 320 Information Literacy, Level A (Cannot be satisfied in transfer)

Evaluate and cite various information resources to understand ethical research practices.

LBSC 321 Information Literacy, Level B (Cannot be satisfied in transfer)

Apply academic research practices to complete an academic research project.

Subdomain: Humanities PHLC 110 Creative and Critical Thinking

Develop a creative solution to a historical, social, ethnic, economic, technological, and/or geographic problem.

HUMC 110 Disciplinary Relationships

Analyze relationships between disciplines such as history, literature, religion, philosophy, and the fine arts.

HUMC 115 Human Experience

Analyze the ways in which the human experience is influenced by historical social, ethnic, economic, technological, and/or geographic contexts.

Subdomain: Natural Sciences**NSCC 111 Principles and Concepts, Level A**

Understand the Scientific Method as a process and master the fundamental principles, concepts, and methods of biology.

NSCC 112 Principles and Concepts, Level B

Master the fundamental principles, concepts, and methods of chemistry and environmental science.

NSCC 115 Methods and Applications

Apply the principles, concepts, and methods of the natural sciences.

Subdomain: Social Sciences**SOSC 110 Behavior and Cognition**

Evaluate individual, organizational, and social behavior.

SOSC 115 Social Systems

Using a social systems perspective, investigate global problems and develop possible solutions.

II. Domain: Business Core

The Business Core Requirements at University of Massachusetts Global provides a business foundation that enables students to expand their perspectives across various functional business areas.

CSCC 200 Fundamentals of Information Technology

Develop an understanding of information technology fundamentals.

MKTC 301 Fundamentals of Marketing

Develop an understanding of marketing fundamentals.

MKTC 305 Fundamentals of Consumer Behavior

Demonstrate an understanding of consumer behavior fundamentals e.g., demographics and purchasing behavior) and promotional practices.

MGTC 301 Fundamentals of Management

Demonstrate an understanding of management theory and practice.

III. Domain: General Business Emphasis

The purpose of the General Business electives is to provide students with a broad business education without an in-depth study in one discipline. This program provides students with a broad business education that allows the freedom to take coursework in multiple business disciplines. The General Business emphasis consists of 9 equivalent credits of electives from any of the business disciplines.

Associate of Science in Information Technology (Competency-Based)

The focus of a competency-based program is on the mastery of student learning outcomes rather than on how many hours, semesters, or years a student spends in school. A competency-based program allows students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) required for a particular degree. University of Massachusetts Global's competency-based Associate of Science in Information Technology program allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

This competency-based program of study is designed to introduce students to a broad range of subjects including oral and written communication, quantitative literacy, creative and critical thinking. Fundamentals of information technology, computer systems architecture, security, and networking are also integrated into the requirements of this degree, giving students a solid preparation for further undergraduate study in information technology at the bachelor's level.

This degree program requires students to demonstrate mastery of all competencies required for the competency-based Associate of Science in Information Technology degree program. Students with experience in the information technology field who are self-motivated, goal oriented, and excel at working independently are ideal candidates for this competency-based degree program.

This program is pending WASC Senior College and University Commission (WSCUC) and U.S. Department of Education approval.

Mission

The Associate of Science in Information Technology prepares students with a holistic view of Information Technology concepts applicable to career opportunities, advancement, participation and service in diverse IT specializations.

Program Learning Outcomes

- **Written Fluency:** Compose written arguments that are coherent, grammatically correct, and rhetorically aware.
- **Quantitative Literacy:** Explain how calculations and symbolic operations are used in interpreting social and economic trends.
- **Communication Fluency:** Deliver an effective presentation for a given audience.
- **Information Literacy:** Cite appropriate and scholarly resources to address a research question.
- **Technology:** Understand technology to effectively support decision making in business.
- **Infrastructure Solutions:** Identify current IT tools and techniques to troubleshoot storage and operating system needs.
- **IT Integration:** Describe the tools needed to support organizational growth including performance, security, and complex network environments.

Degree Requirements

1. **LBSC 100 Student Success Strategies: Develop a personalized student success plan by applying relevant resources and strategies.**

Completion of LBSC 100 is required prior to the seventh month of competency coursework for students admitted without a cumulative GPA of 2.0 or higher for courses from regionally accredited institutions, and/or without twelve (12) or more transferable credits. Completion of LBSC

100 is required prior to graduation for all other students. In addition, all students are encouraged to complete the optional **ORIC 100** orientation competency prior to their seventh month of competency coursework.

2. The AS in Information Technology consists of three major domains:

- I. Foundation Knowledge and Skills
- II. Information Technology Core
- III. Information Technology General Electives

I. Domain: Foundation Knowledge and Skills

The Foundation Knowledge and Skills Domain provides the liberal arts tradition and the intellectual foundation that enables students to expand their perspectives beyond the focus of a major. University of Massachusetts Global graduates will be flexible, creative, articulate, and prepared for active and life-long participation in the knowledge-based world of 21st century.

Subdomain: Communications COMC 410 Interpersonal Communication

Understand the skills required to interact effectively with others.

COMC 101 Oral Communications

Deliver a well-organized oral presentation using delivery techniques and supporting materials appropriate for the audience.

ENG 103 Written Communications, Level A

Identify and apply key components of effective writing skills and APA.

ENG 104 Written Communications, Level B

Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

Subdomain: Quantitative Reasoning MATC 103 Quantitative Literacy, Level A

Explain accurate calculations and symbolic operations used to interpret social and economic trends.

Subdomain: Information Literacy LBSC 320 Information Literacy, Level A (Cannot be satisfied in transfer)

Evaluate and cite various information resources to understand ethical research practices.

LBSC 321 Information Literacy, Level B (Cannot be satisfied in transfer)

Apply academic research practices to complete an academic research project.

Subdomain: Humanities PHLC 110 Creative and Critical Thinking

Develop a creative solution to a historical, social, ethnic, economic, technological, and/or geographic problem.

HUMC 110 Disciplinary Relationships

Analyze relationships between disciplines such as history, literature, religion, philosophy, and the fine arts.

HUMC 115 Human Experience

Analyze the ways in which the human experience is influenced by historical social, ethnic, economic, technological, and/or geographic contexts.

Subdomain: Natural Sciences**NSCC 111 Principles and Concepts, Level A**

Understand the Scientific Method as a process and master the fundamental principles, concepts, and methods of biology.

NSCC 112 Principles and Concepts, Level B

Master the fundamental principles, concepts, and methods of chemistry and environmental science.

NSCC 115 Methods and Applications

Apply the principles, concepts, and methods of the natural sciences.

Subdomain: Social Sciences**SOSC 110 Behavior and Cognition**

Evaluate individual, organizational, and social behavior.

SOSC 115 Social Systems

Using a social systems perspective, investigate global problems and develop possible solutions.

II. Domain: Information Technology Core

The Information Technology Core Requirements at University of Massachusetts Global provides a program of study that enables students to expand their knowledge across various information technology areas.

CSCC 200 Fundamentals of Information Technology

Develop an understanding of information technology fundamentals.

CSCC 251 Computer Systems Architecture

Demonstrate an understanding of computer systems architecture.

CSCC 270 Security

Demonstrate an understanding of information systems security, applications, and the tools used.

CSCC 353 Networking

Demonstrate an understanding of networks and create a network.

III. Domain: Information Technology General Electives

The Information Technology General Elective component of this Associate of Science degree program is designed to provide students with the flexibility to take coursework in multiple information technology related disciplines. Students must take nine equivalent credits in this domain.

Bachelor of Arts in Organizational Leadership (Credit Hour)

This program is ideally suited for students aspiring to elevate their skills as leaders, managers, and administrators. This program focuses on preparing students for entry and mid-level supervisory roles across diverse career paths. The curriculum is designed to be applicable in various contexts, including military, civilian, and transitional settings.

Mission

The mission of the Bachelor of Arts in Organizational Leadership program is to equip students to become adaptable, ethical leaders who excel in dynamic global workplaces.

Program Learning Outcomes

- **Diversity:** Demonstrate the understanding of diversity competence in a global society.
- **Communication:** Apply effective and efficient communication skills for interacting collaboratively.
- **Critical Inquiry:** Research, analyze and evaluate data, information and situations to draw reasonable conclusions.
- **Leadership:** Apply leadership theories and models to the practice of leadership.
- **Ethics:** Assess ethical behavior and decision making.

All courses taken in the major program must be passed with a grade equivalent of "C" or higher. All required courses must be taken for a letter grade where the option exists.

Requirements

COMU 410	Organizational Communication	3
MGTU 301	Principles of Management	3
OLCU 300	Organizational Behavior	3
OLCU 303	Organizational Development and Change	3
OLCU 325	Leadership Skills Development Lab	3
OLCU 350	Leadership and Professional Ethics	3
OLCU 380	Research and Analytical Thinking	3
OLCU 400	Theory and Practice of Leadership	3
OLCU 414	Team Building	3
OLCU 425	Leadership in Diverse and Multicultural Organizations	3

Core Requirements	30
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Electives *	12
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*BAOL students have the opportunity to select an individualized set of electives from the following areas of study: Business Administration, Communications, Healthcare Administration, Human Resource Management, Information Technology, Legal Studies, Management, Organizational Leadership, and Psychology.

Total Credits	42
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Minor in Organizational Leadership

Consistent with the program's commitment to educate students about and for leadership, a minor in organizational leadership is offered as an option to students who prefer to major in a different academic subject, but who wish to supplement their academic program with leadership studies. Students desiring a minor in organizational leadership may file their Intent to Minor with the offering School as soon as possible, but no later than their junior year. Filing does not obligate the student. Internship and independent study credits do not count toward the minor.

Minor Requirements

Foundation Courses

OLCU 300	Organizational Behavior	3
OLCU 350	Leadership and Professional Ethics	3
OLCU 400	Theory and Practice of Leadership	3
OLCU 425	Leadership in Diverse and Multicultural Organizations	3
	or COMU 315 Intercultural Communication	
Foundation Courses Subtotal		12

Electives

Select two of the following:		6
CSCU 315	Organizational Information Systems	
ECNU 201	Principles of Macroeconomics	
ENTU 401	Introduction to Entrepreneurship	
MGTU 301	Principles of Management	
MKTU 301	Principles of Marketing	
OLCU 325	Leadership Skills Development Lab	
OLCU 380	Research and Analytical Thinking	
OLCU 414	Team Building	
Electives Subtotal		6

Total Credits **18**

Bachelor of Business Administration (Credit Hour)

Mission

The Bachelor of Business Administration (BBA) prepares students for career opportunities and advancement in a dynamic, global business environment.

Program Learning Outcome

- **Communication:** Demonstrate effective oral and written communication skills in organizational and professional settings.
- **Ethics:** Identify and evaluate ethical issues and formulate a defensible resolution in business environments.
- **Global:** Apply cultural differences, diversity issues, and business functions and processes, in domestic and global settings.
- **Technology:** Apply technology to support decision making in businesses; leadership.
- **Business Functions/Processes:** Interpret and implement business functions and processes.

Students pursuing the Bachelor of Business Administration (BBA) are encouraged to complete the lower-division core requirements before the start of their junior year. Transfer credits may be applied toward major requirements, subject to all university policies and guidelines. BBA students must attain at least a 2.0 ("C") grade point average in the major. All required courses must be taken for a letter grade where the option exists.

Degree Requirements

In addition to the University General Education and elective requirements, the BBA major consists of three components. The first component consists of 18 credits of Lower-Division Core Requirements (see Lower-Division Core Requirements). The second component consists of 24 credits of Upper-Division BBA Core Requirements (see Upper-Division Core Requirements). The third component consists of 12 credits of Business Electives or 12 credits of specialized courses in a selected area of Emphasis (see BBA Electives/Emphases).

MGTU 410 Strategic Management, is the Bachelor of Business Administration capstone course. FINU 305 Business Finance, MATU 203 Introduction to Statistics, and MGTU 301 Principles of Management must be satisfactorily completed prior to enrolling in the capstone course.

Note: Applicable courses may be used to fulfill both the major and general education requirements (see the General Education Requirements section of this catalog).

Professional Certifications Course Substitutions

PHR, SPHR, SHRM-CP or SHRM-SCP certification or recertification within three years may be used as a substitute for HRCU 445 Human Resource Studies.

Students with IT professional certification(s) may substitute courses as outlined below provided that their certification(s) are unexpired and currently recognized in the field. Refer to UMassGlobal for additional information on IT certification substitutions listed by catalog year.

Industry Standard Certification	Substitution Course
MCSE, CCNP, MCSA: Windows Server	CSCU 353; CSCU 453

Oracle DBA, MCDDBA, MCSA: SQL Server 2008, MCSA: SQL Server 2012	CSCU 408; CSCU 453
CompTIA A+	CSCU 251
CompTIA Network+	CSCU 353
CompTIA Security+	CSCU 270
CompTIA Cloud Essentials	CSCC 475 (approved substitution for CSCU 251)
VCP (VMWare Certified Professional)	CSCU 251; CSCU 353
RHCSA (Red Hat Systems Administrator)	CSCU 251; CSCU 353
CASP (CompTIA Advanced Security Practitioner)	CSCU 270; CSCU 375
CISSP (Certified Information Systems Security Professional)	CSCU 270; CSCU 375
CEH (Certified Ethical Hacker)	CSCU 270; CSCU 375
CISM (Certified Information Security Manager)	CSCU 270; CSCU 375
CISA (Certified Information Systems Auditor)	CSCU 270; CSCU 375
PMP (project management professional)	CSCU 383; CSCU 385
Six Sigma Green Belt	CSCU 383; CSCU 415
CCNA (Cisco Certified Network Associate)	CSCU 353
CompTIA IT Fundamentals	CSCU 200

Major Requirements

Lower-Division Core Requirements

ACCU 201	Principles of Accounting I	3
ACCU 202	Principles of Accounting II	3
CSCU 200	Introduction to Computers and Data Processing	3
ECNU 201	Principles of Macroeconomics	3
ECNU 202	Principles of Microeconomics	3
MATU 203	Introduction to Statistics	3
Lower-Division Core Requirements Subtotal		18

Upper-Division Core Requirements

COMU 410	Organizational Communication	3
FINU 305	Business Finance	3
MGTU 301	Principles of Management	3
MGTU 310	Legal Environment of Business	3
MGTU 400	Global Environment of Business	3
MGTU 315	Operations Management	3
MKTU 301	Principles of Marketing	3
MGTU 410	Strategic Management *	3
Upper-Division Core Requirements		24

BBA Electives or BBA Emphases

Select one of the following:	12
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BBA students have the opportunity to select an individualized set of electives from the following areas of study: Accounting, Entrepreneurship, Finance, Computer Science, Healthcare Administration, Human Resources, Management, Marketing Emphasis, Organizational Leadership, Information Systems Management, Supply Chain Systems and Marketing.

Alternatively, BBA students may specialize in one of the designated emphasis areas

BBA Electives or BBA Emphases Subtotal	12
Total Credits	54

*

Prior to enrolling in the capstone course (MGTU 410 Strategic Management), FINU 305 Business Finance, MATU 203 Introduction to Statistics and MGTO 301 Principles of Management in the BBA core must be completed prior to enrolling in the capstone.

Accounting Emphasis

ACCU 301	Intermediate Accounting I	3
ACCU 302	Intermediate Accounting II	3
Select two of the following:		6
ACCU 325	Cost Analysis and Budgeting	
ACCU 360	Financial Statement Analysis	
ACCU 401	Advanced Accounting	
ACCU 439	Accounting Information Systems	
ACCU 452	Income Taxation	
ACCU 460	Auditing	
Total Credits		12

Entrepreneurship Emphasis

ENTU 401	Introduction to Entrepreneurship	3
ENTU 410	Financing the Small Business	3
ENTU 420	Entrepreneurship Action Learning Project	3
Select from one of the following:		3
MKTU 430	New Product Development	
OLCU 300	Organizational Behavior	
OLCU 350	Leadership and Professional Ethics	
OLCU 414	Team Building	
CSCU 304	Spatial Visualization and Data Analytics	
CSCU 383	Applied Project Management	
HRCU 445	Human Resource Studies	
Total Credits		12

Finance Emphasis

FINU 417	Intermediate Financial Management	3
FINU 430	Financial Institutions	3
Select two from the following:		6
FINU 421	Investments	
ACCU 452	Income Taxation	
ENTU 410	Financing the Small Business	
FINU 410	International Finance	
Total Credits		12

Healthcare Administration Emphasis

HAUU 320	US Healthcare System	3
HAUU 410	Healthcare Finance	3
HAUU 412	Healthcare Operation Management	3
Select one from the following:		3
HAUU 321	Health Information Management Systems	
HAUU 322	Quality Management in Healthcare	
OLCU 414	Team Building	
Total Credits		12

Human Resources Emphasis

HRCU 406	Legal Issues in Human Resources	3
HRCU 445	Human Resource Studies	3
Select two from the following:		6
HRCU 350	Compensation and Benefits	
HRCU 351	Workforce Planning and Employment	
HRCU 352	Labor Relations	
HRCU 353	Performance Improvement	
HRCU 415	Becoming an HR Strategist	
HRCU 430	Conflict Resolution	
OLCU 350	Leadership and Professional Ethics	
Total Credits		12

Marketing Emphasis

Select any four of the following:		12
MKTU 310	Marketing Research	
MKTU 320	Consumer Behavior	
MKTU 410	International Marketing	
MKTU 420	Marketing Strategy	
MKTU 430	New Product Development	
MKTU 440	Advertising and Promotional Strategy	
Total Credits		12

Information Systems Management Emphasis

CSCU 251	Introduction to Computing Systems Organization	3
CSCU 270	Information System Security	3
CSCU 301	Introduction to Programming	3
Select one from the following:		3
CSCU 315	Organizational Information Systems	
CSCU 353	Data Communications and Computer Networks	
CSCU 373	Introduction to Data Management	
CSCU 383	Applied Project Management	
CSCU 408	Database Management	
OLCU 350	Leadership and Professional Ethics	
Total Credits		12

Organizational Leadership Emphasis

OLCU 303	Organizational Development and Change	3
OLCU 350	Leadership and Professional Ethics	3
OLCU 400	Theory and Practice of Leadership	3
Select one course from the following:		3

OLCU 300	Organizational Behavior	
OLCU 325	Leadership Skills Development Lab	
OLCU 414	Team Building	
Total Credits		12

Supply Chain Systems Emphasis

MGTU 320	Strategies Across the Supply Chain	3
MGTU 321	Project Management and Supply Chain Leadership	3
Select two from the following:		6
OLCU 300	Organizational Behavior	
OLCU 350	Leadership and Professional Ethics	
OLCU 414	Team Building	
Total Credits		12

Bachelor of Business Administration (Competency-Based)

Colleges and universities traditionally award credit for classroom hours attended, conferring degrees based on students' completion of a certain set of courses for a given number of credit hours. The focus of a competency-based program is the mastery of student learning outcomes – what they know and can do – rather than on how many hours, semesters, or years a student spends in school. A competency-based program allows students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) required for a particular degree including general education and the major. Some students have often acquired many of the knowledge, skills and abilities necessary for a degree through their life or previous work experience. University of Massachusetts Global's competency-based BBA allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

Students must demonstrate mastery of all competencies required for the BBA degree.

University of Massachusetts Global offers a competency-based Bachelor of Business Administration degree (BBA) in one of the following emphasis areas:

- General Business
- GIS and Data Analytics
- Information Systems Management
- Supply Chain Management and Logistics
- Management and Organizational Leadership
- Marketing

BBA Mission

The Bachelor of Business Administration (BBA) prepares students for career opportunities and advancement in a dynamic, global business environment.

University of Massachusetts Global Institutional Learning Outcomes

University of Massachusetts Global competencies are based on the American Association of Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) Essential Learning Outcomes and the Lumina Degree Qualifications Profile (DQP). Of special importance in the framing of the DQP was recognition of graduates' need to prepare for jobs that are rapidly changing in today's contemporary workplace. The DQP framework provided University of Massachusetts Global a basis for establishing 21st century competencies for all of our baccalaureate students. As a result, the following University of Massachusetts Global institutional learning outcomes are threaded throughout the University of Massachusetts Global Competency-Based BBA program with a strong foundation built into the general education domain:

- **Applied Learning:** Design a project, paper, performance, or other appropriate task linking knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.
- **Innovation and Creativity:** Construct a novel or unique idea, question, format, or product.

- **Civic Engagement:** Describe insights gained from engaging physically and/or intellectually with activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
- **Global Cultures:** Explain the relationship between a global issue and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.
- **Integrated Learning:** Devise connections among experiences inside and outside the formal classroom, or connections among multiple fields of study.

BBA Program Learning Outcomes

- **Communication:** Demonstrate effective oral and written communication skills in organizational and professional settings.
- **Ethics:** Identify and evaluate ethical issues and formulate a defensible resolution in business environments.
- **Global:** Apply cultural differences, diversity issues, and business functions and processes, in domestic and global settings.
- **Technology:** Apply technology to support decision making in businesses; leadership.
- **Business Functions/Processes:** Interpret and implement business functions and processes.

Bachelor of Business Administration (Competency-Based)

Orientation and Student Success Skills:

LBSC 100 Student Success Strategies: Develop a personalized student success plan by applying relevant resources and strategies.

Completion of LBSC 100 is required prior to the seventh month of competency coursework for students admitted without a cumulative GPA of 2.0 or higher for courses from regionally accredited institutions, and/or without twelve (12) or more transferable credits. Completion of LBSC 100 is required prior to graduation for all other students.

In addition, all students are encouraged to complete the optional **ORIC 100** orientation competency prior to their seventh month of competency coursework.

Degree Requirements

The BBA consists of three major components or domains:

1. General Education (13 Competencies)
2. Business Core (34 Competencies)
3. Emphasis Areas: General Business; GIS and Data Analytics, Information Systems Management; Supply Chain Management and Logistics; Management and Organizational Leadership; and Marketing (7 - 9 Competencies each)

I. Domain: General Education

The General Education Requirements at University of Massachusetts Global provides the liberal arts tradition the intellectual foundation that enables students to expand their perspectives beyond the focus of a major. University of Massachusetts Global graduates will be intellectually flexible, creative, articulate, and prepared for active and life-long participation in the knowledge-based world of 21st century. The University of Massachusetts Global General Education requirements are comprised of 6 Subdomains and 13 Competencies:

Subdomain: Communications**COMC 410 Interpersonal Communications**

Understand the skills required to interact effectively with others.

COMC 101 Oral Communications

Deliver a well-organized oral presentation using delivery techniques and supporting materials appropriate for the audience.

ENGC 103 Written Communications, Level A

Identify and apply key components of effective writing skills and APA.

ENGC 104 Written Communications, Level B

Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

Subdomain: Humanities**PHLC 110 Creative and Critical Thinking**

Develop a creative solution to a historical, social, ethnic, economic, technological, and/or geographic problem.

HUMC 110 Disciplinary Relationships

Analyze relationships between disciplines such as history, literature, religion, philosophy, and the fine arts.

HUMC 115 Human Experience

Analyze the ways in which the human experience is influenced by historical, social, ethnic, economic, technological, and/or geographic contexts.

Subdomain: Information Literacy**LBSC 320 Information Literacy, Level A** (Cannot be satisfied in transfer)

Evaluate and cite various information resources to understand ethical research practices.

LBSC 321 Information Literacy, Level B (Cannot be satisfied in transfer)

Apply academic research practices to complete an academic research project.

Subdomain: Natural Sciences**NSCC 115 Methods and Applications**

Apply the principles, concepts, and methods of the natural sciences.

NSCC 111 Principles and Concepts, Level A

Understand the Scientific Method as a process and master the fundamental principles, concepts, and methods of biology.

NSCC 112 Principles and Concepts, Level B

Master the fundamental principles, concepts, and methods of chemistry and environmental science.

Subdomain: Quantitative Reasoning**MATC 203 Quantitative Fluency, Level B**

Apply the concepts of statistical reasoning, data analysis, modeling, and interpretation.

MATC 103 Quantitative Literacy, Level A

Explain accurate calculations and symbolic operations used to interpret social and economic trends.

Subdomain: Social Sciences**SOSC 110 Behavior and Cognition**

Evaluate individual, organizational, and social behavior.

SOSC 115 Social Systems

Using a social systems perspective, investigate global problems and develop possible solutions.

II. Domain: Business Core

The University of Massachusetts Global Business Core requirements are comprised of 7 Subdomains and 34 Competencies.

Subdomain: Accounting, Economics and Finance**ACCC 215 Accounting Cycle and Transaction Analysis**

Demonstrate an understanding of the accounting cycle and the analysis of accounting transactions.

ACCC 230 Accounting for Long-Term Investing Financing Decisions

Demonstrate how to account for long-term investment and financing decisions.

ACCC 240 Accounting for Managerial Decisions

Demonstrate knowledge and application of managerial accounting tools and techniques used in making decisions.

ACCC 225 Accounting for Working Capital

Demonstrate an understanding of working capital management decisions and issues involving short-term credit and the management and accounting for cash, accounts receivable, and inventory.

ACCC 235 Financial Planning and Control

Demonstrate knowledge and application of the 3 key steps of financial planning (1) forecasting the firm's short-term and long-term financial needs; (2) developing budgets to meet those needs; and (3) establishing financial controls to see if the company is achieving its goals.

ACCC 220 Financial Reporting

Demonstrate an understanding of financial reports and their use by decision-makers.

ACCC 360 Financial Statement Analysis

Analyze the financial performance of a business using financial statement analysis.

ACCC 210 Fundamentals of Accounting

Demonstrate an understanding of the fundamentals of accounting.

FINC 305 Fundamentals of Finance

Demonstrate an understanding of the fundamentals of finance.

ECNC 201 Fundamentals of Macroeconomics

Demonstrate an understanding of the structure of economies and the impact of policies on their performance.

ECNC 202 Fundamentals of Microeconomics Level A

Understand the basic principles and concepts of supply and demand and consumer behavior.

ECNC 205 Fundamentals of Microeconomics Level B

Explain firm producer behavior, market structures and the different forms of competition.

MGTC 400 Global Economics

Understand the fundamentals and significance of international trade theories and systems.

BUSC 305 Managerial Economics

Apply macroeconomic and microeconomic theories in making economic business decisions in forecasting.

Subdomain: Business Law and Ethics**MGTC 315 Consumer Protection**

Demonstrate an understanding of a business's legal and ethical responsibilities for warranties, product liability, and consumer protection.

MGTC 310 Contracting and Negotiation

Demonstrate an understanding of whether a contractual relationship exists and satisfies legal requirements.

OLCC 350 Ethics Social Responsibility

Describe the importance of ethical principles and social responsibility to business decisions.

MGTC 305 Legal Environment

Demonstrate an understanding of the U.S. legal system and the legal environment of business.

MGTC 330 Risk Management

Identify and describe the different types of risk and the techniques used by businesses to control risk.

Subdomain: Business Strategy**MGTC 415 Competitive Advantage**

Demonstrate knowledge of competitive advantage and strategic positioning.

BUSC 300 Implementing and Monitoring Business Plan

Demonstrate the ability to prepare a business plan and evaluate organizational performance.

MGTC 420 Strategic Development

Demonstrate an understanding of the appropriate tools and options for developing business strategies.

MGTC 410 Strategic Fundamentals and Environment

Demonstrate an understanding of the business environment and the fundamentals of strategy.

Subdomain: Information Technology**CSCC 200 Fundamentals of Information Technology**

Develop an understanding of information technology fundamentals

Subdomain: Management and Leadership**MGTC 301 Fundamentals of Management**

Demonstrate an understanding of management theory and practice.

OLCC 430 Human Resources

Develop an understanding of human resource management best practices (e.g., identifying talent and motivating, developing, and directing people as they work).

OLCC 425 Leadership in Diverse and Multicultural Organizations

Demonstrate an understanding of leadership in the context of diverse and multicultural organizations.

MGTC 405 Organizational Change

Demonstrate an understanding and application of effective change strategies to enhance business performance.

OLCC 355 Organizational Dynamics

Demonstrate an understanding of the impact organizational dynamics has on performance.

Subdomain: Marketing**MKTC 305 Fundamentals of Consumer Behavior**

Demonstrate an understanding of consumer behavior fundamentals (e.g., demographics and purchasing behavior) and promotional practices.

MKTC 301 Fundamentals of Marketing

Develop an understanding of marketing fundamentals.

Subdomain: Supply Chain/Operations Management (Logistics)**MGTC 325 Fundamentals of Supply Chain**

Develop an understanding of supply chain fundamentals including project management.

MGTC 335 Negotiating and Managing Supplier Relationships

Develop an understanding of how to negotiate and manage supplier relationships.

MGTC 320 Operations Management

Develop an understanding of the role of operations management in business.

III. Domain Emphasis Areas**General Business**

The purpose of the General Business emphasis is to serve those students who want a broad business education without an in-depth study in one discipline. This program provides students a broad business education that permits them the freedom to take coursework in multiple business disciplines. The general business emphasis consists of 19 equivalent credits of electives from any of the business disciplines.

GIS and Data Analytics

The University of Massachusetts Global Data Analytics Emphasis requirements are comprised of 3 Subdomains and 7 Competencies.

Subdomain: Introduction Technology Foundations**CSCC 301 Introduction to Programing**

Develop basic designing, coding, and documenting skills in a programming language.

Subdomain: Information Technology Management**CSCC 302 GIS Methods and Ethics**

Apply research ethics and multiple spatial research methods using GIS quantitative and qualitative approaches.

CSCC 303 Foundations in Spatial Communications

Communicate information using spatial data analytics across a variety of media formats.

CSCC 363 Data and Information Management

Utilize industry best practices to manage and organize organizational data and information.

Subdomain: Data Analysis**CSCC 304 Spatial Visualization and Data Analytics**

Create spatial visualizations based on the data type and analysis outcomes.

CSCC 305 Applied Data Wrangling

Apply data wrangling by finding, cleaning, extracting, storing and organizing data for a project.

CSCC 395 Data Analytics Capstone

Address predictive and prescriptive analytics with insights gained from organizational data analysis.

Information Systems Management

The University of Massachusetts Global Information Systems Management Emphasis requirements are comprised of 6 Subdomains and 7 Competencies.

Subdomain: Computer Systems Organization**CSCC 251 Computer Systems Architecture**

Demonstrate an understanding of computer systems architecture.

Subdomain: Database**CSCC 408 Database**

Demonstrate an understanding of database systems, their applications and tools used to develop databases.

Subdomain: Programming**CSCC 205 Computer Programming**

Demonstrate an understanding of computer programming and its applications.

CSCC 210 Program Applications

Develop a program for a business application (e.g. mobile or web-based applications).

Subdomain: Project Management

CSCC 410 Systems Analysis and Design

Demonstrate an understanding of systems analysis and design, applications and tools used.

Subdomain: Security

CSCC 270 Security

Demonstrate an understanding of information system security, applications, and the tools used.

Subdomain: Data Analysis

CSCC 395 Data Analytics Capstone

Address predictive and prescriptive analytics with insights gained from organizational data analysis.

Management and Organizational Leadership

The University of Massachusetts Global Management and Organizational Leadership Emphasis requirements are comprised of 2 Subdomains and 7 Competencies.

Subdomain: Human Resource Management and Diversity

HRCC 445 Human Resource Management

Demonstrate an understanding of the fundamentals of human resource management.

OLCC 303 Managing Change

Demonstrate an understanding how leaders effectively implement and manage change.

OLCC 300 Organizational Behavior

Demonstrate an understanding of organizational behavior factors, processes and theoretical concepts as they relate to organizational effectiveness and productivity.

OLCC 325 Personal Leadership

Develop a personal philosophy of leadership through a personal assessment, and focus on personal and professional development.

HRCC 349 Employment Laws and Regulations

Develop an understanding of the foundations of employment laws and regulations..

Subdomain: Organizational Structures and Culture

OLCC 400 Organizational Structure and Culture

Demonstrate an understanding of the impact organizational structure and culture have on organizations.

OLCC 414 Team Building

Demonstrate an understanding of the importance of team dynamics to organizational effectiveness, productivity, and communication within an organization.

Marketing

The University of Massachusetts Global Marketing Emphasis requirements are comprised of 6 Subdomains and 9 Competencies.

Subdomain: Ethical Issues Affecting the Marketplace

MKTC 415 Marketing Ethics

Understand and apply marketing ethics.

Subdomain: Marketing Communications

MKTC 450 Advertising, Public Relations, Direct Marketing, and Sales Promotion

Develop an understanding of advertising, public relations, direct marketing, and sales promotion.

Subdomain: Strategic Marketing

MKTC 310 Marketing Research and Analysis

Develop an understanding of marketing research and analysis.

Subdomain: Understanding and Targeting the Marketplace

MKTC 465 Business-to-Business Marketing

Develop an understanding of business-to-business (B2B) marketing.

MKTC 320 Consumer Behavior

Develop an understanding of consumer behavior in marketing.

MKTC 410 Global Marketing

Understand and evaluate global markets and strategies.

MKTC 325 Segmentation Targeting and Positioning

Understand and apply segmentation targeting and positioning.

Subdomain: Value Creation

MKTC 430 Product Development

Develop an understanding of how to increase value to an organization through the improvement in the design and/or implementation of products and services.

Subdomain: Value Delivery

MKTC 470 Middlemen and Multichannel Market

Understand and apply principles of multichannel marketing.

Supply Chain Management and Logistics

The University of Massachusetts Global Supply Chain Management and Logistics Emphasis requirements are comprised of 7 Subdomains and 8 Competencies.

Subdomain: Materials and Inventory Management

MGTC 350 Materials and Inventory Management

Utilize inventory management tools to create value.

Subdomain: Product Development

MKTC 430 Product Development

Develop an understanding of how to increase value to an organization through the improvement in the design and/or implementation of products and services.

Subdomain: Marketing Communications

MKTC 445 Integrated Marketing Communications and Promotions

Understand the fundamentals of integrated marketing communications and promotions.

Subdomain: Quality

MGTC 430 Quality

Develop an understanding of the necessity of quality and the measurements for continuous quality improvement and target setting.

Subdomain: Sourcing (Sourcing Analysis and International, Domestic, Local and In-sourcing)

CSCC 325 International, Domestic, Local and In-Sourcing

Develop an understanding of advantages and disadvantages of international, domestic, local, and in-sourcing options to source goods and services, including total cost of ownership.

CSCC 320 Sourcing Analysis

Develop the ability to identify, select and manage appropriate sources for procurement.

Subdomain: Supplier Relationship Management

MGTC 425 Supplier Relationship Management.

Develop an understanding of the opportunities to create value through supplier relationship management (SRM).

Subdomain: Transportation

MGTC 345 Transportation

Apply an understanding of the principles and methods for moving people or goods by air, rail, sea, road, pipeline, or digitally, including the benefits, costs, and risks associated with each option.

University of Massachusetts Global accepts the following industry standard certification examinations for college credit in the competency based Bachelor of Business Administration degree program:

Industry Standard Certification	Substitution Course
CompTIA IT Fundamentals	CSCC 200
MTA Database Fundamentals Topics	CSCC 408
CompTIA A+ 220-901	CSCC 251
CompTIA Projects+	CSCC 383
CompTIA Network+ Exam	CSCC 353
CompTIA Security+	CSCC 270

Bachelor of Science in Cybersecurity (Credit Hour)

This program of study emphasizes the development of key knowledge areas in the area of cybersecurity, threats, technologies and best-practices. Students interested in working or further developing their expertise in the areas of cybersecurity, risk management, network defense and IT security would benefit from this degree program.

This program is pending WASC Senior College and University Commission (WSCUC) and U.S. Department of Education approval.

Mission

The Bachelor of Science in Cybersecurity prepares students for career opportunities, advancement and professional growth in the cybersecurity sector to help secure and protect organizations from a wide-variety of threats and attacks.

Program Learning Outcomes

- **Confidentiality:** Employ security strategies to protect the confidentiality of network devices and data.
- **Integrity:** Utilize industry best practices to secure data and ensure it is accurate and trustworthy.
- **Availability:** Maintain the accessibility of organization data, information, and systems.
- **Risk:** Evaluate risk of a given threat or vulnerability to an organization's resources.
- **Organizational Security:** Develop security policies and procedures to promote cybersecurity throughout the organization.
- **Human Security:** Protect IT resources from human flaws and risks.

Degree Requirements

In addition to the University general education and elective requirements, the BS Cybersecurity major consists of two components. The first component consists of 39 credits of common requirement courses (See Common Requirements). The second component consists of either electives or an emphasis area for a total of 9 upper-division credits. Note: some courses may be used to fulfill both the major and general education requirements (see the General Education Requirements section of this catalog).

All courses taken in the major program must be passed with a grade equivalent of "C" or higher. All required courses must be taken for a letter grade where the option exists.

Common Requirements

CSCU 251	Introduction to Computing Systems Organization	3
CSCU 270	Information System Security	3
CSCU 301	Introduction to Programming	3
CSCU 315	Organizational Information Systems	3
CSCU 353	Data Communications and Computer Networks	3
CSCU 375	Data Encryptions and Information Security	3
CSCU 403	Security Threat Detection and Prevention	3
CSCU 404	Digital Forensics and Incident Response	3
CSCU 405	Security Policies and Procedures	3

CSCU 407	Wireless and Mobile Security	3
CSCU 408	Database Management	3
CSCU 495	Security Capstone Project	3
OLCU 350	Leadership and Professional Ethics	3
Common Requirements Subtotal		39

Electives or Emphasis Area

Students choose three approved elective courses, gain Dean's approval for alternative courses, or may select the emphasis area below.

Electives or Emphasis Subtotal		9
Total Credits		48

Electives

Select three courses from the following approved electives:

CSCU 360	Web Design Technologies	3
CSCU 361	Operating Systems	3
CSCU 383	Applied Project Management	3
CSCU 385	Project Work Structure and Resources Management	3
CSCU 397	User Experience and Interaction Design	3
CSCU 410	Structured Systems Analysis and Design	3
CSCU 415	Systems Quality Assurance and Testing	3
CSCU 453	Network Implementation	3
CSCU 458	Advanced Web Based Database Systems	3
CSCU 483	Project Risk Management	3
OLCU 303	Organizational Development and Change	3
Electives Subtotal		9

Project Management Emphasis

CSCU 383	Applied Project Management	3
CSCU 385	Project Work Structure and Resources Management	3
CSCU 483	Project Risk Management	3
Emphasis Subtotal		9

Students with IT professional certification(s) may substitute courses as outlined below provided that their certification(s) are unexpired and currently recognized in the field. Refer to MyUMassGlobal for additional information on IT certification substitutions listed by catalog year.

Industry Standard Certification	Substitution Course
MCSE, CCNP, MCSA: Windows Server	CSCU 353; CSCU 453
Oracle DBA, MCDDBA, MCSA: SQL Server 2008, MCSA: SQL Server 2012	CSCU 408; CSCU 453
CompTIA A+	CSCU 251
CompTIA Network+	CSCU 353
CompTIA Security+	CSCU 270
CompTIA Cloud Essentials	CSCC 475 (approved substitution for CSCU 251)

VCP (VMWare Certified Professional)	CSCU 251; CSCU 353
RHCSA (Red Hat Systems Administrator)	CSCU 251; CSCU 353
CASP (CompTIA Advanced Security Practitioner)	CSCU 270; CSCU 375
CISSP (Certified Information Systems Security Professional)	CSCU 270; CSCU 375
CEH (Certified Ethical Hacker)	CSCU 270; CSCU 375
CISM (Certified Information Security Manager)	CSCU 270; CSCU 375
CISA (Certified Information Systems Auditor)	CSCU 270; CSCU 375
PMP (project management professional)	CSCU 383; CSCU 385
Six Sigma Green Belt	CSCU 383; CSCU 415
CCNA (Cisco Certified Network Associate)	CSCU 353
CompTIA IT Fundamentals	CSCU 200

Bachelor of Science in Human Resources (Credit Hour)

The Bachelor of Science in Human Resources (BSHR) is a dynamic and comprehensive program that provides students with essential HR knowledge and skills, enabling them to play a vital role in organizational success. Students will gain practical insights into workforce planning, talent acquisition, employee relations, and strategic human resource management. The program reinforces theoretical foundations and hands-on experiences to prepare students for success as HR professionals.

This program is pending WASC Senior College and University Commission (WSCUC) and U.S. Department of Education approval.

Mission

The mission of the Bachelor of Science in Human Resources is to equip students with the essential knowledge and skills needed for successful careers in human resource management.

Program Learning Outcomes:

- **Strategic Human Resources:** Create people strategies that support organizational mission and goals.
- **Human Resource Technology and Analytics:** Utilize data and technology to make informed HR decisions.
- **Workforce Planning:** Develop programs for attracting, retaining, and nurturing talent while applying ethical principles and legal standards.
- **Employee Experience:** Create people and organizational development initiatives to enhance efficiency and effectiveness and promote inclusion and equity.
- **Rewards Management:** Demonstrate a comprehensive understanding of the principles and practices related to employee compensation and benefits.

Degree Requirements

The B.S. in Human Resources consists of 33 credits of coursework in the core program of study and 12 elective credits.

Note: Applicable courses may fulfill both the major and general education requirements (see this catalog's General Education Requirements section).

All courses taken in the major program must be passed with a grade equivalent of "C" or higher. All required courses must be taken for a letter grade where the option exists.

Core Requirements

COMU 410	Organizational Communication	3
HRCU 350	Compensation and Benefits	3
HRCU 351	Workforce Planning and Employment	3
HRCU 352	Labor Relations	3
HRCU 353	Performance Improvement	3
HRCU 406	Legal Issues in Human Resources	3
HRCU 415	Becoming an HR Strategist	3
HRCU 430	Conflict Resolution	3
HRCU 445	Human Resource Studies	3
OLCU 380	Research and Analytical Thinking	3
OLCU 425	Leadership in Diverse and Multicultural Organizations	3

Core requirements	33
Electives *	12
*BSHR students have the opportunity to select an individualized set of electives from the following areas of study: Business Administration, Communications, Healthcare Administration, Human Resource Management, Information Technology, Legal Studies, Management, Organizational Leadership, and Psychology.	
Total Credits	45

Bachelor of Science in Information Technology (Credit-Hour)

This program of study emphasizes the foundations of Information Technology (IT) and the latest practical technologies. Students interested in working in the areas of IT analysis and design, network administration, information security management and/or IT project management would benefit from this degree program.

Mission

The Bachelor of Science in Information Technology (BSIT) prepares students for career opportunities, advancement, participation and service a variety of 21st century IT specializations.

Program Learning Outcomes

- **Interpersonal Skills:** Demonstrate written and oral communication skills in collaborative environments.
- **Problem Solving:** Apply current IT tools and techniques to solve multi-faceted technological issues.
- **Professionalism and Ethics:** Engage in IT professional, ethical, legal, and social responsibilities and practices.
- **IT Integration:** Apply IT best practices and standards to integrate systems to address a business need.
- **Information Assurance:** Employ current information assurance principles to manage risk.

Degree Requirements

In addition to the University general education and elective requirements, the BSIT major consists of two components. The first component consists of 39 credits of common requirement courses (See Common Requirements). The second component consists of either electives or an emphasis area for a total of 9 upper-division credits. Note: some courses may be used to fulfill both the major and general education requirements (see the General Education Requirements section of this catalog).

All courses taken in the major program must be passed with a grade equivalent of "C" or higher. All required courses must be taken for a letter grade where the option exists.

Common Requirements

COMU 410	Organizational Communication	3
CSCU 251	Introduction to Computing Systems Organization	3
CSCU 270	Information System Security	3
CSCU 301	Introduction to Programming	3
CSCU 353	Data Communications and Computer Networks	3
CSCU 360	Web Design Technologies	3
CSCU 361	Operating Systems	3
CSCU 397	User Experience and Interaction Design	3
CSCU 408	Database Management	3
CSCU 498	Capstone Project	3
MATU 203	Introduction to Statistics	3
OLCU 350	Leadership and Professional Ethics	3
OLCU 414	Team Building	3
Common Requirements Subtotal		39

Electives or Emphasis Areas

Students choose three approved elective courses, gain Dean's approval for alternative courses, or may select the emphasis area below.

Elective or Emphasis Subtotal	9
Total Credits	48

Electives

Select three courses from the following approved electives:		
CSCU 200	Introduction to Computers and Data Processing	3
CSCU 305	Applied Data Wrangling	3
CSCU 315	Organizational Information Systems	3
CSCU 362	Fundamentals of Software Development	3
CSCU 373	Introduction to Data Management	3
CSCU 375	Data Encryptions and Information Security	3
CSCU 383	Applied Project Management	3
CSCU 385	Project Work Structure and Resources Management	3
CSCU 410	Structured Systems Analysis and Design	3
CSCU 415	Systems Quality Assurance and Testing	3
CSCU 453	Network Implementation	3
CSCU 458	Advanced Web Based Database Systems	3
CSCU 483	Project Risk Management	3
OLCU 303	Organizational Development and Change	3
Total Credits		9

Emphasis Area

Project Management Emphasis

CSCU 383	Applied Project Management	3
CSCU 385	Project Work Structure and Resources Management	3
CSCU 483	Project Risk Management	3
Total Credits		9

Students with IT professional certification(s) may substitute courses as outlined below provided that their certification(s) are unexpired and currently recognized in the field. Refer to UMassGlobal for additional information on IT certification substitutions listed by catalog year.

Industry Standard Certification	Substitution Course
MCSE, CCNP, MCSA: Windows Server	CSCU 353; CSCU 453
Oracle DBA, MCDDBA, MCSA: SQL Server 2008, MCSA: SQL Server 2012	CSCU 408; CSCU 453
CompTIA A+	CSCU 251
CompTIA Network+	CSCU 353
CompTIA Security+	CSCU 270
CompTIA Cloud Essentials	CSCC 475 (approved substitution for CSCU 251)

VCP (VMWare Certified Professional)	CSCU 251; CSCU 353
RHCSA (Red Hat Systems Administrator)	CSCU 251; CSCU 353
CASP (CompTIA Advanced Security Practitioner)	CSCU 270; CSCU 375
CISSP (Certified Information Systems Security Professional)	CSCU 270; CSCU 375
CEH (Certified Ethical Hacker)	CSCU 270; CSCU 375
CISM (Certified Information Security Manager)	CSCU 270; CSCU 375
CISA (Certified Information Systems Auditor)	CSCU 270; CSCU 375
PMP (project management professional)	CSCU 383; CSCU 385
Six Sigma Green Belt	CSCU 383; CSCU 415
CCNA (Cisco Certified Network Associate)	CSCU 353
CompTIA IT Fundamentals	CSCU 200

Bachelor of Science in Information Technology (Competency-Based)

Colleges and universities traditionally award credit for classroom hours attended, conferring degrees based on students' completion of a certain set of courses for a given number of credit hours. The focus of a competency-based program is on the mastery of student learning outcomes – what they know and can do – rather than on how many hours, semesters, or years a student spends in school. A competency-based program allows students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) required for a particular degree including general education and the major. Some students have often acquired many of the knowledge, skills and abilities necessary for a degree through their life or previous work experience. University of Massachusetts Global's competency-based BSIT program allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

This program of study emphasizes the foundations of Information Technology (IT) and the latest practical technologies. Students interested in working in the areas of IT analysis and design, network administration, information security management and/or IT project management would benefit from this degree program.

The quality focus of this degree program requires students to demonstrate mastery of all competencies required for the BS IT degree.

In addition to core course requirements derived from identified employer needs, the BSIT offers an Information Technology Generalist and Data Science emphasis area.

BSIT Mission

The Bachelor of Science in Information Technology (BSIT) prepares students for career opportunities, advancement, participation and service in a variety of 21st century IT specializations.

University of Massachusetts Global Institutional Learning Outcomes

The University of Massachusetts Global competencies are based on the American Association of Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) Essential Learning Outcomes and the Lumina Degree Qualifications Profile (DQP). Of special importance in the framing of the DQP was recognition of graduates' need to prepare for jobs that are rapidly changing in today's contemporary workplace. The DQP framework provided University of Massachusetts Global a basis for establishing 21st century competencies for all of our baccalaureate students. As a result, the following University of Massachusetts Global institutional learning outcomes are threaded throughout the University of Massachusetts Global Competency-Based BBA program with a strong foundation built into the general education domain:

- **Applied Learning:** Design a project, paper, performance, or other appropriate task linking knowledge skills from work, experiential learning, or community activities with knowledge acquired in academic disciplines.
- **Innovation and Creativity:** Construct a novel or unique idea, question, format, or product.

- **Civic Engagement:** Describe insights gained from engaging physically and/or intellectually with activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
- **Global Cultures:** Explain the relationship between a global issue and the history, values, politics, economy, communication styles, or beliefs and practices of one or more cultures affected by that issue.
- **Integrated Learning:** Devise connections among experiences inside and outside the formal classroom, or connections among multiple fields of study.

BS in Information Technology Program Learning Outcomes

- **Interpersonal Skills:** Demonstrate written and oral communication skills in collaborative environments.
- **Problem Solving:** Apply current IT tools and techniques to solve multi-faceted technological issues.
- **Professionalism and Ethics:** Engage in IT professional, ethical, legal, and social responsibilities and practices.
- **IT Integration:** Apply IT best practices and standards to integrate systems to address a business need.
- **Information Assurance:** Employ current information assurance principles to manage risk.

Orientation and Student Success Skills:

LBSC 100 Student Success Strategies: Develop a personalized student success plan by applying relevant resources and strategies.

Completion of LBSC 100 is required prior to the seventh month of competency coursework for students admitted without a cumulative GPA of 2.0 or higher for courses from regionally accredited institutions, and/or without twelve (12) or more transferable credits. Completion of LBSC 100 is required prior to graduation for all other students.

In addition, all students are encouraged to complete the optional **ORIC 100** orientation competency prior to their seventh month of competency coursework.

Degree Requirements

The BS in Information Technology consists of three major components or domains:

1. General Education (13 Competencies)
2. Information Technology (IT) Core (18 Competencies)
3. Emphasis Areas: Data Science; Information Technology Generalist, Self Design Emphasis (6 Competencies)

I. DOMAIN: General Education

The General Education Requirements at University of Massachusetts Global provides the liberal arts tradition the intellectual foundation that enables students to expand their perspectives beyond the focus of a major. University of Massachusetts Global graduates will be intellectually flexible, creative, articulate, and prepared for active and life-long participation in the knowledge-based world of 21st century. The University of Massachusetts Global General Education requirements are comprised of 6 Subdomains and 13 Competencies:

SUBDOMAIN: Communications
COMC 410 Interpersonal Communications

Understand the skills required to interact effectively with others.

COMC 101 Oral Communications

Deliver a well-organized oral presentation using delivery techniques and supporting materials appropriate for the audience.

ENGC 103 Written Communications, Level A

Identify and apply key components of effective writing skills and APA.

ENGC 104 Written Communications, Level B

Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

SUBDOMAIN: Humanities

PHLC 110 Creative and Critical Thinking

Develop a creative solution to a historical, social, ethnic, economic, technological, and/or geographic problem.

HUMC 110 Disciplinary Relationships

Analyze relationships between disciplines such as history, literature, religion, philosophy, and the fine arts.

HUMC 115 Human Experience

Analyze the ways in which the human experience is influenced by historical, social, ethnic, economic, technological, and/or geographic contexts.

SUBDOMAIN: Information Literacy

LBSC 320 Information Literacy, Level A (Cannot be satisfied in transfer)

Evaluate and cite various information resources to understand ethical research practices.

LBSC 321 Information Literacy, Level B (Cannot be satisfied in transfer)

Apply academic research practices to complete an academic research project.

SUBDOMAIN: Natural Sciences

NSCC 115 Methods and Applications

Apply the principles, concepts, and methods of the natural sciences.

NSCC 111 Principles and Concepts, Level A

Understand the Scientific Method as a process and master the fundamental principles, concepts, and methods of biology.

NSCC 112 Principles and Concepts, Level B

Master the fundamental principles, concepts, and methods of chemistry and environmental science.

SUBDOMAIN: Quantitative Reasoning

MATC 203 Quantitative Fluency, Level B

Apply the concepts of statistical reasoning, data analysis, modeling, and interpretation.

MATC 103 Quantitative Literacy, Level A

Explain accurate calculations and symbolic operations used to interpret social and economic trends.

SUBDOMAIN: Social Sciences

SOSC 110 Behavior and Cognition

Evaluate individual, organizational, and social behavior.

SOSC 115 Social Systems

Using a social systems perspective, investigate global problems and develop possible solutions.

II. DOMAIN: Information Technology Core

The University of Massachusetts Global Information Technology Core requirements are comprised of 4 Subdomains and 18 Competencies.

SUBDOMAIN: Information Technology Foundations

CSCC 251 Computer Systems Architecture

Demonstrate an understanding of computer systems architecture.

CSCC 408 Database

Demonstrate an understanding of database systems, their applications and tools used to develop databases.

CSCC 200 Fundamentals of Information Technology

Develop an understanding of information technology fundamentals

CSCC 353 Networking

Demonstrate an understanding of networks, and create a network.

CSCC 270 Security

Demonstrate an understanding of information system security, applications, and the tools used.

SUBDOMAIN: Information Technology Management

OLCC 350 Ethics and Social Responsibility

Describe the importance of ethical principles and social responsibility to business decisions.

CSCC 363 Data and Information Management

Utilized industry best practices to manage and organize organization data and information.

OLCC 355 Organizational Dynamics

Demonstrate an understanding of the impact organizational dynamics has on performance.

CSCC 315 Organizations, Management, and the Networked Enterprise

Demonstrate an understanding of information systems in global business.

OLCC 414 Team Building

Demonstrate an understanding of the importance of team dynamics to organizational effectiveness, productivity, and communication within an organization.

SUBDOMAIN: Information Technology Operations

MATC 251 Discrete Mathematics

Identify fundamental concepts of discrete mathematics as they apply to computer programming techniques.

CSCC 497 Information Technology Capstone

Design an information technology solution for an enterprise-wide organizational need.

CSCC 361 Operating Systems

Troubleshoot and utilize modern operating systems in a variety of business settings.

CSCC 383 Applied Project Management

Create a project management plan using applications and tools including GIS.

CSCC 410 Systems Analysis and Design

Demonstrate an understanding of systems analysis and design, applications and tools used.

SUBDOMAIN: Software Development**CSCC 362 Fundamentals of Software Development**

Recognize appropriate programming constructs utilized in the building, testing, and debugging of software programs.

CSCC 470 Mobile Development Fundamentals

Develop and deploy an effective mobile based program for the web and mobile devices.

CSCC 360 Web Design Technologies

Utilize web development foundations and standards in the design, development and deployment of interactive web content.

III. DOMAIN: EMPHASIS AREAS:**Data Science Emphasis**

The University of Massachusetts Global Data Science Emphasis requirements are comprised of 4 Subdomains and 6 Competencies.

SUBDOMAIN: Information Technology Foundations**CSCC 301 Introduction to Programming**

Develop basic designing, coding, and documenting skills in a programming language.

SUBDOMAIN: Information Technology Management**CSCC 364 Server Administration**

Use server administration techniques in the installation and maintenance of network infrastructure and director services.

SUBDOMAIN: Information Technology Operations**CSCC 306 Machine Learning**

Utilize data while applying a machine learning lens to diverse businesses and industries.

SUBDOMAIN: Data Analysis**CSCC 304 Spatial Visualization and Data Analytics**

Create spatial visualizations based on the data type and analysis outcomes.

CSCC 420 Database Querying and Reporting

Develop database queries to manage tables and data using common SQL commands.

CSCC 478 Business Intelligence and Data Analytics

Transform data into meaningful and useful information for business analysis and reporting needs.

Information Technology Generalist Emphasis

The University of Massachusetts Global Information Technology Generalist Emphasis requirements are comprised of 2 Subdomains and 6 Competencies.

SUBDOMAIN: Data Analysis**CSCC 477 Advanced Database Querying and Analytics**

Utilize advanced administration techniques to manage database design, security, and architecture.

CSCC 478 Business Intelligence and Data Analytics

Transform data into meaningful and useful information for business analysis and reporting needs.

CSCC 420 Database Querying and Reporting

Develop database queries to manage tables and data using common SQL commands.

SUBDOMAIN: Server Management**CSCC 475 Cloud Computing**

Employ industry best practices in the development, maintenance, and deployment of cloud computing and virtualization technologies.

CSCC 476 Server and Desktop Virtualization

Utilize server virtualization technologies in the implementation and maintenance of virtualized desktops, servers, and network infrastructures.

CSCC 364 Server Administration

Use server administration techniques in the installation and maintenance of network infrastructure and directory services.

Self Design Emphasis**Information Technology Self Design Emphasis**

The purpose of the Information Technology Self Design emphasis is to serve students who wish to design an Information Technology emphasis with customized focus areas. This program provides students with the flexibility to take coursework in multiple Information Technology related disciplines. The Information Technology Self Design Emphasis consists of 18 equivalent credits.

Credit for Industry Standard Information Technology Certification(s)

University of Massachusetts Global accepts the following industry standard certification examinations for college credit in the competency based Bachelor of Science in Information Technology degree program:

Industry Standard Certification	Substitution Course
CompTIA IT Fundamentals	CSCC 200
MTA Database Fundamentals Topics	CSCC 408
CompTIA A+ 220-901	CSCC 251
CompTIA A+ 220-902	CSCC 361
MTA Software Development Fundamentals	CSCC 362
CIW Web Foundations Associate	CSCC 360
CIW Database Design Specialist	CSCC 363
CompTIA Projects+	CSCC 383
CompTIA Network+ Exam	CSCC 353
Windows Server Admin Fundamentals	CSCC 364
CompTIA Security+	CSCC 270
MCP: Server Virtualization	CSCC 476
MCP:Querying Microsoft SQL Server 2012	CSCC 420
MTA HTMLS Application Dev Fundamentals	CSCC 470

Graduate Degree Programs

- Master of Business Administration (Credit Hour) (p. 128)
- Master of Business Administration (Competency-Based) (p. 130)
- Master of Arts in Organizational Leadership (Credit Hour) (p. 132)
- Master of Arts in Organizational Leadership (Competency-Based) (p. 134)
- Master of Healthcare Administration (Credit Hour) (p. 136)
- Master of Geographic Information Systems and Data Analytics (Credit Hour) (p. 137)
- Master of Science in Human Resources (Credit Hour) (p. 139)
- Graduate Certificate: Business Administration (Credit Hour) (p. 140)
- Graduate Certificate: Business Intelligence and Data Analytics (Credit Hour) (p. 140)
- Graduate Certificate: Diversity, Equity and Inclusion for Leaders (Credit Hour) (p. 141)
- Graduate Certificate: Healthcare Administration (Credit Hour) (p. 141)
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- Graduate Certificate: Organizational Leadership (Credit Hour) (p. 142)
- Graduate Certificate: Public and Nonprofit Leadership (Credit Hour) (p. 142)

Master of Business Administration (Credit Hour)

Mission

The mission of the Master of Business Administration program is to provide an experience-driven, relevant, business curriculum for gaining knowledge, skills, and abilities to plan, execute, monitor, evaluate, and create value. This program will proactively address dynamic challenges at a strategic level, for students to become effective business leaders in a competitive and diverse environment.

Program Learning Outcomes

- **Communication:** Demonstrate effective oral and written communication skills in varying business settings.
- **Equity and Inclusion:** Apply fundamental practices and tools for successfully building and leading global organizations that are diverse, equitable, inclusive, and just.
- **Strategic Operations:** Evaluate business functions and processes to plan and formulate business strategies.
- **Business Analytics:** Evaluate data to identify emerging trends and provide viable data-driven recommendations to analyze and solve complex problems.
- **Building Relationships:** Create a model to foster an internal collaborative culture that drives positive relationships and change that impact organizational success.

Requirements for Admission

The prospective graduate student in the MBA program must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options.

All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution.

Admission by GPA

A 2.75 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master's degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes they are a good candidate for graduate study in the field they wish to pursue. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

Transfer Credit Policy

A maximum of 9 credits may be accepted in transfer in the MBA degree program. (See the Graduate Academic Policies and Procedures section of this catalog.)

In addition to university policies concerning transfer of coursework, the MBA program will accept transfer of military coursework which meets the following requirements:

1. Course requested for transfer must include an official transcript or copy of an ACE evaluation which verifies graduate-level work;
2. Coursework must be letter graded or provide verification of completion at a grade of "B" or higher;
3. Coursework must be comparable to program requirements (if marginal comparability, a written statement of rationale must be provided); and

In addition to University policies concerning transfer of coursework, University of Massachusetts Global may approve the following exceptions:

1. Transfer of twelve elective credits to the MBA upon receipt of appropriate official documentation of successful completion of the University of California, Irvine Extension Project Management Certificate provided that all required certificate courses were completed with a grade of "B" within the last seven years.
2. Military Coursework Fifteen Credit Transfer: Active Duty, Reserve, National Guard, retired and prior military service members may qualify for a transfer of fifteen credits toward the EMBA degree for completion of military coursework comparable OLCU 614 Leadership & Team Development, OLCU 641 Leadership in Military Communication, OLCU 643 Military Operations Leadership, HRCU 618

Career Management, HRCU 605 Talent Management. Qualifications and provisions of this fifteen credit transfer opportunity follow:

- The service member must qualify for admission to the MBA degree program. (See Graduate Admission section of this catalog).
- Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
- Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and an officer basic career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.
- The seven-year rule for completion of all coursework toward the MBA degree applies, including transfer credit for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)
- Recipients of the fifteen credit transfer must complete all remaining coursework for the MBA degree at University of Massachusetts Global in accordance with academic policy.

Course Substitutions

Students with the following certifications will be granted a maximum of 6 credits as defined below:

Certification	Substituted	Course Comments
CMA	ACCU 640	Current certification at the time of application
CPA	ACCU 602	Current certification at the time of application
PHR	HRCU 600	Certification or recertification within 3 years
SPHR	HRCU 600	Certification or recertification within 3 years
GPHR	HRCU 603	Certification or recertification within 3 years
SHRM-CP	HRCU 600	Certification or recertification within 3 years
SHRM-SCP	HRCU 600	Certification or recertification within 3 years.

Students who received substitution credit as an undergraduate for HRCU 445 for the PHR, SPHR, SHRM-CP or SHRM-SCP, may only receive waiver credit for HRCU 600 as graduate students.

Specific Requirements for the MBA Degree

The MBA program consists of two segments. The first segment is the MBA Core consisting of 24 credits. The second segment of the MBA program consists of 12 credits of electives or a designated emphasis area.

Program Requirements

Core Requirements

ACCU 602	Financial Reporting & Analysis	3
BUSU 610	Data Analysis for Decision Making	3
BUSU 620	Economic Analysis for Managers	3
FINU 607	Financial Management	3

MKTU 605	Marketing Management	3
OLCU 614	Leadership & Team Development	3
OLCU 653	Creating an Inclusive Climate: Advocacy Strategies for Leaders	3
BUSU 640	Business Strategy and Competitive Advantage Capstone	3
Core Requirements Subtotal		24
Electives or Designated Emphasis Area		
Electives or Emphases		12
Electives or Designated Emphasis Area Subtotal		12
Total Credits		36

MBA Electives

MBA students may select an individualized set of electives from the graduate courses listed in the following emphasis areas: Business Administration, Business Intelligence and Data Analytics, Healthcare Administration, Human Resources, Information Technology, and Organizational Leadership. Successful completion of the University of California, Irvine Extension Project Management Certificate, as described in the Transfer Credit Policy, may substitute for the described MBA electives.

MBA Emphases

Instead of individualized electives, MBA students may specialize in one of the following designated emphasis areas:

Accounting Emphasis

ACCU 620	Contemporary Issues in Accounting	3
ACCU 621	Accounting Ethics	3
ACCU 640	Strategic Cost Management	3
Select one course from Finance or Accounting		3
Total Credits		12

Business Intelligence and Data Analytics Emphasis

BUSU 670	Data Foundations	3
BUSU 671	Data Visualization and Presentation	3
BUSU 672	Project Planning and Data Modeling	3
BUSU 673	Project Implementation and Analysis	3
Total Credits		12

Finance Emphasis (not offered 2024-2025)

FINU 615	International Finance	3
FINU 620	Investments	3
FINU 630	Capital Markets	3
Select one course from Accounting		3
Total Credits		12

Healthcare Administration Emphasis

HAUU 640	Foundations of Healthcare Administration	3
HAUU 641	Healthcare Law and Ethics	3
HAUU 642	Health Information Systems and Technology	3
Select one from the following:		3
HAUU 645	Healthcare Financial Management	

HAUU 651	Healthcare Quality and Safety	
Total Credits		12

Human Resources Emphasis

HRCU 604	Workforce Planning	3
HRCU 605	Talent Management	3
Select two from the following:		6
BUSU 510	Career Development & Management	
HRCU 602	Strategic Business Concepts and Human Resources	
HRCU 607	Total Rewards	
HRCU 612	Human Resources Management in Public Administration	
HRCU 622	Labor Relations and Collective Bargaining	
HRCU 630	Conflict and Negotiation	
Total Credits		12

Organizational Leadership Emphasis

OLCU 501	Organizational Research	3
OLCU 600	Foundations of Organizational Leadership	3
OLCU 601	Democracy, Ethics and Leadership	3
OLCU 602	Self, Systems, and Leadership	3
Total Credits		12

Marketing Emphasis

MKTU 624	Seminar in Marketing Research	3
MKTU 630	Seminar in New Product Development	3
MKTU 635	Seminar in Advertising and Promotion	3
MKTU 640	Seminar in International Marketing	3
Total Credits		12

Master of Business Administration (Competency-Based)

Colleges and universities traditionally award credit for classroom hours attended, conferring degrees based on students' completion of a certain set of courses for a given number of credit hours. The focus of a competency-based program is on the mastery of student learning outcomes – what they know and can do – rather than on how many hours, semesters, or years a student spends in school. A competency-based program allows students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) required for a particular degree. Some students may have acquired much of the knowledge and many of the skills and abilities necessary for a degree through their life or previous work experience. University of Massachusetts Global's competency-based Master of Business Administration program allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

This self-paced online program of study emphasizes the foundations and application of business administration and operations using a theory to practice approach. Students interested in attaining and advancing in leadership, management and supervisory roles and organizations today, would benefit from this degree program.

The quality focus of this degree program requires students to demonstrate mastery of all competencies required for the competency-based Master of Business Administration degree program. Students with leadership and business experience who are self-motivated, goal oriented, and excel at working independently are ideal candidates for the competency-based Master of Business Administration degree program.

This program is pending WASC Senior College and University Commission (WSCUC) and U.S. Department of Education approval.

Mission

The mission of the competency-based Master of Business Administration program is to provide an experience-driven, relevant, business curriculum for gaining knowledge, skills, and abilities to plan, execute, monitor, evaluate, and create value. This program will proactively address dynamic challenges at a strategic level, for students to become effective business leaders in a competitive and diverse environment.

Program Learning Outcomes

The focus of the competency-based Master of Business Administration program is on the development of the people and conceptual skills which are essential to success at all levels of administration. Students in this program will focus on the following Program Learning Outcomes:

- **Communication:** Demonstrate effective oral and written communication skills in varying business settings.
- **Equity and Inclusion:** Apply fundamental practices and tools for successfully building and leading global organizations that are diverse, equitable, inclusive, and just.
- **Strategic Operations:** Evaluate business functions and processes to plan and formulate business strategies.
- **Business Analytics:** Evaluate data to identify emerging trends and provide viable data-driven recommendations to analyze and solve complex problems.
- **Building Relationships:** Create a model to foster an internal collaborative culture that drives positive relationships and change that impact organizational success.

Requirements for Admission

The prospective graduate student in the MBA program must demonstrate their readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution.

Admission by GPA

A 2.75 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master's degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that

show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes they are a good candidate for graduate study in the field they wish to pursue. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

At time of admission, students must select an appropriate track to meet degree requirements for Domain 3. Students must submit documentation to satisfy requirements in their chosen track.

Military Track. The service member must submit applicable documentation as outlined below.

- Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officers (any rank), Senior NCO (E7 or above) or CW2 or above.
- Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and a basic officer career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.

Transfer of Coursework

In the Elective Track, a maximum of twelve credits, which equates to 4 competency equivalencies, may be accepted in transfer toward the core supporting competencies Elective Track in Domain 3. No transfer coursework is permitted for Domain 1 or Domain 2.

Alternative to university policies concerning transfer of coursework, the competency-based Master of Business Administration program will accept transfer of course work, which specifically meets the following criteria:

Military Coursework Five Competency Transfer. Eligible Active Duty, Reserve National Guard, retired and prior military service members who successfully petition for this transfer will be awarded mastery of five competencies for comparable military course work, which includes OLCC 614, Team Leadership and Collaboration in Domain 1, and all four Domain 3 competencies by using the following substitution competencies; OLCC 641 Leadership in Military Communication, OLCC 643 Military Operations Leadership, HRCC 618 Career Management, HRCC 646 Training and Development. This is a block transfer approval only. Partial transfer of competencies is not authorized. Recipients of the five competency transfer must complete all remaining competencies for the competency-based Master of Arts in Organizational Leadership degree from University of Massachusetts Global in accordance with academic policy.

Elective Transfer. Upon verification of completion of organization-specific training, and approval by the Dean, students may receive a twelve credit transfer of elective competencies in disciplines related to Business Administration, Management and/or Operations.

Seven-Year Limitation. The seven-year rule for completion of all competencies toward the competency-based Master of Business Administration degree applies, including credit for transfer of competencies for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)

Requirements for the Degree

The competency-based Master of Business Administration program consists of three Domains, each with four competencies, for a total of 12 competencies overall. Domain 1 focuses on business foundations. Domain 2, which includes a capstone competency to reinforce the application of concepts and theories learned throughout the degree program, focuses on business practices. Domains 1 and 2 make up the competency-based Master of Business Administration required core program of study.

Domain 3 has two options; 1) an Elective Track which consists of 12 approved equivalent credits where students may choose from a selection of competencies provided below under Domain 3 Elective Track or request to transfer in existing credits; 2) Military Track for eligible military and veterans only.

Domain 1: Business Foundations – Core

BUSC 621: Economic Analysis

Apply economic research and analysis to global and contemporary issues to better understand the business climate.

MKTC 605: Marketing Management

Adapt a current marketing strategy using innovative concepts and tools to improve target market outreach and profitability in alignment with organizational strategy.

OLCC 614: Team Leadership and Collaboration

Utilize team-building principles to promote organizational effectiveness.

OLCC 654: Inclusive Leadership

Apply cultural intelligence practices by utilizing strategies and tools to create inclusive workplace environments.

Domain 2: Business Practices – Core

ACCC 605: Accounting for Business Decisions

Analyze and interpret financial data to make business decisions.

BUSC 610: Data Analysis for Decision Making

Utilize various statistical methods to analyze data for improved decision-making.

FINC 607: Financial Management

Apply financial theory and concepts to optimize business finance resources in support of the organizational strategy.

BUSC 689: Strategic Business Operations Capstone

Create a project plan for improving organizational operations based on diverse perspectives, data and information analysis, collaborative relationships, and global challenges.

Domain 3: Elective Track

An elective track which consists of the equivalent of twelve credits selected by the student from elective competencies in disciplines related to Business Administration, Management and/or Operations may be applied to fulfill the requirements of Domain 3 for this degree program. Competencies can be selected from the following approved list or Dean approved transfer of up to twelve credits:

BUSC 600: Leadership and Business Operations

Examine the impact of core business functions essential to organizational decision-making.

BUSC 683: Strategic Project Management

Create a strategic project management plan that aligns with the organizational mission.

GISC 505: GIS Research Methods

Apply multiple research methods, Geographic Information Systems (GIS), and quantitative and qualitative data for data driven decision making and policy creation.

GISC 633: GIS for Emergency Preparedness and Planning

Apply GIS technologies to improve decision-making in Emergency Management.

GISC 634: GIS for Emergency Response and Recovery

Examine how geospatial information and GIS tools can be used to support emergency response and post-event recovery operations.

GISC 637: Economic Development

Evaluate strategies toward economic growth using benchmarks and data analytics.

GISC 638: GIS and Community Economic Development

Explore the relationship between data analysis using GIS and building strong communities and economies.

H RCC 603: Globalization and Diversity

Assess inclusive leadership strategies as they relate to leadership in a global and diverse organization.

H RCC 630: Conflict and Negotiation

Apply conflict resolution strategies within an organizational setting.

MKTC 624: Seminar in Marketing Research

Examine marketing methods and applications, the scope of market research, buyer and industrial applications, and research methodologies.

MKTC 635: Seminar in Advertising and Promotion

Examine the role of advertising and promotion in the marketing mix and the critical role advertising plays in marketing success.

OLCC 501: Data-Driven Decision-Making and Planning

Analyze research and scholarly sources to make sound organizational decisions.

OLCC 600: Foundations of Organizational Leadership

Evaluate classical and contemporary leadership theories to refine leadership practices.

OLCC 601: Ethical Leadership and Decision Making

Apply ethical principles to inform decision-making.

OLCC 613: Organizational Theory and Behavior

Apply motivation and behavioral theories to impact organizational performance.

OLCC 615: Change Management

Evaluate theories and models that leaders implement to effectively lead change.

OLCC 632: Leadership and Innovation

Apply innovative frameworks and strategies to address organizational problems.

PADC 607: Public Policy Analysis

Interpret data to provide recommendations about public policy development and application.

Domain 3: Military Track

H RCC 618: Career Management

Create effective personal and organizational career development plans.

H RCC 646: Training and Development

Apply effective training and development practices to meet individual and organizational needs.

OLCC 641: Leadership in Military Communication

Apply appropriate communication strategies, formats and principles in military scenarios.

OLCC 643: Military Operations Leadership

Apply military operations principles and theories to meet established objectives.

Master of Arts in Organizational Leadership (Credit Hour)

Mission

The mission of the MAOL program is to provide students with an innovative theory to practice-oriented leadership program of study based on excellence and flexibility that creates lasting value and relevance for evolving leaders and their organizations.

Program Learning Outcomes

The focus of the MAOL program is on the development of the people and conceptual skills which are essential to success at all levels of administration. Through our student-centered, largely "hands-on" approach to learning, students in organizational leadership have the opportunity to:

- **Leadership:** Assess an organizational issue from multiple leadership perspective to recommend solutions.
- **Critical Analysis:** Analyze organizational challenges applying individual, group and organizational theories.
- **Globalization and Diversity:** Evaluate leadership strategies that promote organizational diversity and multi-cultural inclusion on a global scale.

- **Ethics:** Create a personal ethical decision making model.
- **Collaboration:** Evaluate personal competencies in collaboration and teaming.
- **Change:** Apply change management strategies to practical situations in organizations.

The MAOL consists of 36 credits of coursework, including 12 credits in electives, and 3 credits in a leadership capstone seminar, in which students synthesize and apply what they have learned.

Requirements for Admission

The prospective graduate student in the MAOL program must demonstrate their readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution.

Admission by GPA

A 2.75 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master's degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes they are a good candidate for graduate study in the field they wish to pursue. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

Transfer of Coursework

A maximum of 9 semester credits may be accepted in transfer in the MAOL degree program. (See Academic Policies and Procedure section.)

In addition to university policies concerning transfer of coursework, the MAOL program will accept transfer of coursework which specifically meets the following criteria:

- **Project Management Certificate Twelve Credit Transfer:** University of Massachusetts Global will award 12 elective credits toward the MAOL upon receipt of appropriate official documentation of successful completion of the UC, Irvine Extension Project Management Certificate provided that all certificate courses were completed with a grade of "B" or better.
- **Military Coursework Fifteen Credit Transfer:** Active Duty, Reserve, National Guard, retired and prior military service members may qualify for a transfer of fifteen credits toward the MAOL degree for completion of military coursework comparable OLCU 614

Leadership & Team Development, OLCU 641 Leadership in Military Communication, OLCU 643 Military Operations Leadership, HRCU 618 Career Management, HRCU 605 Talent Management. Qualifications and provisions of this fifteen credit transfer opportunity follow:

- The service member must qualify for admission to the MAOL program. (See Graduate Admission section of this catalog).
- Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
- Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and a basic officer career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.
- The seven year rule for completion of all coursework toward the MAOL degree applies, including transfer credit for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)
- Recipients of the fifteen credit transfer must complete all remaining coursework for the MAOL degree from University of Massachusetts Global in accordance with academic policy.

Specific Requirements for the Degree

The MAOL consists of four segments. The first segment consists of 12 credits related to the theoretical foundation of organizational leadership; the second segment consists of 9 credits related to putting leadership into practice; the third segment consists of 12 credits of electives to enhance the Leadership program of study; and the fourth is an integrative capstone course to reinforce the application of concepts and theories learned throughout the degree program (3 credits).

Theoretical Foundation: The Vision, Mission & Values of Organizational Leadership

OLCU 501	Organizational Research	3
OLCU 600	Foundations of Organizational Leadership	3
OLCU 601	Democracy, Ethics and Leadership	3
OLCU 650	Introduction to Diversity, Equity, and Inclusion for Leaders	3

Theoretical Foundation: The Vision, Mission & Values of Organizational Leadership Subtotal 12

Enacting the Vision: Putting Leadership into Practice

OLCU 613	Seminar in Organizational Dynamics	3
OLCU 614	Leadership & Team Development	3
OLCU 615	Leading Organizational Change	3

Enacting the Vision: Putting Leadership into Practice Subtotal 9

Elective Courses

Twelve graduate-level credits selected by the student, in consultation with an academic advisor¹ 12

Elective Courses Subtotal 12

Integrative Capstone

OLCU 681	Leadership Capstone Seminar	3
Integrative Capstone Subtotal		3

Total Credits 36

1

These electives may be used to acquire either specific leadership related competencies or greater knowledge about the student's intended professional arena. Electives may be selected from programs in Criminal Justice, Education, Human Resources, Business Administration, Computer Science and Information Systems, Healthcare Administration, Organizational Leadership and Psychology. Successful completion of the University of California, Irvine Extension Project Management Certificate, as described in the MAOL Transfer of Coursework section, may substitute for the described MAOL electives. Not all courses may be offered at all sites or in all sessions.

Master of Arts in Organizational Leadership (Competency-Based)

Colleges and universities traditionally award credit for classroom hours attended, conferring degrees based on students' completion of a certain set of courses for a given number of credit hours. The focus of a competency-based program is on the mastery of student learning outcomes – what they know and can do – rather than on how many hours, semesters, or years a student spends in school. A competency-based program allows students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) require for a particular degree. Some students may have acquired much of the knowledge and many of the skills and abilities necessary for a degree through their life or previous work experience. University of Massachusetts Global's competency-based Master of Arts in Organizational Leadership program allows students to prove their competency through assessments thereby reducing the time needed to earn a degree.

This self-paced online program of study emphasizes the foundations and application of organizational leadership using a theory to practice approach. Students interested in attaining and advancing in leadership, management and supervisory roles and organizations today, would benefit from this degree program.

The quality focus of this degree program requires students to demonstrate mastery of all competencies required for the competency-based Master of Arts in Organizational Leadership degree program. Students with leadership experience who are self-motivated, goal oriented, and excel at working independently are ideal candidates for the competency-based Master of Arts in Organizational Leadership degree program.

Mission

The mission of the competency-based Master of Arts in Organizational Leadership program is to provide students with an innovative theory to practice-oriented leadership program of study based on excellence and flexibility that creates lasting value and relevance for evolving leaders and their organizations.

Program Learning Outcomes

The focus of the competency-based Master of Arts in Organizational Leadership program is on the development of the people and conceptual skills which are essential to success at all levels of administration through a student-centered competency-based approach to learning. Students in this program will focus on the following Program Learning Outcomes:

- **Leadership:** Assess an organizational issue from multiple leadership perspectives to recommend solutions.
- **Critical Analysis:** Analyze organizational challenges applying individual, group and organizational theories.
- **Globalization and Diversity:** Evaluate leadership strategies that promote organizational diversity and multi-cultural inclusion on a global scale.
- **Ethics:** Create a personal ethical decision-making model.
- **Collaboration:** Evaluate personal competencies in collaboration and teaming.
- **Change:** Apply change management strategies to practical situations in organizations.

Requirements for Admission

The prospective graduate student in the competency-based Master of Arts in Organizational Leadership program must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution.

Admission by GPA

A 2.75 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master's degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes they are a good candidate for graduate study in the field they wish to pursue. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

At time of admission, students must select an appropriate track to meet degree requirements for Domain 3. Students must submit documentation to satisfy requirements in their chosen track.

Military Track. The service member must submit applicable documentation as outlined below.

- Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officers (any rank), Senior NCO (E7 or above) or CW2 or above.
- Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and a basic officer career course.

Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.

Project Management Track. Applicants submit official document of completion and transcript from the UC, Irvine Extension Project Management Certificate.

Transfer of Coursework

In the Standard Track, there is a maximum of nine credits, which equates to 3 competency equivalencies, may be accepted in transfer toward the core supporting competencies Standard Track in Domain 3. No transfer coursework is permitted for Domain 1 and Domain 2.

Alternative to university policies concerning transfer of coursework, the competency-based Master of Arts in Organizational Leadership program will accept transfer of course work, which specifically meets the following criteria:

Project Management Certificate Four Competency

Transfer: Upon receipt of appropriate official documentation of successful completion of the UC, Irvine Extension Project Management Certificate, University of Massachusetts Global will credit students with mastery of four competencies (BUSC 684, BUSC 685, BUSC 686 and BUSC 687) in Domain 3. Provided that all certificate courses were completed with a grade of "B" or better, this will complete the competency requirements for Domain 3.

Military Coursework Five Competency Transfer:

Eligible Active Duty, Reserve National Guard, retired and prior military service members who successfully petition for this transfer will be awarded mastery of five competencies for comparable military course work, which includes OLCC 614, Team Leadership and Collaboration in Domain 2, and all four Domain 3 competencies by using the following substitution competencies; OLCC 641 Leadership in Military Communication, OLCC 643 Military Operations Leadership, HRCC 618 Career Management, HRCC 646 Training and Development. This is a block transfer approval only. Partial transfer of competencies is not authorized. Recipients of the five competency transfer must complete all remaining competencies for the competency-based Master of Arts in Organizational Leadership degree from University of Massachusetts Global in accordance with academic policy.

Elective Transfer: Upon verification of completion of organization-specific training, and approval by the Dean, students may receive a twelve credit transfer of select elective competencies in disciplines related to Leadership, Administration and/or Management.

Seven-Year Limitation. The seven-year rule for completion of all competencies toward the competency-based Master of Arts in Organizational Leadership degree applies, including credit for transfer of competencies for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)

Requirements for the Degree

The competency-based Master of Arts in Organizational Leadership program consists of three Domains, each with four competencies, for a total of 12 competencies overall. Domain 1 focuses on the leadership foundations. Domain 2, which includes a capstone competency to reinforce the application of concepts and theories learned throughout the degree program, focuses on leadership practices. Domains 1 and 2 make up the competency-based Master of Arts in Organizational Leadership required core program of study.

Students complete one of the four tracks in Domain 3. This Domain includes core-supporting competencies, which expand the application of organizational leadership foundation and practice in the field. The Domain 3 track options follow; 1) Standard Track; 2) Military Track for eligible military and veterans only; 3) Project Management Track for students who have completed the UC, Irvine Extension Project Management Certificate; and 4) Elective Transfer Track, which consists of 12 approved equivalent credits from disciplines related to Leadership, Administration, and/or Management.

Domain 1: Leadership Foundations - Core

OLCC 501: Data-Driven Decision-Making and Planning

Analyze research and scholarly sources to make sound organizational decisions.

OLCC 600: Foundations of Organizational Leadership

Evaluate classical and contemporary leadership theories to refine leadership practices.

OLCC 601: Ethical Leadership and Decision Making

Apply ethical principles to inform decision-making.

HRCC 603: Globalization and Diversity

Assess inclusive leadership strategies as they relate to leadership in a global and diverse organization.

Domain 2: Leadership Practices - Core

OLCC 613: Organizational Theory and Behavior

Apply motivation and behavioral theories to impact organizational performance.

OLCC 614: Team Leadership and Collaboration

Utilize team-building principles to promote organizational effectiveness.

OLCC 615: Change Management

Evaluate theories and models that leaders implement to effectively lead change.

OLCC 681: Organizational Leadership Capstone

Evaluate a strategic organizational issue from multiple perspectives to recommend effective leadership approaches and an action plan.

Domain 3: Expanding Leadership Foundations and Practices - Standard Track (Core Supporting)

BUSC 600: Leadership and Business Operations

Examine the impact of core business functions essential to organizational decision-making.

BUSC 683: Strategic Project Management

Create a strategic project management plan that aligns with the organizational mission.

HRCC 630: Conflict and Negotiation

Apply conflict resolution strategies within an organizational setting.

OLCC 632: Leadership and Innovation

Apply innovative frameworks and strategies to address organizational problems.

Domain 3: Expanding Leadership Foundations and Practices - Military Track (Core Supporting)

HRCC 618: Career Management

Create effective personal and organizational career development plans.

HRCC 646: Training and Development

Apply effective training and development practices to meet individual and organizational needs.

OLCC 641: Leadership in Military Communication

Apply appropriate communication strategies, formats and principles in military scenarios.

OLCC 643: Military Operations Leadership

Apply military operations principles and theories to meet established objectives.

Domain 3: Expanding Leadership Foundations and Practices - Project Management Track (Core Supporting)

BUSC 684: Project Launch

Apply project launch strategies to an organizational project under consideration.

BUSC 685: Project Planning

Create a comprehensive project plan.

BUSC 686: Project Execution

Recommend strategies that promote project management efficiency for a project in an organization.

BUSC 687: Managing Multiple Projects

Develop effective strategies for managing multiple projects within an organization.

Domain 3: Expanding Leadership Foundations and Practices - Elective Transfer Track (Core Supporting)

Twelve credit transfer of select elective competencies in disciplines related to Leadership, Administration and/or Management may be applied to fulfill the requirements of Domain 3 for this degree program.

Master of Healthcare Administration (Credit Hour)

The Healthcare Administration Program provides graduates with the knowledge, skills, and abilities, necessary to understand in depth the healthcare delivery systems. The curriculum is designed to prepare students to apply business skills in various areas of healthcare delivery to improve the efficiency of operations and patient care and prepare them for leadership roles in the healthcare field.

This program is pending WASC Senior College and University Commission (WSCUC) and U.S. Department of Education approval.

Mission

The Master of Healthcare Administration program prepares current and emerging healthcare professionals with operational, innovative, and strategic business skills required to lead the health care industry into the 21st century.

Program Learning Outcomes

- **Healthcare Delivery Management:** Analyze the evolving issues in healthcare administration for effective patient care.
- **Law and Ethics:** Apply ethical frameworks and legal decision-making processes to patient-centered healthcare.
- **Business System Performance:** Design business systems to attain excellence in quality and operation performance.
- **Critical Thinking and Analysis:** Apply quantitative analyses to derive solutions for complex healthcare issues.
- **Strategic Planning:** Develop strategies to achieve a competitive edge in healthcare delivery.
- **Communication:** Demonstrate communication strategies to sustain and improve coordination of care.

Requirements for Admission

The prospective graduate student in the MHA program must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution.

Admission by GPA

A 2.75 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master's degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter

of explanation detailing the reasons the student believes they are a good candidate for graduate study in the field they wish to pursue. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final

Transfer of Coursework

A maximum of 9 semester credits may be accepted in transfer in the MHA degree program. (See the Graduate Academic Policies and Procedure section.)

In addition to university policies concerning transfer of coursework, the MHA program will accept transfer of military coursework which meet the following requirements:

1. Course requested for transfer must include an official transcript or copy of an ACE evaluation which verifies graduate-level work.
2. Coursework must be letter graded or provide verification of completion with a grade of "B" or higher.
3. Coursework must be comparable to program requirements (if marginal comparability, a written statement of rationale must be provided); and
4. Transfer of nine elective credits to the MHA Degree to eligible Active Duty, Reserve, National Guard, retired and prior military service members for completion of military coursework comparable to OLCU 614 Leadership & Team Development Leadership & Team Development, HRCU 618 Career Management Career Management, and HRCU 605 Talent Management Talent Management Qualifications and provisions of this nine credit transfer opportunity follow:
 - a. The service member must qualify for admission to the MHA degree program. (See Graduate Admission section of this catalog).
 - b. Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
 - c. Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and an officer basic career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.
 - d. The seven-year rule for completion of all coursework toward the MHA degree applies, including transfer credit for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)
 - e. Recipients of the nine credit transfer must complete all remaining coursework for the MHA degree at University of Massachusetts Global in accordance with academic policy.

Specific Requirements for the Degree

The Healthcare Administration program consists of two segments. The first segment is the 27-credit core; the second segment is the 9 credit elective area.

Core Requirements

OLCU 501	Organizational Research	3
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HAUU 640	Foundations of Healthcare Administration	3
HAUU 641	Healthcare Law and Ethics	3
HAUU 642	Health Information Systems and Technology	3
HAUU 643	Analytics in Healthcare Management	3
HAUU 644	Strategic Planning and Marketing for Healthcare Organizations	3
HAUU 645	Healthcare Financial Management	3
HAUU 651	Healthcare Quality and Safety	3
HAUU 652	Healthcare Management Professional Practice	3

Core Requirements Subtotal 27

Electives

MHA students may choose electives from graduate courses listed in the following areas (in consultation with an academic advisor): Business Administration, Business Intelligence and Data Analytics, Human Resources, Information Technology, and Organizational Leadership. Upon Dean approval, select transfer courses may be applied to the degree as well. A total of 9 elective credits are required.

Electives Subtotal 9

Total Credits 36

Master of Geographic Information Systems and Data Analytics (Credit Hour)

The Master of Geographic Information Systems and Data Analytics (MGISDA) is designed to provide students with the opportunity to develop in-demand skills for application and problem-solving in a variety of organizational settings. The program is a unique interdisciplinary course of study that offers students, who have earned a Bachelor's degree or Master's degree in any field, the advantage of learning how to synthesize data utilizing a range of industry-relevant tools. Students will be able to visually communicate insights based on data to improve decision making and problem solving. Graduates may pursue emerging career opportunities in private, government, and non-profit sectors.

Program Mission Statement

The Master of Geographic Information Systems and Data Analytics program equips students with the skills to manage and analyze data, and impactfully communicate outcomes visually and orally to discover trends, guide decision-making, and influence business practices. The curriculum provides a foundation of methodologies and analytical tools, as well as practical and applied expertise needed in the real world.

Program Learning Outcomes (PLOs)

- **Software Solutions:** Apply software to perform data analysis.
- **Data Analytics:** Analyze various types of data to discover insights and trends, and report information for strategic decision-making.
- **Decision-Making:** Implement processes to evaluate data to make effective decisions that align with and support business strategy.
- **Strategic Communication:** Synthesize informational insights and findings to communicate using written, oral, and visual methods.

- **Project Management:** Create a framework for overseeing a project with a data analytical perspective from initiation to completion.

Requirements for Admission

The prospective graduate student in the MGISDA program must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution.

Admission by GPA

A 2.75 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master’s degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant’s ability to do graduate level work; and a letter of explanation detailing the reasons the student believes they are a good candidate for graduate study in the field they wish to pursue. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

Transfer of Coursework

Maximum of 9 semester credits may be accepted in transfer. (See the Graduate Academic Policies and Procedures section of this catalog.)

The MGISDA program will accept transfer of military coursework which meets the following requirements:

1. Course requested for transfer must include an official transcript or copy of an ACE evaluation which verifies graduate-level work;
2. Coursework must be letter graded or provide verification of completion at a grade of “B” or higher;
3. Coursework must be comparable to program requirements (if marginal comparability, a written statement of rationale must be provided); and

In addition to University policies concerning transfer of coursework, University of Massachusetts Global may approve one of the following exceptions:

1. Transfer of twelve elective credits to the MGISDA upon receipt of appropriate official documentation of successful completion of the University of California, Irvine Extension Project Management Certificate provided that all required certificate courses were completed with a grade of “B” within the last seven years.
2. Transfer of twelve elective credits to the MGISDA Degree for eligible Active Duty, Reserve, National Guard, retired and prior military

service members for completion of military coursework comparable to OLCU 641 Leadership in Military Communication Leadership in Military Communication, OLCU 643 Military Operations Leadership Military Operations Leadership, HRCU 618 Career Management Career Management, and HRCU 605 Talent Management Talent Management. Qualifications and provisions of this twelve credit transfer opportunity include:

- a. The service member must qualify for admission to the MGISDA degree program. (See Graduate Admission section of this catalog).
- b. Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
- c. Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and an officer basic career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.
- d. The seven-year rule for completion of all coursework toward the MGISDA degree applies, including transfer credit for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)
- e. Recipients of the twelve-credit transfer must complete all remaining coursework for the MGISDA degree at University of Massachusetts Global in accordance with academic policy.
- f. Students, including service members, may enroll only in the MGISDA Program. Student using VA benefits should contact their advisor regarding how enrolling in a fully online program may affect their benefits.

Specific Requirements for the Degree

The MGISDA program consists of two segments. The first segment is the MGISDA Core consisting of 24 credits. The second segment of the MGISDA program consists of 12 credits of electives.

Core Courses		
Core Requirements		
OLCU 501	Organizational Research	3
BUSU 610	Data Analysis for Decision Making	3
BUSU 670	Data Foundations	3
BUSU 661	Data Analytics Toolkit	3
BUSU 663	Database Solutions	3
BUSU 671	Data Visualization and Presentation	3
BUSU 672	Project Planning and Data Modeling	3
BUSU 673	Project Implementation and Analysis	3
Core Requirements Subtotal		24
Electives		12
Total Credits		36

MGISDA Electives

MGISDA students may select an individualized set of electives from the graduate courses listed in the following discipline areas: Accounting,

Data Analytics, Entrepreneurship, Finance, Healthcare Administration, Geographic Information Systems, Human Resources, International Business, Organizational Leadership, Marketing, and Computer Science. Successful completion of the University of California, Irvine Extension Project Management Certificate, as described in the Transfer Credit Policy, may substitute for the described MGISDA electives.

Master of Science in Human Resources (Credit Hour)

The Master of Science in Human Resources (MSHR) is designed to provide practitioners and leaders with the knowledge, skills and tools to maximize employee engagement and optimize organizational performance. It is a degree designed to promote the career development of human resources professionals.

Mission

The MSHR prepares graduates with the knowledge and skills needed to deliver innovative ideas and solutions to advance the practice of Human Resource Management in the 21st century.

Program Learning Outcomes

- **Business Acumen:** Apply an integrated and systems-oriented approach to Human Resources that aligns and supports business strategy.
- **Globalization and Diversity:** Assess the impact of globalization, multiculturalism, and multi-generational workforces on organizational policy, practices and performance.
- **Workforce Planning:** Design strategies to ensure workforce capabilities are aligned with organizational needs.
- **Talent Management:** Develop strategies to ensure workforce performance is continuously aligned with organizational needs.
- **Strategic Leadership:** Build strategic partnerships that address complex business needs and meet corporate social responsibility, ethical objectives, and legal considerations.
- **Data-Driven Decision-Making:** Evaluate business data to make effective strategic decisions that align with and support business goals.

Requirements for Admission

The prospective graduate student in the MSHR program must demonstrate his or her readiness to succeed in graduate-level academic coursework by satisfactorily fulfilling one of the following admission options. All graduate admissions options listed below require an earned baccalaureate degree from a regionally accredited institution.

Admission by GPA

A 2.75 grade point average (GPA) calculated over the most recent 30 graded semester (45 quarter) credits completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential. All credits used for GPA calculation must be from a regionally accredited institution. For graduates of regionally accredited institutions that do not conduct a GPA calculation, an official letter from the University determining grade equivalency will be accepted.

Admission by Prior Graduate Degree

An earned master's degree or higher from a regionally accredited institution.

Admission by Portfolio

Submission of a portfolio of evidence that shows adequate preparation for graduate studies. The portfolio will contain: writing samples that show graduate level communications and analytical skills; a detailed resume showing professional development and achievements; awards; professional recognition; letters of reference from persons who can attest to the applicant's ability to do graduate level work; and a letter of explanation detailing the reasons the student believes they are a good candidate for graduate study in the field they wish to pursue. If the portfolio meets substantive approval of the committee, the applicant may be invited for an interview. The decision of the School Graduate Admissions Committee will be final.

Transfer of Coursework

A maximum of 9 semester credits may be accepted in transfer toward the Master of Science in Human Resources degree program. (See Academic Policies and Procedures section.)

In addition to university policies concerning transfer of coursework, the human resources program will accept transfer of military coursework which meet the following requirements:

1. Course requested for transfer must include an official transcript or copy of ACE evaluation which verifies graduate-level work;
2. Coursework must be letter graded or provide verification of completion at a grade of "B" or higher;
3. Coursework must be comparable to program requirements (if marginal comparability, a written statement of rationale must be provided); and

In addition to University policies concerning transfer of coursework, University of Massachusetts Global may approve the following exceptions:

Transfer of twelve elective credits to the MSHR Degree to eligible Active Duty, Reserve, National Guard, retired and prior military service members for completion of military coursework comparable to OLCU 614 Leadership and Team Development, HRCU 605 Talent Management, HRCU 618 Career Management, and OLCU 641 Leadership in Military Communication. Qualifications and provisions of this twelve credit transfer opportunity follow:

- a. The service member must qualify for admission to the MSHR degree program. (See Graduate Admission section of this catalog).
- b. Active Duty, active reserve, retired and prior service military members in the following ranks are eligible: Commissioned Officer (any rank), Senior NCO (E7 or above) or CW2 or above.
- c. Commissioned Officers must be graduates of a commissioning program (OCS or equivalent, ROTC, Military Academy) and an officer basic career course. Senior NCOs must be E7 or above and graduates of a career NCO Advanced Course. Warrant Officers must be CW2 or above and graduates of a Warrant Officer Candidate School and a Warrant Officer career course.
- d. The seven-year rule for completion of all coursework toward the MSHR degree applies, including transfer credit for military schooling. (See Seven-Year Limitation in Graduate Academic Policies and Procedures section of this catalog.)

e. Recipients of the nine credit transfer must complete all remaining coursework for the MSHR degree at University of Massachusetts Global in accordance with academic policy.

Course Substitutions

Certification	Substituted	Course Comments
PHR	HRCU 600	Certification or recertification within 3 years
SPHR	HRCU 600	Certification or recertification within 3 years
GPHR	HRCU 603	Certification or recertification within 3 years
SHRM-CP	HRCU 600	Certification or recertification within 3 years
SHRM-SCP	HRCU 600	Certification or recertification within 3 years.

Students who received substitution credit, as an undergraduate, for HRCU 445 for the PHR, SPHR, SHRM-CP or SHRM -SCP may only receive waiver credit for HRCU 600 as graduate students.

Core Courses

OLCU 501	Organizational Research	3
HRCU 600	Human Resource Foundations	3
HRCU 602	Strategic Business Concepts and Human Resources	3
HRCU 603	Globalization and Diversity	3
HRCU 604	Workforce Planning	3
HRCU 605	Talent Management	3
HRCU 606	Strategic and Legal Leadership	3
HRCU 650	Strategic Management of Human Resources	3
OLCU 615	Leading Organizational Change	3
Core Courses Subtotal		27

Elective Courses

The student may choose among human resources graduate courses as well as graduate courses in Accounting, Business Administration, Computer Science, Economics, Entrepreneurship, Finance, Healthcare Administration, Marketing and/or Organizational Leadership.	9
Elective Courses Subtotal	9

Total Credits 36

Graduate Certificate: Business Administration (Credit Hour)

The graduate certificate program in business administration allows students to achieve a firm grasp of contemporary business practices. It is designed for both business and non-business majors serving within for-profit, public sector or nonprofit organizations who wish to enhance their administrative ability in the organizations in which they work.

The 15-credit program is designed to introduce conceptual and practical skills in operations, marketing, finance, and analytical decision making. Through these courses, students in the certificate program will develop a heightened awareness of their role as business administrators in their current or future organizations.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who apply and meet the standards for admission to a graduate program. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0 or above. No transfer credits may be used.

Specific Requirements

ACCU 602	Financial Reporting & Analysis	3
BUSU 610	Data Analysis for Decision Making	3
BUSU 620	Economic Analysis for Managers	3
MKTU 605	Marketing Management	3
Select one of the following:		
BUSU 630	Business Process Analysis and Innovation	3
BUSU 650	Corporate Responsibility: Ethics and Sustainability	3
FINU 607	Financial Management	3
HRCU 600	Human Resource Foundations	3
OLCU 501	Organizational Research	3
OLCU 602	Self, Systems, and Leadership	3
OLCU 613	Seminar in Organizational Dynamics	3
OLCU 615	Leading Organizational Change	3
OLCU 632	Leadership and Innovation	3
OLCU 650	Introduction to Diversity, Equity, and Inclusion for Leaders	3

Total Credits 15

Graduate Certificate: Business Intelligence and Data Analytics (Credit Hour)

Business intelligence is a process through which data is analyzed using technology to allow stakeholders to make effective decisions, and data analytics allows for the examination of data sets to draw conclusions. The graduate certificate program in business intelligence and data analytics allows students to understand and apply the foundations of data analysis, visualizations, and modeling to diverse business scenarios. It is designed for both business and non-business majors serving within for-profit, public sector or nonprofit organizations seeking to enhance their ability to utilize data analysis to make informed business decisions.

The 12-credit program is designed to introduce data types, data management, interpretation, and visualization to develop strategic data driven business solutions. Through these courses, students in the certificate program will develop knowledge, skills, and abilities related to business intelligence, which will enhance quantitative skill sets to improve business process efficiency.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who apply and meet the standards for admission to a graduate program. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0 or above. Transfer credits may be accepted through the petition process.

Specific Requirements

BUSU 670	Data Foundations	3
BUSU 671	Data Visualization and Presentation	3
BUSU 672	Project Planning and Data Modeling	3
BUSU 673	Project Implementation and Analysis	3
Total Credits		12

Graduate Certificate: Diversity, Equity and Inclusion for Leaders (Credit Hour)

This graduate certificate provides experienced professionals with an opportunity to promote individual growth and organizational success through developing evidence-based practices for leading and creating inclusive cultures. The certificate will challenge and equip students to intervene in ways that create environments where all voices are maximized and engaged to achieve the overall organizational mission and objectives. Students will learn about equity, social justice, inclusive leadership practices, emotional intelligence, cultural competence, and the importance of fostering and leading diverse workplaces.

This program is pending WASC Senior College and University Commission (WSCUC) and U.S. Department of Education approval.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who apply and meet the standards for admission to a graduate program.

Certificate Requirements

The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0 or above. No transfer credits may be used. Graduate Certificate: Diversity, Equity and Inclusion courses may be applied toward the completion of multiple graduate degrees in School of Business and Professional Studies.

Course Requirements

OLCU 650	Introduction to Diversity, Equity, and Inclusion for Leaders	3
OLCU 651	Racial Literacy and Social Justice: Theory and Practice for Leaders	3
OLCU 652	Examining Social Inequality, Privilege and, Equity	3
OLCU 653	Creating an Inclusive Climate: Advocacy Strategies for Leaders	3
Total Credits		12

Graduate Certificate: Healthcare Administration (Credit Hour)

This certificate focuses on the leadership and management aspects of healthcare administration. It can be taken as a stand-alone program of study for non-degree seeking students. It can also be taken to enhance any graduate degree program of study by providing specialized knowledge and expertise in healthcare administration. The healthcare administration graduate certificate is designed to support students seeking careers in general healthcare administration, which involves

planning, coordinating and supervising staff and functions within healthcare facilities.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who apply and meet the standards for admission to a graduate program.

A grade of "C" or higher must be achieved in all certificate coursework and an overall grade point average of 3.0 for the certificate is required. No course credits may be transferred into the certificate program.

Required Courses

HAUU 640	Foundations of Healthcare Administration	3
HAUU 641	Healthcare Law and Ethics	3
HAUU 642	Health Information Systems and Technology	3
Select one of the following:		3
HAUU 645	Healthcare Financial Management	
HAUU 651	Healthcare Quality and Safety	

Total Credits 12

Graduate Certificate: Human Resources (Credit Hour)

The Graduate Certificate in Human Resources is designed to develop professionals in human resources who wish to broaden their conceptual knowledge, skills and abilities in the field. Individuals working in non-human resources departments who wish to increase their knowledge of human resources may benefit as well.

Eligibility for the masters' level certificate is granted to students who meet graduate program admission standards. Students who wish to pursue a Master of Science in Human Resources, a Master of Arts in Organizational Leadership, or a Master of Healthcare Administration may use the credits in this certificate program toward the master's degree requirements.

Course Substitutions

Certification	Substituted	Course Comments
PHR	HRCU 600	Certification or recertification within 3 years
SPHR	HRCU 600	Certification or recertification within 3 years
SHRM-CP	HRCU 600	Certification or recertification within 3 years
SHRM-SCP	HRCU 600	Certification or recertification within 3 years.

Students who received substitution credit, as an undergraduate, for HRCU 445 for the PHR, SPHR, SHRM -CP or SHRM -SCP may only receive waiver credit for HRCU 600 as graduate students.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who apply and meet the standards for admission to a graduate program. The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0 or above. No transfer credits may be used.

Specific Requirements

HRCU 600	Human Resource Foundations	3
HRCU 605	Talent Management	3
HRCU 607	Total Rewards	3
Select two from the following:		6
BUSU 510	Career Development & Management	
HRCU 612	Human Resources Management in Public Administration	
HRCU 622	Labor Relations and Collective Bargaining	
HRCU 630	Conflict and Negotiation	

Total Credits 15

Graduate Certificate: Organizational Leadership (Credit Hour)

The graduate certificate program in organizational leadership allows students to achieve a firm grasp of contemporary leadership theory and practice. It is designed for individuals in leadership positions who wish to enhance their ability to lead.

The 15-credit program is designed to enhance a leader's conceptual and interpersonal skills, allowing them to include value-centered, service-driven leadership in their everyday operating philosophy and style. Students in the certificate program develop a heightened awareness of their capabilities and limitations and a corresponding commitment to uniting one's organizational colleagues around the creation and attainment of a common vision.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who apply and meet the standards for admission to a graduate program. Students who wish to pursue a Master of Arts in Organizational Leadership may use the credits in this certificate program, providing that the admission requirements for the MAOL program are met.

Specific Requirements

The certificate is awarded upon successful completion of all coursework (15 credits) with a minimum grade of "C" and an overall grade point average of 3.0. No transfer credits may be used. All course prerequisites must be completed.

Required Courses

OLCU 501	Organizational Research	3
OLCU 600	Foundations of Organizational Leadership	3
OLCU 601	Democracy, Ethics and Leadership	3
Required Courses Subtotal		9

Elective Courses

Select two of the following:		6
OLCU 613	Seminar in Organizational Dynamics	
OLCU 614	Leadership & Team Development	
OLCU 630	Leadership Lives in Film	
HRCU 600	Human Resource Foundations	
HRCU 605	Talent Management	

Elective Courses Subtotal	6
Total Credits	15

Graduate Certificate: Public and Nonprofit Leadership (Credit Hour)

The graduate certificate in public and nonprofit leadership is a 9-credit graduate-level program intended for executives, managers and other professionals from the non-profit, public or civic sectors who wish to enhance their ability to lead volunteers. In a situation where participation cannot be demanded or extracted, the importance of inspiring commitment through the power of mutual influence (as opposed to the power of one's position) becomes paramount. That is the essence of voluntary leadership.

The certificate is awarded upon successful completion of all coursework with a minimum grade of "C" and an overall grade point average of 3.0 or higher. No transfer credits may be used. Students who wish to pursue further study in any graduate degree program in the School of Business and Professional Studies may use the above courses as electives, provided that they meet the graduate program admissions requirements for the degree they are seeking.

Admission to the Certificate Program

Admission to the certificate program is granted to individuals who apply and meet the standards for admission to a graduate program.

Specific Requirements

OLCU 621	Frontiers of Public and Nonprofit Leadership	3
OLCU 626	Dynamics of Public and Nonprofit Leadership	3
Select one of the following:		3
OLCU 601	Democracy, Ethics and Leadership	
OLCU 614	Leadership & Team Development	
OLCU 632	Leadership and Innovation	

Total Credits 9

SCHOOL OF EDUCATION

Lori Piowski, Ph.D., Dean, School of Education

Sasha Crowley, Ed.D., Associate Dean, Assistant Professor, School of Education

Natasha Ferrell, Ph.D., Associate Dean, Associate Professor, School of Education

Stephanie A. Herrera, Ed.D., Associate Dean, Assistant Professor, School of Education

Nicole Schneider, Ed.D., Associate Dean, Associate Professor, School of Education

Carol Anderson-Woo, Ed.D.

Jessica Bogunovich, Ed.D.

Brad Damon, Ed.S.

Doug Devore, Ed.D., Professor Emeritus

Alan Enomoto, Ed.D., Professor Emeritus (posthumous)

Shari Farris, Ed.D.

Kimberly Greene, Ed.D.

Carlos V. Guzman, Ph.D.

William Hale, Ph.D., Professor Emeritus

Annie Hough-Everage, Ed.D., Professor Emeritus

Tonya Jenkins, M.S.

Thierry Kolpin, Ph.D.

Keith Larick, Ed.D., Professor Emeritus

Aimee Massafra, Ph.D.

Betty McEady, Ed.D., Professor Emeritus

Hawani Negussie, Ed.D.

Carla Piper, Ed.D., Professor Emeritus

Barbara Rodriguez, Ed.D., Professor Emeritus

Marilou Ryder, Ed.D.

Maureen Schroeder, Psy.D.

David Sloan, Ed.D.

Allison Smith, Ph.D.

Anne Spillane, Ph.D.

Care Terkelson, Ed.D., Professor Emeritus

Kathy Theuer, Ed.D., Professor Emeritus

Angela Tos, Ed.D.

Suzanne Yockelson, Ph.D., Professor Emeritus

Undergraduate Degree Program

- Bachelor of Arts in Early Childhood Education (p. 145)

California Teaching Credential Programs in Education (p. 147)

- 2042 Multiple Subject Credential Program with an English Learner Authorization (p. 152)
- 2042 Single Subject Credential Program with an English Learner Authorization (p. 152)
- Special Education - Preliminary Education Specialist (p. 154)
 - Mild to Moderate Support Needs with English Learner and Autism Authorizations
 - Extensive Support Needs with English Learner and Autism Authorizations

California Service Credential Programs in Education (p. 156)

- Pupil Personnel Services Credential in School Counseling with Child Welfare and Attendance Authorization (p. 156)
- Preliminary Administrative Services Credential (p. 157)
- Clear Administrative Services Credential (p. 159)

California Professional Authorizations in Education (p. 161)

- Multiple Subject Added Authorization
- Single Subject Added Authorization
- California Teacher of English Learners (CTEL) that leads to the English Learner (EL) Authorization
- Autism Spectrum Disorders, Added Authorization

Graduate Certificate

- Instructional Technology: Teaching the 21st Century Learner (p. 163)

Graduate Degree Programs in Education

- Master of Arts in Education (MAE) (p. 164) in:
 - Curriculum and Instruction
 - Instructional Technology: Teaching the 21st Century Learner
 - Leadership in Early Childhood Education
 - Teaching and Learning
 - Educational Administration
 - Educational Leadership
 - Autism
- Master of Arts in Educational Leadership and Administration with Preliminary Administrative Services Credential (p. 168)
- Master of Arts in Special Education (p. 170) in:
 - Autism
 - Applied Behavior Analysis
 - Teaching and Learning
- Master of Arts in Counseling with the Pupil Personnel Services Credential in School Counseling (PPSC) with Child Welfare and Attendance Authorization (p. 172)
- Education Specialist Degree in School Psychology (Ed.S.)/ Master of Arts in Educational Psychology with the Pupil Personnel Services Credential in School Psychology (PPSP) with optional emphasis areas in: (p. 174)
 - Autism
 - Applied Behavior Analysis
- Master of Arts in Teaching (MAT) (p. 177) in:
 - Elementary Education with 2042 Multiple Subject Credential with an English Learner Authorization (p. 178)
 - Secondary Education with 2042 Single Subject Credential with an English Learner Authorization (p. 178)
 - Preliminary Education Specialist, Mild to Moderate Support Needs Credential or Extensive Support Needs Credential with English Learner and Autism Authorizations (p. 180)
- Ed.D. in Organizational Leadership (p. 181)

Mission

The mission of the University of Massachusetts Global's School of Education is to develop innovative and caring leaders, scholars, and practitioners who collaborate to solve complex problems, transform organizations, and educate diverse student populations through discovery, inspiration, and innovation.

Mission on Inclusion

Through inclusive curriculum, the SOE will ensure that our graduates are prepared for meeting the needs of all learners for full participation in a diverse and integrated society. This would include but is not limited to meeting the needs of students with disabilities, gifted learners, second language learners, and students from other underrepresented populations.

The University of Massachusetts Global's School of Education is committed to creating an environment where all people feel supported, listened to, and able to reach their highest potential. In order to provide equity, access, and participation for all learners, students are provided supports and an inclusive curriculum that allows them to become an agent of change within their diverse local, state, national, and global communities.

Professional Dispositions

The School of Education has adopted a set of professional behaviors or dispositions and candidates are expected to demonstrate these dispositions throughout all education programs. Dispositions are evaluated by course instructors at different points in the program and candidates do a self-assessment at the beginning and end of the program. The Professional Dispositions are provided to all education students at their initial advising session and can also be found on the University Student Code of Conduct section and on the School of Education Student Services page.

Minimum Grade Requirement

All graduate courses within the School of Education must be passed with a grade equivalent of "B-" or higher. A grade of "C+" or lower is considered unacceptable and the course must be repeated. A cumulative GPA of 3.0 is required for graduation and recommendation for a credential. Prerequisite courses require a minimum grade of "C" (2.0).

Exit Survey

All Education Programs require candidates to complete an exit survey at the end of their program. Some exit surveys are done through the Commission on Teacher Credentialing (CTC) and exit survey results are used to evaluate program effectiveness and for program improvement.

Bachelor of Arts in Early Childhood Education

The Bachelor of Arts (B.A.) in Early Childhood Education prepares individuals for careers in early care and education. Based on the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards for Initial Licensure, this program focuses on building the knowledge, skills and dispositions that early childhood educators need to provide high quality, inclusive early care and education for children ages birth to eight in a variety of settings. Students will explore areas including, but not limited to, the following: child development and learning; relationships, interactions and guidance; screening, observation, assessment and documentation; learning environments, meaningful content and curriculum. Culture, equity and diversity are integrated throughout the program. Students also gain intentional and relevant technology skills. The early childhood education program provides students with the depth of study required for entry into graduate studies in early childhood.

The program is designed to complement previous early childhood educational training and fieldwork typically received in community colleges. The coursework encapsulates current thinking and research in early childhood education. Throughout the program, students apply their learning through fieldwork experiences with children birth to eight. Fieldwork experiences must be completed in at least one of the following settings: primary or elementary school, private or publicly funded early care and education center or family childcare home. The practicums offer the opportunity for students to demonstrate their teaching competencies under guided supervision. The capstone course requires students to integrate their knowledge and skills to show their competence in the NAEYC and state standards and implement a transformational change project in response to a classroom challenge.

Program Learning Outcomes

- **Research-based Practice:** Integrate brain research and evidence-based practices that support development and learning across the curriculum.
- **Child Development:** Integrate child development theories into classroom practices.
- **Reciprocal Relationships:** Develop plans to promote child, family and community relationships that enhance children's development and learning.
- **Responsive Environments:** Create learning environments that maximize child development, learning, health, and safety.
- **Comprehensive Assessments:** Employ formal and informal assessment procedures to gather child and family information to provide meaningful programs and curricula.
- **Ethical Practice:** Implement the NAEYC Code of Ethics and demonstrate professional behaviors.
- **Embracing Diversity:** Create classroom environments and curriculum that acknowledge and celebrate children and families' diversity.

Bachelor's Degree in Early Childhood Education Program Information and Requirements

Minimum Grade Requirement

All courses taken in the major program must be passed with a grade equivalent of "C" or higher. A grade of "C-" or lower is considered unacceptable and the course must be repeated.

Transfer Credit Policy

The Early Childhood foundation courses or equivalent may be transferred in. A request to transfer coursework may be granted if a) the course(s) can be shown to be equivalent in content and is approved by the Associate Dean. An Associate's degree in Child Development or Early Childhood Education or equivalent earned at a regionally accredited institution, a valid California Child Development Permit at the Teacher level or higher, or a Washington State ECE Certificate may be used to fulfill the Early Childhood foundation courses.

Degree Requirements

Early Childhood Foundation

ECED 100	Child Growth and Development	3
ECED 110	Child, Family, and Community	3
ECED 120	Principles and Practices of Teaching Young Children	3
ECED 130	Introduction to Curriculum for Young Children	3
ECED 200	Observation and Assessment in Early Childhood Education	3
ECED 210	Practicum in Early Childhood Education I	3
ECED 220	Health, Safety, and Nutrition	3
ECED 230	Teaching in a Diverse Society	3

Core Courses

ECED 300	The Professional Early Childhood Educator	3
ECED 301	Effective Support for Children with Exceptional Needs and Their Families	3
ECED 330	Dual Language Learners and Their Families	3

Content Courses

ECED 302	Social and Emotional Competence in Early Childhood Education	3
ECED 303	Integrating Learning Standards in Early Childhood Settings: Language & Literacy	3
ECED 304	Integrating Learning Standards in Early Childhood Settings: Science, Technology, Engineering, Math	3
ECED 398	The Intentional, Reflective Teacher	3
ECED 399	Integrated Practice-Practicum II	3
ECED 401	The Early Childhood Educator as Decision Maker-Capstone	3

Total Credits

51

Advancement to Field Experience

Applications for field experience must be submitted online by the candidate on the SOE Services MyUMassGlobal site by the deadline established on the SOE Services MyUMassGlobal site. Candidates also need to have completed all the Early Childhood foundation, core and content courses with the exception of ECED 399 Integrated Practice-Practicum II and ECED 401 The Early Childhood Educator as Decision Maker-Capstone.

Requirements for Field Experience:

Background Check, Certificate of Clearance, Child Development Permit

A Background Check, Certificate of Clearance (including fingerprints) or a copy of a valid Child Development Permit or equivalent must be submitted prior to field experience. No student will be permitted to register for a course requiring field experience until the Background Check, Certificate of Clearance or Child Development Permit has been verified. A Background Check, Certificate of Clearance or Child Development Permit must be active prior to the fieldwork experience.

Negative Tuberculosis Test

Candidates must submit to the School of Education, prior to field experience, a current "negative" tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care provider verifying that the candidate does not have risk factors for tuberculosis.

Immunizations

SB 792 requires that candidates volunteering or working in day care centers and family day care homes must be immunized against influenza, pertussis, and measles. Candidates must submit verification of immunization or provide documentation of an exemption prior to any observations or fieldwork experiences.

California Teaching Credential Programs

The School of Education offers several teaching credential programs for initial licensure. For those interested in becoming teachers at the elementary or secondary levels, the School of Education offers programs that lead to the Preliminary 2042 Multiple Subject or 2042 Single Subject California Teaching Credential with the English Learner Authorization. For those interested in becoming teachers in special education, the School of Education offers the Preliminary Mild to Moderate Support Needs or Extensive Support Needs Education Specialist California Teaching Credentials with English Learner and Autism Authorizations.

Admission Requirements

1. **Application:** Submit an application for admission to UMass Global.
2. **Official Transcripts:** Submit official transcripts showing completion of a bachelor's degree from a regionally accredited institution. And submit official transcripts from any other institution where post baccalaureate work was attempted or completed.
 - a. GPA for admission is calculated over the most recent 30 graded semester (45 quarter) credits completed either in the baccalaureate or post-baccalaureate program, including credits earned towards a credential.
3. **Subject Matter Verification:** All Single Subject, Multiple Subject, and Education Specialist candidates must submit the Intended Subject Matter Competency Route Form including **one** of the following routes by which the requirement will be fulfilled:
 - a. A completed baccalaureate or higher degree from a regionally accredited institution of higher education in one of the Commission on Teacher Credentialing's (CTC) approved academic majors.

or
 - b. Evidence of registration or passing scores for the appropriate California Subject Examinations for Teachers (CSET).
 - i. If the appropriate CSET has been passed by the applicant, official scores may be submitted in lieu of the Intended Subject Matter Competency Route Form.

or
 - c. A subject matter waiver letter from a Commission on Teacher Credentialing (CTC) approved subject matter preparation program.

or
 - d. Transcripts showing completed and approved coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission on Teacher Credentialing (CTC) in the content area of the credential.

or
 - e. A combination of passing scores from CSET subtests and approved coursework.
4. **Letter of Good Standing (if applicable):** Applicants transferring from another institution's credential program must submit a letter from that institution's Education Department attesting to the applicant's good standing in the program. The letter must be written on institutional

letterhead by the Dean, department chair, director of teacher education, or other administrator in a similar position.

Items 1-3 above are required for all applicants; item 4 required only if applicable. Those with GPAs of 2.74 and below must meet additional requirements as noted below. Applicants may not enroll in credential coursework until successful completion of subject matter competency.

5. **Applicants with GPAs of 2.74 and below** must submit an approved Verification of Basic Skills form.

6. **Applicants with GPAs lower than 2.5** must submit a petition for admission consideration via the Exceptional Admit petition process. The applicant's file for an Exceptional Admit petition must include items 1-3 listed above (including satisfied Basic Skills requirement and satisfied Subject Matter Competency requirement) to be considered for an Exceptional Admit decision. Additionally, the applicant must submit:

- a. A Petition for Exceptional Admission Form (found on the admissions resources web page)
- b. A Statement/Letter from the applicant specifying exceptional admission criteria and how those criteria have been met. The applicant should also address why they feel they are capable of graduate level work.
- c. Three current Letters of Recommendation that attest to the applicant's ability to complete graduate coursework. These letters may not be older than two years from the date of application for admission.

Applicants who enroll in these credential programs can complete their programs in a "credential only" format or, if they meet graduate degree admission criteria in a Master of Arts in Teaching format. (please see MAT degree program for details).

*Students admitted to credential programs are not automatically admitted to master's degree programs.

Credential Program Information and Requirements

Transfer Credit

Teacher preparation coursework is not automatically transferable from another institution and transferability of coursework cannot be determined until a student is admitted to a credential program. A request to transfer coursework may be granted IF

1. The course(s) can be shown to be equivalent in content to the University of Massachusetts Global course(s);
2. Meets the University of Massachusetts Global graduate transfer credit policy;
3. Is approved by the Associate Dean.

Credential courses that are more than seven years old prior to application for the credential cannot be transferred into the program. There is no time limit on prerequisite courses. Up to 9 credits may be transferred into the credential programs.

Residency

Candidates entering the Multiple Subject or Single Subject Credential program from another institution will be required to complete at least 12 semester credits of education coursework toward the Preliminary Credential in residence at University of Massachusetts Global prior to

Student Teaching. Intern Teaching and Student Teaching credits do not count toward residency.

Candidates entering the Preliminary Education Specialist Credential program who hold a valid preliminary Multiple or Single Subject Credential may waive certain courses in the program. Please see an academic advisor to determine which courses can be waived. All candidates entering these programs must complete at least 12 credits of their coursework plus Internship or Student Teaching at University of Massachusetts Global.

Early Field Experience

Prior to admission, and/or within these first 3 courses (EDUU 510, EDUU 511, EDUU 512), applicants must complete 40 hours of field experience in public or private school educational settings, with 5 hours reflecting the credential sought. This experience can include hours spent observing, volunteering, substitute teaching, and working as a paraprofessional. Forms are completed and submitted in the courses stated above. Education Specialist credential candidates have additional hours logged throughout their program.

Subject Matter Competency

All applicants must demonstrate subject matter competency either with verification of completion of a subject matter preparation program in the appropriate subject matter (Elementary, Single Subject, or Education Specialist candidates), verification of an official passing score report indicating passage of all subtests for the appropriate subject matter examination (CSET), approved academic degree major, or coursework aligned to subject matter domains. Verification of any of these must be reflected in the candidate's electronic file and be received prior to an application for an Internship Credential or Student Teaching. CSET subtests results can be no older than ten (10) years.

Certificate of Clearance

Verification of a receipt of Certificate of Clearance or Certificate of Clearance (including fingerprints) or a copy of a valid credential or short-term permit must be submitted to the School of Education within the first session of enrollment. Candidates who do not submit verification of a Certificate of Clearance cannot advance in any credential coursework that requires observation or fieldwork in a K-12 setting. Anyone with a revoked credential will not be admitted to any credential program until the credential is reinstated by the CTC. A Certificate of Clearance or Child Development permit must be active prior to clinical practice.

Negative Tuberculosis Test

Candidates must submit to the School of Education, within the first session of enrollment, a current "negative" tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care provider verifying that the candidate does not have risk factors for tuberculosis.

Cardiopulmonary Resuscitation (CPR) Certification

All candidates must submit to the School of Education a valid CPR certification for pediatric and adult. The CPR certification must verify both categories and must be current and submitted prior to applying for any clinical practice. CPR certification must be valid and current when a candidate applies for their preliminary credential.

U.S. Constitution Requirement

All candidates must meet this requirement prior to applying for any clinical practice. Candidates must meet this requirement in one of the following ways:

1. Passing score on a college-level exam on the U.S. Constitution from a regionally accredited college or university;
2. A two-semester credit college-level course from a regionally accredited institution with a grade of "C" or better; or
3. Bachelor's degree from a California State University.
4. One of the following University of Massachusetts Global undergraduate courses:

HISU 101	United States History Survey I	3
HISU 358	United States History and Democracy	3
LEST 304	Constitutional Governance	3
POSU 110	Introduction to American Politics	3

RICA Exam

Multiple Subject and Education Specialist credential candidates must pass the state Reading Instruction Competence Assessment (RICA) prior to applying for a credential. The RICA should be taken immediately after completion of EDMU 520 Literacy and Language in K-8 Classrooms I and EDMU 521 Literacy and Language in K-8 Classrooms II. Education Specialist credential candidates that hold a multiple or single subject credential may be exempt from this requirement. After June 30, 2025 the RICA will be replaced by the Literacy Performance Assessment. More information will be provided in clinical practice courses.

Coaching Fee

A one-time \$125 non-refundable coaching fee will be charged on the first day of your first course. The coaching assessment fee includes access to GoReact, simSchool, and a support coach to assist with tracking of non-degree credential requirements.

Clinical Practice – Multiple Subject, Single Subject or Education Specialist Advancement to Clinical Practice

Applications for clinical practice must be submitted online by the candidate through the SOE Services MyUMassGlobal site by the established deadline date. Subject matter competence, basic skills, and all requirements listed above must be met prior to the application deadline except the RICA exam. Candidates also need to have completed all credential coursework except clinical practice courses, maintain a 3.0 cumulative GPA and be a student in good standing.

For information on internship eligibility and requirements please refer to the "internship credential programs" section below.

Student Teaching

1. Student Teaching in the Multiple and Single Subject programs consists of two eight-week sessions of full-day student teaching at two different grade levels that meet the cross-cultural criteria. For special education only credentials, the candidate has two eight-week sessions of full-day student teaching assignment that meets the cross-cultural criteria. (Candidates must complete at least 600 hours in clinical settings, For Special Education candidates 200 of the 600 hours must take place via early field experience.)

2. Student Teaching placements must be completed in a California public school with an approved setting and begin Fall 1 or Spring 1.
3. The Education Clinical Coordinator, not the student, will determine the student's placement in Student Teaching. Placement requests are not permitted per CTC regulations.
4. Approved university personnel will supervise all student teachers.
5. Student Teaching placements in special education classrooms are not acceptable for the Single Subject or Multiple Subject Credentials. Summer school placements are not permitted.
6. For single subject candidates, the EDSU 533 methodology section must align with the subject matter competency route.

Under certain conditions a candidate may petition to waive the first session of Student Teaching. Documented evidence must be provided that the candidate has completed one full year (175 days) of satisfactory public-school teaching as a contracted full-time teacher in the credential area sought prior to Student Teaching at University of Massachusetts Global. Experience under a University Internship Credential, substitute teaching, work as a paraprofessional, and/or various specialist-type teaching experiences do NOT qualify for a waiver. Contact your Education Clinical Coordinator for the Student Teaching waiver requirements and form.

Candidate performance in Student Teaching will be reflected with a grade of Pass or No Pass. A grade of Pass indicates that the candidate has demonstrated acceptable competency in meeting the required Teacher Performance Expectations (TPEs). A grade of No Pass indicates that the candidate has not met the TPEs and must meet with the Education Clinical Coordinator. Students in this situation will be placed on an action plan and may have to complete an additional Student Teaching assignment or may be dismissed from the program.

Multiple Subject Student Teaching

EDMU 563	Initial Student Teaching- Multiple Subject	4.5
EDMU 564	Final Student Teaching-Multiple Subject	4.5

Single Subject Student Teaching

EDSU 563	Initial Student Teaching- Single Subject	4.5
EDSU 564	Final Student Teaching- Single Subject	4.5

Internship Credential Programs – Multiple Subject, Single Subject and Preliminary Education Specialist

University of Massachusetts Global offers Commission on Teacher Credentialing (CTC) approved Internship Credential Programs in Multiple Subject, Single Subject and Preliminary Education Specialist. The Internship Credential has the same legal status as the CTC Preliminary Credential, except that it is valid only in a specifically designated school district or consortium and is only valid for a maximum of 2 consecutive years. For this reason, interns must obtain an employment contract before an intern credential can be issued. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the School District. Each intern candidate must work under the direct and continuing supervision of a University of Massachusetts Global Supervisor and District Mentor who provides support at the classroom level in the cooperating school. The intern must be continuously enrolled in coursework and a student in good standing. To be eligible for a University of Massachusetts Global

Internship Credential candidates must have a 3.0 cumulative GPA or above in credential program courses.

Internship Admission Requirements

Candidates coming to the University of Massachusetts Global Internship program from another University must end their current internship credential with their previous university and complete the restriction change. Contact credentialalerts@umassglobal.edu to start this process.

To be admitted to an Internship Program at University of Massachusetts Global, an applicant must:

1. Be admitted into a University of Massachusetts Global stand alone or MAT credential program for Multiple Subjects, Single Subjects, Education Specialist;
2. Meet with an Education Clinical Coordinator to obtain information about these internship credential options and eligibility;
3. Provide verification of subject matter competency (Multiple Subject, Single Subject Credential or Special Education programs);
4. Provide verification of basic skills;
5. Provide proof of meeting U.S. Constitution requirements;
6. Provide a copy of a negative T.B. clearance or TB Risk Assessment;
7. Provide an active Copy of a Certificate of Clearance or any active permit issued by the CTC to teach P-12 in a public school;
8. Complete program specific 120-hour pre-service requirements for Internship Credentials. Please meet with your Education Clinical Coordinator for pre-service course requirements;
9. Complete the Intern Eligibility Application which is found on the SOE Services MyUMassGlobal site;
10. Submit a completed Verification of Employment (VOE) form to an Education Clinical Coordinator. The VOE form must be approved by the Education Clinical Coordinator. Once the VOE is approved, the student can be placed in class and will receive an email directing them to pay for their internship credential on CTC online. Payment must be received by CTC within 90 business days.

Requirements to Maintain Internship Credential

Internship candidates must maintain a 3.0 GPA and be continuously enrolled in Clinical Practice courses. Candidates must maintain a log of hours documenting support/mentoring and supervision.

An intern who does not enroll in courses for two or more consecutive sessions may be ineligible for the intern credential.

If a student's employment is terminated by the district or the student, the student must contact the Education Clinical Coordinator immediately.

Multiple Subject Intern Option

EDMU 561	Initial Intern Clinical Practice- Multiple Subject	4.5
EDMU 562	Final Intern Clinical Practice-Multiple Subject	4.5

Single Subject Intern Option

EDSU 561 Initial Intern Clinical Practice- Single Subject 4.5

EDSU 562 Final Intern Clinical Practice- Single Subject 4.5

*Additional Internship Requirements

EDUU 588	Intern Continued Supervision	0
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Interns that have completed Initial and Final Clinical Practice but have not satisfied all requirements for the credential must be continuously enrolled in EDUU 588 Intern Continued Supervision, and maintain a 3.0 GPA until requirements are completed. EDUU 588 is a 0-credit course which requires a \$250 fee for each session a candidate is enrolled in.

Interns enrolled in EDUU 588 who complete their program requirements are encouraged to apply for the preliminary teacher credential as soon as they fulfill all requirements. Candidates do not need to wait until the end of EDUU 588 to start the application process.

Education Specialist: Mild to Moderate Support Needs Intern Option

Interns in the first year of an internship must be continuously enrolled in the following and maintain a 3.0 GPA:

Supported Teaching

EDTU 565-A	Supported Teaching I: Mild to Moderate Support Needs (Interns Only)	2
EDTU 565-B	Supported Teaching I: Mild to Moderate Support Needs (Interns Only)	2
EDTU 565-C	Supported Teaching I: Mild to Moderate Support Needs (Interns Only)	2
EDTU 566-A	Supported Teaching II: Mild to Moderate Support Needs (Interns Only)	2

Internship Seminars*

*An internship must be a minimum of two terms in length. The total credits will vary depending on the length of the internship.

EDUU 580	Education Specialist Intern Seminar A	2
EDUU 581	Education Specialist Intern Seminar B	2

Advanced Internship

Interns that have completed the supported teaching and internship seminars in the first year of an internship and return the following academic year as an intern must be continuously enrolled in the following and maintain a 3.0 GPA.

Supported Teaching

EDTU 565-D	Supported Teaching I: Mild to Moderate Support Needs (Advanced Interns Only)	2
EDTU 565-E	Supported Teaching I: Mild to Moderate Support Needs (Advanced Interns Only)	2
EDTU 565-F	Supported Teaching I: Mild to Moderate Support Needs (Advanced Interns Only)	0-2
EDTU 566-B	Supported Teaching II: Mild to Moderate Support Needs (Advanced Interns Only) (*)	0-2

Co-requisite Advanced Internship Seminar

EDUU 590	Education Specialist Advanced Internship Seminar A	2
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EDUU 591	Education Specialist Advanced Internship Seminar B (*)	0-2
Total Credits		6-12

* Advanced interns who complete their program requirements may apply for the preliminary teacher credential at the end of Fall II or at the end of Spring II. Spring trimester seminar and supervision courses will be waived if the candidate has completed all program requirements (both course and non-coursework requirements) by December 1st. See "Credential Program Information and Requirements" in the catalog.

Education Specialist: Extensive Support Needs Intern Option

Interns in the first year of an internship must be continuously enrolled in following and maintain a 3.0 GPA:

Supported Teaching

EDTU 567-A	Supported Teaching I: Extensive Support Needs (Interns Only)	2
EDTU 567-B	Supported Teaching I: Extensive Support Needs (Interns Only)	2
EDTU 567-C	Supported Teaching I: Extensive Support Needs (Interns Only)	2
EDTU 568-A	Supported Teaching II: Extensive Support Needs (Interns Only)	2

Internship Seminars

EDUU 580	Education Specialist Intern Seminar A	2
EDUU 581	Education Specialist Intern Seminar B	2

Advanced Internship

Interns that have completed the supported teaching and internship seminars in the first year of an internship and return the following academic year as an intern must be continuously enrolled in the following and maintain a 3.0 GPA.

Supported Teaching

EDTU 567-D	Supported Teaching I: Extensive Support Needs (Advanced interns Only)	2
EDTU 567-E	Supported Teaching I: Extensive Support Needs (Advanced interns Only)	2
EDTU 567-F	Supported Teaching I: Extensive Support Needs (Advanced interns Only) (*)	0-2
EDTU 568-B	Supported Teaching II: Extensive Support Needs (Advanced Interns Only) (*)	0-2

Co-requisite Advanced Internship Seminar

EDUU 590	Education Specialist Advanced Internship Seminar A	2
EDUU 591	Education Specialist Advanced Internship Seminar B	0-2
Total Credits		6-12

* Advanced interns who complete their program requirements may apply for the preliminary teacher credential at the end of Fall II or at the end of Spring II. Spring trimester seminar and supervision courses will be waived if the candidate has completed all program requirements

(both course and non-coursework requirements) by December 1st. See "Credential Program Information and Requirements" in the catalog.

Early Completion Options (Multiple and Single Subject Only)

1. To qualify for the Early Completion Internship Option candidates must first be admitted to the Multiple or Single Subject Intern Program.
2. Once admitted to the Internship program candidates must pass two entry assessments to enroll in the Early Completion Option:
 - a. Pass both instructional cycles of the California Teaching Performance Assessment (TPA). The TPA must be passed on the first attempt.
 - b. National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subjects candidates or Secondary (Test code 052) for Single Subject candidates or submit passing scores for The Teaching Foundations Examination (TFE) (no longer administered but accepted*). The exam may be taken more than once.
 - c. Pass the Reading Instruction Competence Assessment (RICA): Multiple Subject candidates only.
3. Complete the appropriate clinical practice requirements.

SB 57 Private School Option (Multiple and Single Subject Only)

Under the provisions of S.B. 57, candidates who have taught in a WASC Senior College and University Commission (WSCUC) accredited private school for 3-5 years, may be eligible to waive all of student teaching and are not subject to the CalTPA, California Teaching Performance Assessment requirements. See an academic advisor or the Office of Credentials and Clinical Practice (OCCP) for complete details regarding this program option.

California Teaching Performance Assessment (CalTPA)

The state mandated California Teaching Performance Assessment is required for Multiple and Single Subject, and Education Specialist candidates. The assessment consists of two instructional cycles based on the pedagogical sequence of plan, teach and assess, reflect and apply. Each of these four steps is addressed by each instructional cycle. Candidates complete Instructional Cycle 1 during EDMU/EDSU 561/563 (multiple and single subject) EDUU 576/580 (education specialists) and Instructional Cycle 2 during EDMU/EDSU 562/564 (multiple and single subject) EDUU 577/581 (education specialists), clinical practice courses. Cycles are submitted through Pearson and candidates pay a fee to submit each cycle. Candidates who fail either of the two cycles must retake the cycle and pay the associated fee. Both cycles must be passed to be recommended for the Multiple Subject, Single Subject, or Education Specialist Credential. Candidates that have a clear credential or have already passed a Teacher Performance Assessment may be exempt from the CalTPA and should consult with their advisor.

Recommendation for Credential

Upon successfully completing and passing all credential, program and coursework requirements, the candidate may apply to be recommended to the CTC for the credential. For single subject candidates, the EDSU 533 methodology section must align with the subject matter competency route. To apply for the credential, candidates complete the Recommendation Form on the SOE Services MyUMassGlobal site. Once

the recommendation is made by the Office of Credentials and Clinical Practice (OCCP), candidates complete a CTC exit survey and submit the credential fee.

Credential Programs

- 2042 Multiple Subject Credential Program with an English Learner Authorization (p. 152)
- 2042 Single Subject Credential Program with an English Learner Authorization (p. 152)
- Special Education - Preliminary Education Specialist (p. 154)

2042 Multiple Subject Credential Program with an English Learner Authorization

The California 2042 Multiple Subject Credential with English Learner Authorization program prepares individuals to teach all subjects in a self-contained classroom, K-12, it is the credential typically sought by those who wish to teach in an elementary school (K-6). Credential courses and fieldwork experiences are aligned with the California Commission on Teacher Credentialing (CTC) Teaching Performance Expectations and reflect current research in education and best practices. Candidates utilize California Common Core Standards and other California content standards to design engaging lessons and develop skills in planning and differentiating instruction, classroom management, and assessment. The program embraces pedagogy surrounding cultural diversity, equity, social-emotional learning and innovation.

Program Learning Outcomes

- **Teaching and Learning:** Reflect upon and apply learning theories and the UDL Framework to enhance teaching and learning
- **Assessment & Data:** Utilize a variety of assessments and synthesize data to differentiate instruction.
- **Curriculum & Instruction:** Align curriculum and technology to meet the diverse needs of students.
- **Equity & Diversity:** Analyze the social, political, and economic lives of historically marginalized people in the United States and globally as it relates to education.
- **Clinical Practice:** Reflect on teaching practice and integrate pedagogical knowledge and skills to ensure professional development.

Introductory Courses

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration For Inclusive Schooling	3
EDUU 512	The Art & Craft of Teaching	3

Content Area Courses

EDMU 520	Literacy and Language in K-8 Classrooms I	3
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Candidates may be eligible for internships after completing the above 4 courses

EDMU 521	Literacy and Language in K-8 Classrooms II	3
EDMU 523	History, Social Science and Visual/Performing Arts in K-8 Classrooms	3
EDMU 524	Teaching and Learning Mathematics in K-8 Classrooms	3
EDMU 525	Teaching and Learning Science in K-8 Classrooms	3

Clinical Practice Options: Student Teaching or Internship

Student Teaching

EDMU 563	Initial Student Teaching- Multiple Subject	4.5
EDMU 564	Final Student Teaching-Multiple Subject	4.5

or

Internship

EDMU 561	Initial Intern Clinical Practice- Multiple Subject	4.5
EDMU 562	Final Intern Clinical Practice-Multiple Subject	4.5
*Additional Internship Requirements		
EDUU 588	Intern Continued Supervision *	0
Total Credits		33

*Interns that have completed Initial and Final Clinical Practice but have not satisfied all requirements for the credential must be continuously enrolled in EDUU 588 Intern Continued Supervision, and maintain a 3.0 GPA until requirements are completed. EDUU 588 is a 0-credit course which requires a \$250 fee for each session a candidate is enrolled.

Interns enrolled in EDUU 588 who complete their program requirements are encouraged to apply for the preliminary teacher credential as soon as they fulfill all requirements. Candidates do not need to wait until the end of EDUU 588 to start the application process.

2042 Single Subject Credential Program with an English Learner Authorization

The California 2042 Single Subject Credential with English Learner Authorization program prepares individuals to teach a specific subject, such as math or English, in a departmentalized (K-12) classroom. This credential allows the holder to teach English language learners and is typically required of those who teach at the middle school or high school level. Credential courses and fieldwork experiences are aligned with the California Commission on Teacher Credentialing (CTC) Teaching Performance Expectations and reflect current research in education and best practices. Candidates utilize California Common Core Standards and other California content standards to design engaging lessons and develop skills in planning and differentiating instruction, classroom management, and assessment. The program embraces pedagogy surrounding cultural diversity, equity, social-emotional learning and innovation.

Program Learning Outcomes

- **Teaching and Learning:** Reflect upon and apply learning theories and the UDL Framework to enhance teaching and learning
- **Assessment & Data:** Utilize a variety of assessments and synthesize data to differentiate instruction.
- **Curriculum & Instruction:** Align curriculum and technology to meet the diverse needs of students.
- **Equity & Diversity:** Analyze the social, political, and economic lives of historically marginalized people in the United States and globally as it relates to education.
- **Clinical Practice:** Reflect on teaching practice and integrate pedagogical knowledge and skills to ensure professional development.

Introductory Courses

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration For Inclusive Schooling	3
EDUU 512	The Art & Craft of Teaching	3

Content Area Courses

EDSU 532	Effective Literacy Instruction for Single Subject Candidates	3
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Candidates may be intern eligible after taking the above 4 courses

EDSU 530	Theories, Methods, and Materials for Teaching English Learners	3
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EDSU 531	Secondary Instructional Strategies for Language/Culturally Diverse Classrooms	3
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EDSU 534	Preparing 21st Century Learners: A Collaborative and Integrated Approach	3
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Single Subject Candidates will choose one of the EDSU 533 Content Specific Strategies for Single Subjects series below:

EDSU 533-A	Effective English/Language Arts Instruction for Single Subject Candidates	3
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EDSU 533-B	Effective Instruction in Languages Other Than English for Single Subject Candidates	3
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EDSU 533-C	Effective Mathematics Instruction for Single Subject Candidates	3
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EDSU 533-D	Effective History/Social Science Instruction for Single Subject Candidates	3
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EDSU 533-E	Effective Health Science and Physical Education Instruction for Single Subject Candidates	3
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EDSU 533-F	Effective Science Instruction for Single Subject Candidates	3
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EDSU 533-H	Effective Music and Visual Arts Instruction for Single Subject Candidates	3
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Clinical Practice Options: Student Teaching or Internship Student Teaching

Candidates select one from the EDSU 563 Single Subject series below:

EDSU 563-A	Initial Student Teaching- Single Subject English	4.5
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EDSU 563-B	Initial Student Teaching- Single Subject World Languages	4.5
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EDSU 563-C	Initial Student Teaching- Single Subject Math	4.5
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EDSU 563-D	Initial Student Teaching- Single Subject History SS	4.5
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EDSU 563-E	Initial Student Teaching- Single Subject PE/Health	4.5
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EDSU 563-F	Initial Student Teaching- Single Subject Science	4.5
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EDSU 563-H	Initial Student Teaching- Single Subject Music/Arts	4.5
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Candidates select one from the EDSU 564 Single Subject series below:

EDSU 564-A	Final Student Teaching-Single Subject English	4.5
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EDSU 564-B	Final Student Teaching-Single Subject World Languages	4.5
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EDSU 564-C	Final Student Teaching-Single Subject Math	4.5
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EDSU 564-D	Final Student Teaching-Single Subject History SS	4.5
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EDSU 564-E	Final Student Teaching-Single Subject PE/Health	4.5
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EDSU 564-F	Final Student Teaching-Single Subject Science	4.5
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EDSU 564-H	Final Student Teaching-Single Subject Music/Arts	4.5
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Internship

Candidates select one from the EDSU 561 Single Subject series below:

EDSU 561-A	Initial Intern Clinical Practice- Single Subject English	4.5
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EDSU 561-B	Initial Intern Clinical Practice- Single Subject World Languages	4.5
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EDSU 561-C	Initial Intern Clinical Practice- Single Subject Math	4.5
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EDSU 561-D	Initial Intern Clinical Practice- Single Subject History SS	4.5
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EDSU 561-E	Initial Intern Clinical Practice- Single Subject PE/Health	4.5
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EDSU 561-F	Initial Intern Clinical Practice- Single Subject Science	4.5
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EDSU 561-H	Initial Intern Clinical Practice- Single Subject Music/Art	4.5
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Candidates select one from the EDSU 562 Single Subject series below:

EDSU 562-A	Final Intern Clinical Practice-Single Subject English	4.5
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EDSU 562-B	Final Intern Clinical Practice-Single Subject World Languages	4.5
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EDSU 562-C	Final Intern Clinical Practice-Single Subject Math	4.5
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EDSU 562-D	Final Intern Clinical Practice-Single Subject History SS	4.5
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EDSU 562-E	Final Intern Clinical Practice-Single Subject PE/Health	4.5
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EDSU 562-F	Final Intern Clinical Practice-Single Subject Science	4.5
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EDSU 562-H	Final Intern Clinical Practice-Single Subject Music/Arts	4.5
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***Additional Internship Requirements**

EDUU 588	Intern Continued Supervision *	0
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Total Credits **33**

*Interns that have completed Initial and Final Clinical Practice but have not satisfied all requirements for the credential must be continuously enrolled in EDUU 588 Intern Continued Supervision, and maintain a 3.0 GPA until requirements are completed. EDUU 588 is a 0-credit course which requires a \$250 fee for each session a candidate is enrolled in.

Interns enrolled in EDUU 588 who complete their program requirements are encouraged to apply for the preliminary teacher credential as soon as they fulfill all requirements. Candidates do not need to wait until the end of EDUU 588 to start the application process.

Special Education - Preliminary Education Specialist

University of Massachusetts Global offers the California Preliminary Education Specialist teaching credentials with the English Learner and Autism authorizations in two areas of exceptionalty: Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN). The special education program, once completed, authorizes the holder to teach in special education in K-12 (and through age 22) special education settings (MMSN and ESN). Credential courses and fieldwork experiences are aligned with the California Commission on Teacher Credentialing (CTC) Special Education Teaching Performance Expectations and reflect current research and best practices in special education.

Candidates utilize Common Core Standards and California state content standards to design engaging lessons and develop skills in planning and differentiating instruction, classroom management, and assessment. In addition, the program focuses on the use of technology in the classroom and the development of 21st Century Skills for all learners.

Program Learning Outcomes

PLO 1 – Supporting All Students: Collaboratively develop Individualized Education Plan/Individualized Family Service Plans (IEP/IFSP) to meet the educational needs of individuals with disabilities.

PLO 2 – Creating Effective Environments: Create inclusive learning environments based on principles of positive behavior support that reflect the diverse perspectives of students and their families.

PLO 3 – Organize Subject Matter: Implement accommodations and evidence-based instructional strategies in the Least Restrictive Environment to address State Standards.

PLO 4 – Design Instruction and Learning Experiences: Plan and design multifaceted evidence-based instruction and learning experiences through collaboration to support positive outcomes for students.

PLO 5 - Assessing Student Learning: Use multiple assessments that appropriately meet the diverse needs of individuals with disabilities for eligibility, placement, and instruction.

PLO 6 – Developing as a Professional Educator: Reflect on teaching practice and integrate pedagogical knowledge and skills to ensure professional behavior and growth.

Credential Program Information

Candidates entering the California Preliminary Education Specialist Credential Program who hold a valid general education credential may waive certain courses in the program. Please see an academic advisor to determine which courses can be waived. Those who do not hold such a credential must take EDUU 510 Introduction to Teaching and a minimum of 12 credits of coursework plus Supported or Directed Teaching at University of Massachusetts Global to establish residency. Candidates adding an additional authorization to their active Special Education credential are required to complete a minimum of 9 credits of their coursework including Directed teaching. If these candidates enter into an internship, they are required to take the supported teaching and internship seminar courses until they have met all requirements to be recommended for the credential. Candidates who hold a clear California credential, or who have already passed both cycles of the TPA are only required to take the first seminar course. To obtain the California Preliminary Education Specialist credential, candidates

must meet the following requirements and those listed under teaching credential programs.

Preliminary Education Specialist, Mild to Moderate Support Needs Credential with English Learner and Autism Authorizations or Extensive Support Needs with English Learner and Autism Authorizations

Requirements

Core Courses

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration For Inclusive Schooling	3
EDUU 512	The Art & Craft of Teaching	3
EDMU 520	Literacy and Language in K-8 Classrooms I	3
EDMU 521	Literacy and Language in K-8 Classrooms II	3
or EDSU 532	Effective Literacy Instruction for Single Subject Candidates	
EDUU 516	Introduction to Planning and Assessment	3

Core Courses Subtotal 18

Emphasis Courses

EDUU 517	Communication, Health, and Mobility	3
EDUU 602	Positive Behavior Supports	3
EDUU 655	Individualized Education Plan Development and Special Education Law	3
EDUU 663	Advanced Methods In Special Education	3
EDUU 664	Advanced Assessment in Special Education	3
EDUU 662	Collaboration and Co-Teaching	3

Emphasis Course Subtotal 18

*Clinical Practice Subtotal 10-12

Total Credits 46-48

*Clinical Practice Options: Student Teaching or Internship

Mild to Moderate Support Needs

Student Teaching - Mild to Moderate Support Needs

EDTU 550	Student Teaching I: Mild to Moderate Support Needs	3
EDUU 576	Education Specialist Student Teaching Seminar A	2
EDTU 551	Student Teaching II: Mild to Moderate Support Needs	3
EDUU 577	Education Specialist Student Teaching Seminar B	2

or

Internship - Mild to Moderate Support Needs

EDTU 565-A	Supported Teaching I: Mild to Moderate Support Needs (Interns Only)	2
EDTU 565-B	Supported Teaching I: Mild to Moderate Support Needs (Interns Only)	2
EDTU 565-C	Supported Teaching I: Mild to Moderate Support Needs (Interns Only)	2
EDTU 566-A	Supported Teaching II: Mild to Moderate Support Needs (Interns Only)	2
*Clinical Practice credits vary depending on whether the candidate is a student teacher or intern		
Intern Seminars		
EDUU 580	Education Specialist Intern Seminar A	2
EDUU 581	Education Specialist Intern Seminar B	2
*Clinical Practice Subtotal		10-12

Extensive Support Needs

Student Teaching - Extensive Support Needs

EDTU 552	Student Teaching I: Extensive Support Needs	3
EDUU 576	Education Specialist Student Teaching Seminar A	2
EDTU 553	Student Teaching II: Extensive Support Needs	3
EDUU 577	Education Specialist Student Teaching Seminar B	2

or

Internship - Extensive Support Needs

EDTU 567-A	Supported Teaching I: Extensive Support Needs (Interns Only)	2
EDTU 567-B	Supported Teaching I: Extensive Support Needs (Interns Only)	2
EDTU 567-C	Supported Teaching I: Extensive Support Needs (Interns Only)	2
EDTU 568-A	Supported Teaching II: Extensive Support Needs (Interns Only)	2

*Clinical Practice credits vary depending on whether the candidate is a student teacher or intern

Intern Seminars

EDUU 580	Education Specialist Intern Seminar A	2
EDUU 581	Education Specialist Intern Seminar B	2
*Clinical Practice Subtotal		10-12

California Service Credential Programs in Education

- Pupil Personnel Services Credential in School Counseling with Child Welfare and Attendance (CWA) Authorization (p. 156)
- Preliminary Administrative Services Credential (p. 157)
- Clear Administrative Services Credential (p. 159)

Pupil Personnel Services Credential in School Counseling (PPSC) with Child Welfare and Attendance Authorization

Mission Statement

The mission of University of Massachusetts Global's California School Counseling Program is to develop innovative and caring School Counselors that are leaders, scholars, advocates, and practitioners who collaborate to support all students in the PK-12 education systems to maximize their academic potential.

Program Learning Outcomes (PLO)

- **PLO 1 – Foundations of School Counseling: Professional, Legal, and Ethical Standards:** Application of core counseling theories, ethical decision making, the laws, codes, and ordinances related to school counseling, to a case study, current trend, or real world scenario.
- **PLO 2 – Social, Emotional, Academic, and College and Career Development:** Model and apply counseling strategies to address student social and emotional challenges, as well as academic goals, to prepare students for transitioning to college and/or careers.
- **PLO 3 – Leadership and Advocacy in Social Justice, Equity, and Access:** Create, analyze, and present a plan for improving a comprehensive school counseling program that addresses social justice, equity, and access.
- **PLO 4 – Counseling Program Development, Research, and Technology:** Consult and collaborate with multiple stakeholders for student, program, and educational success, by designing, implementing, and evaluating data and using technology to inform practice.

School Counseling Credential Only Option

This option is only available to candidates who have earned a Master's Degree in Marriage and Family Therapy (MFT), a Master's degree in Social Work, a Master's degree in Counseling, or the equivalent in a directly related counseling field from a regionally accredited institution (pending program review by the Associate Dean). Additional courses may be required to meet program standards. This program prepares candidates to serve as counselors in the public schools for grades K-12 and meets the requirements for a California State Pupil Personnel Services Credential authorizing service as a school counselor.

Program Start Dates

The Pupil Personnel Services Credential in School Counseling (PPSC) program starts three times a year in Fall I, Spring I, and Summer I. Applications are accepted on an ongoing basis.

Admissions Requirements

Admission requirements for students who have earned a Master's Degree in Counseling or a Master's degree in a directly related field are the same as those listed for the Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling (PPSC).

Acceptance into the graduate program in counseling will be based on multiple criteria. These criteria include academic potential, experience with children and youth, and compatibility with program philosophy. To be considered for admission students must complete the following:

1. Satisfactorily fulfill graduate admission requirements for University of Massachusetts Global as stated in the catalog (see the Graduate Admissions section) for *Admission by Prior Graduate Degree*.
2. Submit a graduate application with the following:
 - a. A current resume which includes experiences working with children.
 - b. An autobiographical essay (2-3 pages) describing life experiences that have shaped the candidate's approach to working with children and what led them to the decision to become a school counselor and their commitment to the PPSC program.

Credential Program Information and Requirements

Program requirements for the School Counseling Credential Only Option are the same as those listed for the Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling (PPSC) with Child Welfare and Attendance (CWA) authorization with the exception of the transfer policy.

Up to 9 semester credits of Required Courses (excluding Supervision and Mentoring) may be waived or transferred into program. Students must establish residency with at least 15 semester credits.

Students seeking a service credential only may not be eligible for financial aid.

All candidates completing the program will receive the Child Welfare and Attendance (CWA) authorization. Requirements to meet the CWA are embedded throughout coursework, practicum and fieldwork.

Certificate of Clearance

Verification of a receipt of Certificate of Clearance or Certificate of Clearance (including fingerprints) or a copy of a valid credential or short-term permit must be submitted to the School of Education within the first session of enrollment. Candidates who do not submit verification of a certificate of clearance cannot advance in any credential coursework that requires observation or fieldwork in a K-12 setting. Anyone with a revoked credential will not be admitted to any credential program until the credential is reinstated by the CTC. A certificate of clearance or child development permit must be active prior to clinical practice.

Tuberculosis Test

Candidates must submit to the School of Education, within the first session of enrollment, a current "negative" tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care

provider verifying that the candidate does not have risk factors for tuberculosis.

Transfer Policy

No more than 9 semester credits may be transferred into the school counseling program from other graduate institutions upon approval by course transfer request to the Associate Dean. Transferred courses must have been awarded a grade of "B" or better and cannot be older than seven years at the completion of the program. CSPU 618 Best Practices in Counseling, CSPU 619 Practicum and Supervision in School Counseling, CSPU 620 Supervision and Mentoring in School Counseling I, and CSPU 621 Supervision and Mentoring in School Counseling II must be taken at University of Massachusetts Global.

Praxis Exam

Candidates must meet all the course requirements and earn a score of 156 or higher on the ETS Praxis Examination in Counseling and Guidance (#5422 - candidates must select UMass Global when registering for the ETS). If the candidate does not meet the minimum score on their first attempt, they must meet with program faculty and review their test scores to create a mitigating assignment that would equal a passing score for program completion purposes.

Basic Skills

Must have completed and passed the Basic Skills requirement prior to beginning fieldwork hours.

Exit Interview

An exit interview is conducted by a faculty mentor at the end of the program to determine that the CTC's Standards have been met. All coursework, non-coursework requirements, and the professional expectations folder must be completed and passed prior to the exit interview. Candidates must fill out the exit interview application found on the SOE Services MyUMassGlobal site prior to participating in an exit interview by a faculty mentor.

Recommendation for Credential

Upon successfully completing all coursework and the exit interview, the candidate may apply to be recommended to the CTC for the Pupil Personnel Services credential in School Counseling (PPSC). To apply for the credential, candidates complete the Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP) candidates can submit the credential fee to the CTC for the credential.

Required Courses

CSPU 511	Introduction to the Ethical Practice of School Counseling	3
CSPU 616	Leadership and Systems Change	3
CSPU 617	Transition to Work and Career	3
CSPU 618	Best Practices in Counseling	3
CSPU 619	Practicum and Supervision in School Counseling	3
CSPU 620	Supervision and Mentoring in School Counseling I	3
CSPU 621	Supervision and Mentoring in School Counseling II	3
EDUU 602	Positive Behavior Supports	3
Total Credits		24

Pupil Personnel Services Credential in School Counseling for School Psychology Candidates Option

Graduates of University of Massachusetts Global's School of Education school psychology program, who also wish to receive the Pupil Personnel Services credential in School Counseling, must complete the following additional coursework:

CSPU 511	Introduction to the Ethical Practice of School Counseling	3
CSPU 617	Transition to Work and Career	3
CSPU 618	Best Practices in Counseling	3
CSPU 619	Practicum and Supervision in School Counseling	3
CSPU 620	Supervision and Mentoring in School Counseling I	3
CSPU 621	Supervision and Mentoring in School Counseling II	3
Total Credits		18

Preliminary Administrative Services Credential

The California Preliminary Administrative Services Credential (PASC) at University of Massachusetts (UMass) Global is designed to produce highly effective 21st century school leaders. Specifically, this program is designed for individuals seeking a career in school administration and educational leadership. In this credential-only option, candidates complete nine courses in educational leadership and administration and three, one-credit seminar courses.

In addition to the California Commission on Teacher Credentialing (CTC) Program Standards, which include Content Knowledge Expectations and Performance Expectations, the program has been aligned to the highest national standards in leadership, including the International Society for Technology in Education (ISTE) Standards, Education Leaders Standards. This CTC approved credential program includes the California requirements for an Administrative Services Certificate of Eligibility or the Preliminary Administrative Services Credential. Candidates who complete all program requirements may be eligible to be recommended for a Certificate of Eligibility or Preliminary Administrative Services Credential needed to serve as a school site/district administrator. While enrolled, students who are offered an opportunity for employment as a site or district administrator may qualify for an internship credential.

This program is a standalone administrative services credential that is not eligible for financial aid.

Program Learning Outcomes

- **Visionary Leadership-** Develop and implement a student-centered vision that promotes equitable access, opportunities, and outcomes for all students within the changing context of a given school and local education agency.
- **School Improvement Leadership-** Conduct an equity-gap analysis to inform the collaborative development of a school growth plan that focuses on equitable access for all students through the use of evidence-based strategies.

- **Community Leadership-** Serve as an equity-driven leader by co-facilitating the development of school-wide goals aligned with the mission and vision, by convening a community of practice and effectively communicating the goals through a multi-media interface with the broader school community.
- **Instructional Leadership-** Observe and evaluate classroom instruction through the lens of the California Standards for the Teaching Profession (CSTPs) to provide focused, constructive coaching and feedback, to support teacher growth, ensuring equitable learning opportunities for all students.
- **Organizational and Systems Leadership-** Align educational programs and resources to support school-wide goals and student outcomes through the effective management of structures, systems, and policies which support the health, safety, and well-being of students and staff, promote a positive school culture, and ensure equitable access to effective instructional programs.
- **Professional Learning and Growth Leadership-** Utilize data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design professional development based on adult learning principles and evidence-based strategies to promote effective instructional practices, meet the needs of students, and achieve school-growth goals.

Admission Requirements

1. Satisfactorily fulfill graduate admission requirements for University of Massachusetts Global as stated in the catalog (see the Graduate Admissions section) and possess a valid California clear prerequisite credential.
2. If the candidate is not currently employed in a position requiring a “prerequisite” CTC credential, they must submit a letter identifying the school and principal under whom field work assignments will be completed.
3. A minimum of three years of verified full time employment under a prerequisite CTC credential at the time of admission. Experience must be verified via letterhead from the school district and signed by Human Resources.

Credential and Program Requirements

1. A minimum of five years of successful, full-time experience in a public school, nonpublic school, or private school of equivalent status located in California or another state, or a combination of experience earned in California and another state. This experience may be teaching, pupil personnel work, librarianship, health services, clinical or rehabilitative services, or a combination of teaching and school services equal to five years. Substitute or part-time service does not apply. Verification of experience must be on the district or employing agency letterhead and signed by either the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.
2. Earn a passing score on the California Administrator Performance Assessment (CalAPA). CalAPA cycles are submitted through Pearson and candidates pay a fee to submit each cycle. Candidates who fail a cycle must retake the cycle and pay the associated fee. All three cycles must be passed to be recommended for the credential.

Internship Eligibility

Students who wish to pursue an Internship must meet all of the admission requirements of the Preliminary Administrative Services Credential Option and:

1. Provide verification that they have five years of full-time experience under a valid prerequisite credential.
2. Provide written evidence that they have been offered an administrative position by submitting the University of Massachusetts Global Verification of Employment for Internship Credential Form to the Education Clinical Coordinator. These forms can be obtained on MyUMassGlobal, School of Education Services page or from the Education Clinical Coordinator. These forms must be completed by the candidate.
3. Submit the online internship recommendation credential application form found on MyUMassGlobal, School of Education Services page prior to the start of the internship. These forms must be completed by the candidate.
4. Enroll in EDAD 698 Educational Leadership Internship Seminar during their program of study. EDAD 698 Educational Leadership Internship Seminar will assist the candidate in making the successful transition in their role as an educational leader and administrator with support from their instructor who is a current administrator in the field.

Required Courses

EDAD 601	Introduction to Vision, Leadership, and Change	3
EDAD 602	Applied Educational Research and Data Analysis	3
EDAD 604	Community Perspective, Collaboration and School Culture	3
EDAD 606	Change and Continuous Improvement	3
EDAD 608	School Law, School wide Discipline and Safety	3
EDAD 610	Innovations in Instructional Leadership	3
EDAD 612	Working with Diverse Populations	3
EDAD 614	Aligning Resources and Systems for School Improvement	3
EDAD 616	Professional Growth and Learning	3
EDAD 695	Educational Leadership Seminar I	1
EDAD 696	Educational Leadership Seminar II	1
EDAD 697	Educational Leadership Seminar III	1
EDAD 698	Educational Leadership Internship Seminar *	0-1
Total Credits		30-31

*EDAD 698 Educational Leadership Internship Seminar is only required for those candidates serving under an internship credential.

Time Limitations

All coursework must be completed within a consecutive seven-year period immediately prior to the awarding of the degree.

Recommendation for Credential

Upon successfully completing and passing all coursework and meeting the five years of experience on an active prerequisite credential, the candidate may apply to be recommended to the CTC for the Certificate of Eligibility OR Preliminary Administrative Services Credential. Verification of Employment using the CTC CL-777 form is required for the preliminary

credential. Otherwise, program completers shall be issued a Certificate of Eligibility to seek employment as an administrator. To apply for the credential, candidates complete the online Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP), candidates can submit the credential fee.

Clear Administrative Services Credential

University of Massachusetts Global offers the California Administrative Services Credential Clear Induction Program (ASC CIP). Candidates who complete the ASC CIP program requirements may be recommended for the Clear Administrative Services Credential (CASC).

University of Massachusetts Global's ASC CIP is aligned to the California Commission on Teacher Credentialing (CTC) Clear Induction Program Standards. The program provides a two-year induction program that supports the individual needs and leadership development of beginning educational administrators using the intersecting elements of individual coaching, professional learning and assessment of skills. The design of the program is based on sound rationale informed by theory and research, including personalized learning and support through coaching. The beginning educational administrator enrolled in ASC CIP fulfills their induction program professional learning requirements through a series of Administrative Services Induction Seminar courses that are aligned and designed to support the candidate's growth in the mastery of the California Professional Standards for Education Leaders (CPSEL) competencies. To support the professional learning and leadership development of the beginning educational administrator, the induction program provides the clear credential candidate with a well-trained and experienced induction coach. The induction coach supports the school administrator through individualized, on-going, job-embedded coaching that is directed by the identified needs and goals of the school administrator.

Program Learning Outcomes

The Program Learning Outcomes are aligned to Standard 5 of the Administrative Services Credential Induction Program Standards. School leaders who successfully complete the Administrative Services Credential Clear Induction Program will be able to demonstrate knowledge and skills in the following areas:

- **Shared Vision** - Engage stakeholders in a collaborative process to facilitate the development and implementation of a shared vision of learning and growth for all students.
- **Instructional Leadership** - Create a collaborative culture of teaching and learning in which staff engages in individual and collective professional development that focuses on student and professional growth and results in continuous improvement.
- **Management and Learning Environment** - Establish and implement structures and processes that engage stakeholders in using problem-solving and decision-making methods and distributed leadership to develop, monitor and revise plans and programs that support students to graduate ready for college and career.
- **Family and Community Engagement** - Engage and collaborate with all parents and families, including underrepresented communities, in student learning and support programs.
- **Ethics and Integrity** - Assess personal code of ethics and leadership practices to guide and support personal and collective actions

that use relevant evidence and research to make fair and ethical decisions.

- **External Context and Policy** - Evaluate and communicate policy to stakeholders to collaborate on education policies focused on improving education for all students.

Admission Requirements

1. Candidate must possess a valid California Preliminary Administrative Services Credential (PASC).
2. Candidate must be employed in a position requiring an Administrative Services Credential. Questions regarding schedules, program requirements, and registration should be directed to the School of Extended Education by visiting their website at <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>) or by calling 800-632-0094.
3. Candidate must provide Verification of Employment Form completed by employer.
4. Applicants must complete and submit the University of Massachusetts Global application and be admitted into the California Clear Administrative Services Credential program.

Credential and Program Requirements

1. Completion of a minimum of 40 hours of induction coaching each year.
2. Completion of a minimum of 20 - 30 hours of professional learning each year.
3. Completion of all induction program E- Portfolio components and requirements indicating demonstration of CPSEL competencies.
4. Verification of two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential. Verification of experience must be on the district or employing agency letterhead and signed by either the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.
5. Candidates may need to submit verification of passing scores on all three cycles of the CalAPA.

Clear administrative services credential courses are not eligible for financial aid.

Required Courses:

EDAD 760-A	Professional Learning and Induction Coaching I-A	0.5
EDAD 760-B	Professional Learning and Induction Coaching I-B	0.5
EDAD 762-A	Professional Learning and Induction Coaching II-A	0.5
EDAD 762-B	Professional Learning and Induction Coaching II-B	0.5
EDAD 764-A	Professional Learning and Induction Coaching III-A	0.5
EDAD 764-B	Professional learning and Induction Coaching III-B	0.5
EDAD 766-A	Professional Learning and Induction Coaching IV-A	0.5

EDAD 766-B	Professional Learning and Induction Coaching IV-B	0.5
EDAD 768-A	Professional Learning and Induction Coaching V-A	0.5
EDAD 768-B	Professional Learning and Induction Coaching V-B	0.5
EDAD 770-A	Professional Learning and Induction Coaching VI-A	0.5
EDAD 770-B	Professional Learning and Induction Coaching VI-B	0.5
Total Credits		6

Transfer of Coursework

No transfer credits or waivers will be accepted.

Time Limitations

All coursework must be completed within a consecutive seven-year period immediately prior to the awarding of the degree.

Demonstration of Competency

Candidates recommended for the California Clear Administrative Services Credential must successfully complete an Induction Portfolio demonstrating satisfactory completion of the coaching hours, professional learning hours and formative and summative assessments that include an evaluation of the candidate's Individual Induction Plan (IIP) goal attainment and CPSEL competencies. The Induction Portfolio will be reviewed by the induction coach who will evaluate the candidate's competence and performance.

Recommendation for Credential

Upon successfully completing and passing all California Administrative Services Clear credential program coursework requirements, and passing all three cycles of the CalAPA, the candidate may apply to be recommended to the CTC for the credential. To apply for the credential, candidates complete the on-line recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP), candidates can submit the credential fee to the CTC for the credential.

California Professional Authorizations in Education

Multiple Subject Added Authorization

A candidate who holds a Single Subject Credential with English Learner Authorization can add a Multiple Subject Content Authorization to their Single Subject credential by:

1. Taking EDMU 521 Literacy and Language in K-8 Classrooms II;
2. Taking EDMU 523 History, Social Science and Visual/Performing Arts in K-8 Classrooms, or EDMU 524 Teaching and Learning Mathematics in K-8 Classrooms or EDMU 525 Teaching and Learning Science in K-8 Classrooms (3 credits);
3. Demonstrating subject matter competency in multiple subjects;
4. Passing the RICA examination;
5. Candidate submits a direct application to CTC.

Single Subject Added Authorization

A candidate who holds a Multiple or Single Subject Credential with English Learner Authorization can add a Single Subject Authorization to their Multiple Subject credential by:

1. Successfully completing EDSU 533 Content Specific Strategies for Single Subjects (Series) (3 credits); the methodology section must align with the subject matter competency route;
2. Demonstrating subject matter competency for single subject;
3. Candidate then submits a direct application to CTC.

Candidates who have completed the requirements for a Single Subject Credential in one content area can add a different Single Subject Authorization in another content area to their credential by:

1. Taking EDSU 533 Content Specific Strategies for Single Subjects (Series) (3 credits) in the additional content area with the exception of candidates who are:
 - a. Adding a new science content area to an existing science credential
 - b. Upgrading a Foundational Level Mathematics credential to a full Math credential
 - c. Adding an additional World Language content area to an existing World Language Credential
2. Demonstrating subject matter competency for single subject;
3. Candidate submits direct application to CTC.

California Teacher of English Learners (CTEL) leading to an English Learner (EL) Authorization

This program provides credentialed teachers or credential candidates with a CTC-designated authorization to serve limited English proficient students. The CTEL program follows all school of education graduate policies and procedures, including GPA and grade requirements. Up to 3 credits may be waived or transferred. At least 9 credits must be taken at University of Massachusetts Global.

Please note that admissions requirements are different than those for other credentials and certificates.

Admission Requirements

1. Eligible candidates are those with an appropriate valid CTC designated credential: Possess a valid California teaching credential, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children's Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils.
2. Eligibility questions can be directed to the Office of Credentials and Clinical Practice (OCCP) at 949-341-9899 or credentialalerts@umassglobal.edu.
3. Questions regarding schedules, program requirements, and registration should be directed to the School of Extended Education by visiting their web site at <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>) or by calling 800-632-0094.

Applicants must complete and submit the University of Massachusetts Global application and be enrolled into the California Teacher of English Learners (CTEL) program.

Candidates with a verified SB 1969 Certificate of Completion issued by a school district or county office of education, or a Certificate of Completion of Staff Development (CCSD) issued by the Commission are eligible to waive EDUU 527 English Language and Literacy Development (3 credits). Please inform your advisor at registration. Your advisor is required to verify your information via the CTC website before submitting your course waiver petition.

Required Course		
EDUU 570	Voice, Diversity, Equity, and Social Justice	3
EDUU 526	Theories in Language Structure and Acquisition	3
EDUU 527	English Language and Literacy Development	3
EDUU 528	Content-Based Instruction and Assessment for Linguistic Minority Students: SDAIE	3
Total Credits		12

Demonstration of Mastery

Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the courses and includes a reflective essay that applies course content to CTEL. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. Candidates submit the Demonstration of Mastery portfolio (DOM) through the Learning Management System (LMS). A \$150 fee is required for the Demonstration of Mastery evaluation. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyUMassGlobal site.

Recommendation for Authorization

Upon successfully completing and passing the coursework and Demonstration of Mastery, the candidate may apply to be recommended to the CTC for the authorization. Eligible candidates are those with an appropriate active CTC designated credential. Out of state prepared teacher credential candidates may also be required to provide verification

of basic skills to be eligible for a recommendation. To apply for the authorization, candidates complete the Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP) candidates can submit the credential fee to the CTC for the credential.

Autism Spectrum Disorders, Added Authorization

This program provides eligible candidates with a CTC designated authorization to serve learners with Autism Spectrum Disorders. The California Autism Spectrum Disorders Added Authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism as defined in subsection 300.8(c)(1) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

The California Autism Spectrum Disorders Added Authorization is limited to the grade and age levels authorized by the prerequisite credential. For example, when the holder of a Specialist Instruction Teaching Credential in Learning Handicapped adds an Autism Spectrum Disorders Added Authorization, the teacher may serve students in grades preschool, K-12, and adults while the holder of an Education Specialist in Mild/Moderate Disabilities who adds the Autism Spectrum Disorders Added Authorization may serve students in grades K-12 through age 22.

Please note that admissions requirements for the California Autism Spectrum Disorders Added Authorization are different than those for other credentials and certificates.

Admissions Requirements

1. Eligible candidates are those with an appropriate active CTC designated credential. Questions regarding the eligibility of specific credentials should be directed to the Office of Credentials and Clinical Practice (OCCP) at 949-341-9899. Questions regarding schedules, program requirements, and registration should be directed to the School of Extended Education by visiting their web site at <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>) or by calling 800-632-0094.
2. Applicants must complete and submit the University of Massachusetts Global application and be admitted into the California Autism Spectrum Disorders Added Authorization program.

Required Courses

EDUU 575	Introduction to Autism Spectrum Disorders: Etiologies and Characteristics	3
EDUU 675	Assessing Students with Autism Spectrum Disorders	3
EDUU 676	Autism Spectrum Disorders: Programming and Strategies, I	3
EDUU 677	Autism Spectrum Disorders: Programming and Strategies, II	3
Total Credits		12

No more than 3 credits may be waived or transferred into the ASDA. At least 9 credits must be taken at University of Massachusetts Global.

Demonstration of Mastery

Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the courses which includes a reflective essay that applies course content to Autism via the Learning Management System (LMS). A \$150 fee is required for the Demonstration of Mastery evaluation. This portfolio is completed as part of EDUU 677 Autism Spectrum Disorders: Programming and Strategies, II. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency.

Recommendation for Authorization

Eligible candidates that can be recommended for the Autism Spectrum Disorders added Authorization are those with an appropriate and valid CTC designated credential. Upon successfully completing and passing the coursework the candidate may apply to be recommended to the CTC for the authorization. To apply for the authorization, candidates complete the Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP) candidates can submit the credential fee to the CTC for the credential.

Graduate Certificate: Instructional Technology: Teaching the 21st Century Learner

The graduate certificate in Instructional Technology: Teaching the 21st Century Learner incorporates the National Standards for Quality Online Teaching. Students will gain the knowledge and skills needed to teach effectively in online and blended K-12 and higher education environments. This four course, 12-credit, online program is designed for individuals seeking career or advancement opportunities in education or related fields.

Program Start Dates

The Graduate Certificate: Instructional Technology: Teaching the 21st Century Learner starts two times per year, Fall I and Spring I. Applications are accepted on an ongoing basis.

Admission Requirements

Admission to the certificate program is granted to individuals who apply and meet the standards for admission to a graduate program. Students who wish to pursue a Master of Arts in Education (MAE) may use the credits in this certificate program, providing that the admission requirements for the MAE program are met.

Certificate Requirements

The certificate is awarded upon successful completion of all coursework with a cumulative grade point average of 3.0 or above. No transfer credit may be used.

EDUU 624	Foundations of 21st Century Teaching	3
EDUU 625	Design and Assessment of 21st Century Teaching	3
EDUU 628	Advanced Design and Assessment of 21st Century Teaching	3
EDUU 629	Teaching the 21st Century Learner Capstone	3
Total Credits		12

Master of Arts in Education (MAE)

This program is designed for individuals seeking career or advancement opportunities in education or related fields. None of the seven emphasis areas leads to a license or credential to teach or provide services in the K-12 education system. All students complete six MAE core courses and one emphasis area cluster of courses. Seven emphasis areas are offered: Curriculum and Instruction, Educational Leadership, Instructional Technology: Teaching the 21st Century Learner, Leadership in Early Childhood Education, Teaching and Learning, Educational Administration and Autism. It is possible to complete a degree with more than one emphasis. Candidates completing a second emphasis area within one master's degree program may not use previously completed emphasis coursework for one emphasis to fulfill the requirements of a second emphasis.

Program Learning Outcomes

- **Research:** Evaluate the various educational research paradigms and develop a theoretical research project utilizing one or more of the methodologies.
- **Democratic Schools:** Apply democratic principles to an authentic educational context.
- **Equity and Equality:** Defend an academically-valid position on Equity and Equality that is informed by local, national, and global landscapes.
- **Learning Theory:** Utilize theories of learning and brain research to enhance teaching and student learning.
- **Curriculum Design:** Evaluate curriculum design and curricular decisions as they relate to meeting the diverse needs of students.
- **Ethics:** Identify and analyze ethical issues with ethical decision making within an educational context.

Program Learning Outcomes by Emphasis Area

- **Curriculum and Instruction - Pedagogical Expertise:** Apply understanding of curriculum and instruction to a contemporary issue in curriculum design.
- **Instructional Technology - Teaching the 21st Century Learner:** Facilitate transferable, curricular-based, assessable learning opportunities to specific student audiences (K-12 and/or higher education) through selection, and professional application of a variety of appropriate 21st century tools, strategies, and skills.
- **Educational Administration:** Apply collaborative educational philosophies, theories, and practices to promote change, policy development, and governance.
- **Educational Leadership:** Apply facilitative leadership skills to promote effective, problem-solving and collaborative decision-making in specific organizational situations.
- **Leadership in Early Childhood Education - Leading Change:** Based on a quality analysis, identify and implement collaborative strategies to lead change in an Early Childhood Education program.
- **Teaching and Learning - Differentiated Instruction:** Apply pedagogical concepts in educational settings to meet the diverse needs of students.
- **Autism:** Implement evidence-based instructional and behavioral strategies to meet the varied needs of students across the autism spectrum.

Admission Requirements

Admission to the program may be achieved by meeting the following requirements:

1. Submit an application for admission to UMass Global (see the Graduate Admission section).
2. Applicants to the MAE/Educational Leadership program must submit a resume and a letter of intent, indicating their purpose in acquiring this degree and potential career goals.
3. Applicants to the MAE/Leadership in Early Childhood Education emphasis must have a bachelor's degree in early childhood education or child development, or applicants must complete at least 12 units of upper division early childhood coursework prior to admission or meet their local, national, global requirements for the field.
4. Applicants to the MAE/Teaching and Learning emphasis must have completed a California Commission on Teacher Credentialing (CTC) approved General Education Induction Program or Education Specialist Induction Program or a minimum of Year One of the Induction program. If the applicant has completed Year One, then a letter on District letterhead indicating the completion of Year One is required. The letter must be signed by the applicant's Induction coordinator or Director of Human Resources department.
5. Applicants to the MAE Educational Administration emphasis must hold a valid Certificate of Eligibility or Preliminary Administrative Services Credential received through a CTC approved program or be concurrently enrolled in a CTC approved program. Applicants concurrently enrolled in a Preliminary Administrative Services Credential program must submit an official letter from the program verifying enrollment. If a student earned a valid Certificate of Eligibility or Preliminary Administrative Services Credential via examination, they are not eligible for admission into this program.

Program Information and Requirements Second Emphasis Area

It is possible to complete the MAE degree with more than one emphasis. Candidates completing a second emphasis area within one master's degree program may not use coursework from one emphasis area to fulfill the requirements of the second. Further, students completing a second emphasis must successfully complete the Demonstration of Mastery task associated with that emphasis area.

If the second area of emphasis is completed after the initial degree has been awarded, the student will not be issued an updated diploma, nor will the student be allowed to participate in the commencement ceremony a second time. However, the second emphasis will appear on the student's official University of Massachusetts Global transcript.

Transfer of Coursework

In the Master of Arts in Education program, a total of six semester or nine quarter credits can be transferred into the program. These must be graduate-level courses and a grade of "B" or higher must have been earned in each course being transferred. Transferred courses can only be applied to the core courses of the MAE Curriculum and Instruction, MAE Instructional Technology: Teaching the 21st Century Learner, MAE Educational Leadership, MAE Leadership in Early Childhood Education, and MAE Autism programs. The transfer of coursework limitation policy does not apply to courses taken through the UMass Global School of Extended Education; those Autism courses may be applied to the MAE program. For the Master of Arts in Education, Teaching and Learning

emphasis and Educational Administration, 7 credits of block transfer are allowed.

Time Limitations

With the exception of Prerequisites, all requirements for a master's degree, including courses accepted for transfer credit, must be completed within a consecutive **seven**-year period immediately prior to the awarding of the degree.

Demonstration of Mastery

See each emphasis area for specific demonstration of mastery requirements.

Degree Requirements

Core Courses

EDUU 600	Research and Evaluation Methods *	3
EDUU 605	Democracy, Education and Social Change	3
EDUU 606	Seminar in Learning Theory	3
EDUU 607	Seminar in Comparative Education - Equity and Equality	3
EDUU 608	Seminar in the Social Foundations of Education	3
EDUU 609	Seminar in Curriculum Studies	3
Core Courses Subtotal		18

Emphasis Area Elective Courses

Emphasis Area Elective Courses Subtotal		12
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Total Credits **30**

*EDUU 600 Research and Evaluation Methods is a prerequisite for all other core courses and candidates are advised to take this course first. Students may take another course concurrently with EDUU 600. Students are strongly encouraged to discuss course sequencing with their academic advisor.

Emphasis Area Elective Courses

Master of Arts in Education – Curriculum and Instruction

Prerequisite: Candidates must have a teaching credential or must take EDUU 515 Teaching the Adult Learner, before beginning any coursework in the MAE, Curriculum and Instruction. Candidates may take EDUU 515 Teaching the Adult Learner concurrently with EDUU 600 Research and Evaluation Methods.

EDCI 631	Differentiated Instruction in Multicultural and Multi-Ability Classrooms	3
EDCI 633	Instructional Leadership for Practitioners	3
EDCI 634	Issues and Trends in Contemporary Curriculum: Expertise Paper Development	3
Select one from the following:		3
EDUU 511	Collaboration For Inclusive Schooling	
EDUU 512	The Art & Craft of Teaching	
EDUU 526	Theories in Language Structure and Acquisition	
EDUU 527	English Language and Literacy Development	

EDUU 528	Content-Based Instruction and Assessment for Linguistic Minority Students: SDAIE
EDUU 570	Voice, Diversity, Equity, and Social Justice
EDUU 575	Introduction to Autism Spectrum Disorders: Etiologies and Characteristics
EDUU 612	Domestic Experiential Education
EDUU 613	International Experiential Education
EDUU 614	Data Driven Leadership in Educational Organizations
EDUU 615	Engaging Stakeholders in Educational Organizations
EDUU 616	Leading Change in Educational Organizations
EDUU 624	Foundations of 21st Century Teaching
EDMU 520	Literacy and Language in K-8 Classrooms I
EDMU 521	Literacy and Language in K-8 Classrooms II
EDMU 523	History, Social Science and Visual/ Performing Arts in K-8 Classrooms
EDMU 524	Teaching and Learning Mathematics in K-8 Classrooms
EDMU 525	Teaching and Learning Science in K-8 Classrooms
EDSU 530	Theories, Methods, and Materials for Teaching English Learners
EDSU 531	Secondary Instructional Strategies for Language/Culturally Diverse Classrooms
EDSU 532	Effective Literacy Instruction for Single Subject Candidates
EDSU 533	Content Specific Strategies for Single Subjects (Series)
EDSU 534	Preparing 21st Century Learners: A Collaborative and Integrated Approach

Total Credits **12**

Demonstration of Mastery

Candidates for the Master of Arts in Education degree with an emphasis in Curriculum and Instruction must successfully complete an expertise paper that integrates theory with application in EDCI 634 Issues and Trends in Contemporary Curriculum: Expertise Paper Development and must earn a "B" or better in the course.

Master of Arts in Education – Instructional Technology: Teaching the 21st Century Learner

Prerequisites: Candidates must have a teaching credential or must take EDUU 515 Teaching the Adult Learner and successfully complete the MAE Core Courses (EDUU 600, EDUU 605, EDUU 606, EDUU 607, EDUU 608, and EDUU 609) before beginning any coursework in the MAE, Instructional Technology: Teaching the 21st Century Learner emphasis. Candidates may take EDUU 515 Teaching the Adult Learner concurrently with EDUU 600 Research and Evaluation Methods. Candidates must also take EDUU 451 Educational Application of Computers: Level I or an approved equivalent, or submit passing scores on the CSET in Ed Tech,

or have a current teaching credential that required a Level I educational computer course or equivalent.

Emphasis Courses

EDUU 624	Foundations of 21st Century Teaching	3
EDUU 625	Design and Assessment of 21st Century Teaching	3
EDUU 628	Advanced Design and Assessment of 21st Century Teaching	3
EDUU 629	Teaching the 21st Century Learner Capstone	3
Total Credits		12

Demonstration of Mastery

Candidates for the Master of Arts in Education degree with an emphasis in Instructional Technology: Teaching the 21st Century Learner must successfully complete a portfolio submitted in EDUU 629 Teaching the 21st Century Learner Capstone that includes both artifacts and simulations that demonstrate excellence and professionalism with online and blended pedagogy/andragogy depending on the individual candidate's focus. Candidates must earn a "B" or better in EDUU 629 Teaching the 21st Century Learner Capstone.

Master of Arts in Education – Leadership in Early Childhood Education

Emphasis Required Courses

EDUU 640	Foundations of Leadership in Early Childhood Settings	3
EDUU 641	Public Policy and Fiscal Planning for Early Childhood Leaders	3
EDUU 642	Leadership and Human Resources in Early Childhood Settings	3
EDUU 643	Leading Change in Early Childhood Programs: Capstone	3
Total Credits		12

Demonstration of Mastery

Candidates for the Master of Arts in Education degree with an emphasis in Leadership in Early Childhood Education must successfully conduct a quality analysis, identify and implement collaborative strategies to lead a programming improvement in an Early Childhood Education program. Candidates must submit a presentation of their executed strategies in EDUU 643 Leading Change in Early Childhood Programs: Capstone and must earn a "B" or better in the course.

Master of Arts in Education – Teaching and Learning

Emphasis Block Transfer

University of Massachusetts Global awards an initial block of block of seven semester credits for successful completion of a Multiple Subjects, Single Subjects SB 2042, or Education Specialist Induction Program. A candidate must also successfully complete EDUU 599 for five credits for a total of 12 credits. Please see an advisor for more details.

Demonstration of Mastery

Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the core courses and includes a reflective essay that applies course content to teaching and learning. Demonstration of Mastery (DOM) portfolios can only be submitted once all coursework has been completed and graded. Candidates must maintain minimum GPA and grade requirements of their program. Candidates are strongly advised to finish the DOM portfolio within two months of the completion of all coursework. The Master's degree conferral date shall be the end date of

the session in which all program requirements are complete and includes the recorded date in which the candidate officially submits their passing DOM portfolio for faculty review.

A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. Candidates submit the Demonstration of Mastery (DOM) through the Learning Management System (LMS). A \$150 fee is required for the Demonstration of Mastery evaluation. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyUMassGlobal.

Master of Arts in Education – Educational Administration Emphasis Block Transfer

University of Massachusetts Global awards a block of seven semester credits for successful completion of a CCTC Approved Preliminary Administrative Services Credential Program. A candidate must also successfully complete EDUU 599 for five credits for a total of 12 credits. Please see an academic advisor for more details.

Demonstration of Mastery

Candidates must submit a portfolio of evidence demonstrating abilities or competence in the core courses and includes a reflective essay that applies course content to educational administration. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. Candidates submit the Demonstration of Mastery (DOM) through the Learning Management System (LMS). A \$150 fee is required for the Demonstration of Mastery evaluation. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyUMassGlobal. If a student is enrolled in a CTC approved Preliminary Administrative Services Credential Program concurrently with the MAE Educational Administration emphasis, the student must complete the CTC approved program and submit verification they have been recommended for a Certificate of Eligibility or Preliminary Administrative Services Credential, prior to submitting the Demonstration of Mastery (DOM).

Master of Arts in Education – Educational Leadership

This program is designed for those seeking to develop their 21st century leadership skills but are not interested in pursuing a Preliminary Administrative Services Credential for public school administration.

Emphasis Courses

Candidates must complete 9 required credits and will select one, 3 credit elective to customize and strengthen their program of study to meet their individual career goals. Candidates can choose any three credit course from 500 or 600-level EDCI or EDUU courses or by taking one, 3 credit course from the following related disciplines; human resources, public administration, organizational leadership, or business administration. EDAD courses will not be accepted as emphasis courses for this program. Courses completed as part of a general or special education credential program will also not be accepted as fulfilling the 12-credit emphasis area.

EDUU 614	Data Driven Leadership in Educational Organizations	3
EDUU 615	Engaging Stakeholders in Educational Organizations	3
EDUU 616	Leading Change in Educational Organizations	3

Emphasis area elective course **3**
Select one course as described above

Total Credits **12**

Demonstration of Mastery

Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the core courses and includes a reflective essay that applies course content to teaching and learning.

Demonstration of Mastery (DOM) portfolios can only be submitted once all coursework has been completed and graded. Candidates must maintain minimum GPA and grade requirements of their program. Candidates are strongly advised to finish the DOM portfolio within two months of the completion of all coursework. The Master's degree conferral date shall be the end date of the session in which all program requirements are complete and includes the recorded date in which the candidate officially submits their passing DOM portfolio for faculty review.

A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. Candidates submit the Demonstration of Mastery (DOM) through the Learning Management System (LMS). A \$150 fee is required for the Demonstration of Mastery evaluation. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyUMassGlobal.

Master of Arts in Education - Autism

Candidates who complete this emphasis area and have an appropriate credential may be eligible to be recommended for the authorization prior to the completion of their degree. See an advisor for more information.

EDUU 575	Introduction to Autism Spectrum Disorders: Etiologies and Characteristics	3
EDUU 675	Assessing Students with Autism Spectrum Disorders	3
EDUU 676	Autism Spectrum Disorders: Programming and Strategies, I	3
EDUU 677	Autism Spectrum Disorders: Programming and Strategies, II	3
Total Credits		12

Demonstration of Mastery

Candidates for the Master of Arts in Education degree with an emphasis in Autism must submit a Portfolio of Evidence demonstrating abilities or competence in the courses which includes a reflective essay that applies course content to Autism via the Learning Management System (LMS). A \$150 fee is required for the Demonstration of Mastery evaluation. This portfolio is completed as part of EDUU 677. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency.

Master of Arts in Educational Leadership and Administration with Preliminary Administrative Services Credential

The Master of Arts degree in Educational Leadership and Administration (MAELA) with California Preliminary Administrative Services Credential (PASC) at University of Massachusetts Global is an innovative program designed to produce highly effective 21st century school leaders. The program is grounded in sound theory and research in organizational leadership, systems thinking and transformational change. An emphasis on best practices in school leadership will also play a key role in this unique, practitioner-based program. Specifically, this program is designed for individuals seeking a career in school administration and educational leadership. All students complete ten courses in educational leadership and administration and three, one-credit leadership seminar courses.

In addition to the California Commission on Teacher Credentialing (CTC) Program Standards, which include Content Knowledge Expectations and Performance Expectations, the program has been aligned to the highest national standards in leadership, including the International Society for Technology in Education (ISTE), Education Leaders Standards. This MA program includes the California requirements for an Administrative Services Certificate of Eligibility or the Preliminary Administrative Services Credential. Candidates who complete all program requirements and courses for this degree may be eligible to be recommended for a Certificate of Eligibility or Preliminary Administrative Services Credential needed to serve as a school site/district administrator. While enrolled, students who are offered an opportunity for employment as a site or district administrator may qualify for an internship credential.

Program Learning Outcomes

- **Visionary Leadership** - Develop and implement a student-centered vision that promotes equitable access, opportunities, and outcomes for all students within the changing context of a given school and local education agency.
- **School Improvement Leadership** - Conduct an equity-gap analysis to inform the collaborative development of a school growth plan that focuses on equitable access for all students through the use of evidence-based strategies.
- **Community Leadership** - Serve as an equity-driven leader by co-facilitating the development of school-wide goals aligned with the mission and vision, by convening a community of practice and effectively communicating the goals through a multi-media interface with the broader school community.
- **Instructional Leadership** - Observe and evaluate classroom instruction through the lens of the California Standards for the Teaching Profession (CSTPs) to provide focused, constructive coaching and feedback, to support teacher growth, ensuring equitable learning opportunities for all students.
- **Organizational and Systems Leadership** - Align educational programs and resources to support school-wide goals and student outcomes through the effective management of structures, systems, and policies which support the health, safety, and well-being of students and staff, promote a positive school culture, and ensure equitable access to effective instructional programs.

- **Professional Learning and Growth Leadership** - Utilize data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design professional development based on adult learning principles and evidence-based strategies to promote effective instructional practices, meet the needs of students, and achieve school-growth goals.

Admission Requirements

1. Satisfactorily fulfill graduate admission requirements for University of Massachusetts Global as stated in the catalog (see the Graduate Admissions section) and possess a valid California clear prerequisite credential.
2. If the candidate is not currently employed in a position requiring a prerequisite CTC credential, they must submit a letter identifying the school and principal under whom field work assignments will be completed.
3. A minimum of three years of verified full time employment under a prerequisite CTC credential at the time of admission. Experience must be verified via letterhead from school district and signed by Human Resources.

Credential and Program Requirements

1. A minimum of five years of successful, full-time experience in a public school, nonpublic school, or private school of equivalent status located in California or another state, or a combination of experience earned in California and another state. This experience may be teaching, pupil personnel work, librarianship, health services, clinical or rehabilitative services, or a combination of teaching and school services equal to five years. Substitute or part-time service does not apply. Verification of experience must be on the district or employing agency letterhead and signed by either the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.
2. Passing score on the California Administrator Performance Assessment (CalAPA). Cycles are submitted through Pearson and candidates pay a fee to submit each cycle. Candidates who fail a cycle must retake the cycle and pay the associated fee. All three cycles must be passed to be recommended for the credential.
3. Successful completion of the Demonstration of Mastery Leadership Project completed in EDAD 620 Educational Leadership & Administration Capstone.

Internship Eligibility

Students who wish to pursue an internship must meet all of the admission requirements of the Masters of Arts in Education Leadership and Administration Program and:

1. Provide verification of a minimum of five years of successful, full-time experience in a public school, nonpublic school, or private school of equivalent status located in California or another state, or a combination of experience earned in California and another state. This experience may be teaching, pupil personnel work, librarianship, health services, clinical or rehabilitative services, or a combination of teaching and school services equal to five years. Substitute or part-time service does not apply. Verification of experience must be on the district or employing agency letterhead and signed by either the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.

2. Provide written evidence that they have been offered an administrative position by submitting the University of Massachusetts Global Verification of Employment for Internship Credential Form to the Education Clinical Coordinator. These forms can be obtained on MyUMassGlobal, School of Education Services page or from the Education Clinical Coordinator. These forms must be completed by the candidate.
3. Submit the online internship recommendation credential application form found on MyUMassGlobal, School of Education Services page prior to the start of the internship. These forms must be completed by the candidate.
4. Enroll in EDAD 698 Educational Leadership Internship Seminar during their program of study. EDAD 698 Educational Leadership Internship Seminar will assist the candidate in making the successful transition in their role as an educational leader and administrator with support from their instructor who is a current administrator in the field.

documented evidence they have obtained satisfactory knowledge and understanding of the Program Learning Outcomes.

Recommendation for Credential

Upon successfully completing and passing all coursework and meeting the five years of experience on an active prerequisite credential, the candidate may apply to be recommended to the CTC for the Certificate of Eligibility OR Preliminary Administrative Services credential. Verification of Employment using the CTC CL-777 form is required for the Preliminary credential. Otherwise, program completers shall be issued a Certificate of Eligibility to seek employment as an administrator. To apply for the credential, candidates complete the online Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP), candidates can submit the credential fee.

Required Courses

EDAD 601	Introduction to Vision, Leadership, and Change	3
EDAD 602	Applied Educational Research and Data Analysis	3
EDAD 604	Community Perspective, Collaboration and School Culture	3
EDAD 606	Change and Continuous Improvement	3
EDAD 608	School Law, School wide Discipline and Safety	3
EDAD 610	Innovations in Instructional Leadership	3
EDAD 612	Working with Diverse Populations	3
EDAD 614	Aligning Resources and Systems for School Improvement	3
EDAD 616	Professional Growth and Learning	3
EDAD 695	Educational Leadership Seminar I	1
EDAD 696	Educational Leadership Seminar II	1
EDAD 697	Educational Leadership Seminar III	1
EDAD 698	Educational Leadership Internship Seminar *	0-1
EDAD 620	Educational Leadership & Administration Capstone	3
Total Credits		33-34

*EDAD 698 Educational Leadership Seminar is only required for those candidates serving under an Internship Credential.

Transfer of Coursework

No transfer credits or waivers will be accepted.

Time Limitations

All coursework must be completed within a consecutive seven-year period immediately prior to the awarding of the degree.

Demonstration of Mastery

Candidates for the Master of Arts degree in Educational Leadership and Administration with Preliminary Administrative Services Credential must successfully complete a Demonstration of Mastery Project in EDAD 620 Educational Leadership & Administration Capstone course that includes

Master of Arts in Special Education

Special education teachers are an exceptional group of educators - as advocates for social justice and the dignity of all people including those with disabilities. The Master of Arts in Special Education program provides candidates with advanced knowledge based on the Council for Exceptional Children's Advanced Content Standards to address educational learning needs and improve teaching, assessment, and programmatic strategies to enhance student performance. It should be noted that candidates completing this program will not have met the requirements for the preliminary education specialist credential.

Program Learning Outcomes

- **Leadership and Policy:** advocate for policy and curriculum development by utilizing the breadth and depth of special education history, pedagogy, and latest research.
- **Program Development & Organization:** apply and expand content and professional knowledge to enhance instructional programs and curricula through evidence-based and innovative practices that reflect the needs of diverse populations.
- **Research & Inquiry:** evaluate current research studies and methodologies using evidence-based educational research to improve curricula, instruction, or interventions.
- **Student and Program Evaluation:** evaluate and analyze student achievement and program effectiveness utilizing nonbiased instruments and knowledge of research-based best practices.
- **Professional and Ethical Practice:** exemplify professional, legal, and ethical behavior by participating in scholarly activities that best support children with special needs, their families, schools, and the community.
- **Collaboration:** implement culturally responsive collaborative and consultation structures to enhance the opportunities for students with exceptional learning needs.

Program Learning Outcomes by Emphasis Area

- **Autism emphasis:** Implement evidence-based instructional and behavioral strategies to meet the varied needs of students across the autism spectrum.
- **Applied Behavior Analysis emphasis:** Design, implement and evaluate the effectiveness of a behavioral intervention based on a functional behavior assessment.
- **Teaching and Learning:** Apply pedagogical concepts in educational settings to meet the diverse needs of students with disabilities.

Admissions Requirements

1. Satisfactorily fulfill graduate admission requirements for University of Massachusetts Global as stated in the catalog (see the Graduate Admissions section) including meeting the grade point average for a graduate program.
2. For the Applied Behavior Analysis and Teaching and Learning emphasis areas, please see the specific emphasis area for admission requirements.

Transfer of Coursework

In the Master of Arts in Special Education, a total of six semester or nine quarter credits can be transferred into the program. These must be graduate-level courses and a grade of "B" or higher must have been

earned in each course being transferred. Transferred courses can only be applied to the emphasis area; no transfer credit is permitted for the six core courses. Courses cannot be transferred into the Behavior Analysis emphasis area. Only one course transfer is allowed in the Autism emphasis area. The transfer of coursework limitation policy does not apply to courses taken through the UMass Global School of Extended Education; those Autism and Applied Behavior Analysis courses may be applied to the MASE program.

Authorizations within the Master of Arts in Special Education: Candidates who complete an emphasis area that leads to an authorization may be eligible to be recommended prior to the completion of their degree.

Second Emphasis

It is possible to complete the MASE degree with more than one emphasis. Candidates completing a second emphasis area within one master's degree program may not use coursework from one emphasis area to fulfill the requirements of the second.

If the second area of emphasis is completed after the initial degree has been awarded, the student will not be issued an updated diploma, nor will the student be allowed to participate in the commencement ceremony a second time. However, the second emphasis area will appear on the student's official University of Massachusetts Global transcript.

Degree Requirements

Prerequisite:

EDUU 511	Collaboration For Inclusive Schooling (or current special education credential)	3
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Core (18 credits)

EDUU 600	Research and Evaluation Methods	3
EDUU 630	Leadership and Policy in Special Education	3
EDUU 631	Program Development and Organization in Special Education	3
EDUU 632	Advanced Assessment and Program Evaluation in Special Education	3
EDUU 661	Collaboration in Special Education	3
EDUU 633	Special Education Capstone	3

Emphasis Area Elective Courses 12-21

When applying, students must select one emphasis area from the options below.

Total Credits 33-42

Demonstration of Mastery

Candidates for the Master of Arts in Special Education degree must successfully complete a project in EDUU 633 Special Education Capstone with a grade of "B" or better.

Students are assigned a faculty mentor to guide them through their project based on the student's emphasis area and personal interest.

Emphasis Area Elective Courses

Master of Arts in Special Education – Autism

Candidates who complete this emphasis area and have an appropriate credential may be eligible to be recommended for the authorization prior to the completion of their degree. It is highly recommended that candidates complete their Autism emphasis area courses prior to taking the core. See an advisor for more information.

EDUU 575	Introduction to Autism Spectrum Disorders: Etiologies and Characteristics	3
EDUU 675	Assessing Students with Autism Spectrum Disorders	3
EDUU 676	Autism Spectrum Disorders: Programming and Strategies, I	3
EDUU 677	Autism Spectrum Disorders: Programming and Strategies, II	3
Total Credits		12

Master of Arts in Special Education – Applied Behavior Analysis

Students admitting into the Behavior Analysis emphasis area must be employed at least part-time in a field of employment which uses Applied Behavior Analysis. This employment must be documented on the candidate's application and via a resume. It is strongly recommended that candidates complete their Behavior Analysis emphasis area courses prior to taking the core courses. ABA courses are taken in sequential order at a maximum of one course per session. See an advisor for more information.

EDUU 692	The Science and Philosophical Underpinnings of Applied Behavior Analysis	3
EDUU 693	The Foundational Concepts and Principles of Applied Behavior Analysis	3
EDUU 694	Using and Analyzing Measurement, Data and Experimental Design in Applied Behavior Analysis	3
EDUU 695	Assessment to Guide and Evaluate Intervention in Applied Behavior Analysis	3
EDUU 696	Selecting and Implementing Interventions for Behavior Change in Applied Behavior Analysis	3
EDUU 697	Program Oversight, Collaboration and Management in Applied Behavior Analysis	3
EDUU 698	Ethical Behavior and the Compliance Code for Applied Behavior Analysts	3
Total Credits		21

Master of Arts in Special Education - Teaching and Learning

For admission to the program students must have completed at least Year One of the Induction program. If the applicant has completed Year One, then a letter on District letterhead indicating the completion of Year One is required. The letter must be signed by the applicant's Induction coordinator or Director of Human Resources department.

Emphasis Block Transfer University of Massachusetts Global awards an initial block of seven semester credits for successful completion of an Education Specialist Clear Induction Program. A candidate must also successfully complete EDUU 599 for five credits for a total of 12 credits. Please see an advisor for more details.

Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling (PPSC) with Child Welfare and Attendance Authorization

Mission Statement

The mission of University of Massachusetts Global's California School Counseling Program is to develop innovative and caring School Counselors that are leaders, scholars, advocates, and practitioners who collaborate to support all students in the PK-12 education systems to maximize their academic potential.

Program Learning Outcomes

- **PLO 1 – Foundations of School Counseling: Professional, Legal, and Ethical Standards:** Application of core counseling theories, ethical decision making, and the Laws, Codes, and ordinances related to school counseling to a case study, current trend, or real world scenario.
- **PLO 2 – Social, Emotional, Academic, and College and Career Development:** Model and apply counseling strategies to address student social and emotional challenges, as well as academic goals, to prepare students for transitioning to college and/or careers.
- **PLO 3 – Leadership and Advocacy in Social Justice, Equity, and Access:** Create, analyze, and present a plan for improving a comprehensive school counseling program that addresses social justice, equity, and access.
- **PLO 4 – Counseling Program Development, Research, and Technology:** Consult and collaborate with multiple stakeholders for student, program, and educational success, by designing, implementing, and evaluating data and using technology to inform practice.

University of Massachusetts Global offers a Master of Arts in Counseling. The program in school counseling prepares students to serve as counselors in the public schools for grades K-12 and meets the requirements for a California state credential authorizing service as a school counselor. Students with a previously earned master's degree in counseling or a related field may earn a California state PPSC credential without enrolling in this master's degree program. Those candidates who enroll only in the PPSC credential program will be governed by credential policies. All other candidates will be governed by graduate degree and credential policies with credential policies superseding graduate policies.

Program Start Dates

The Master of Arts in Counseling and Pupil Personnel Services Credential in School Counseling (PPSC) program starts three times a year in Fall I, Spring I, and Summer I. Applications are accepted on an ongoing basis.

Admission Requirements

Acceptance into the graduate program in counseling will be based on multiple criteria. These criteria include academic potential, experience with children and youth, and compatibility with program philosophy. To be considered for admission students must complete the following:

1. Submit a graduate application with the following:
 - a. A current resume which includes experiences working with children.
 - b. An autobiographical essay (2-3 pages) describing life experiences that have shaped the candidate's approach to working with children and what led them to the decision to become a school counselor and their commitment to the PPSC program.

Credential and Program Information and Requirements

The School Counseling program requires 48 semester credits of coursework. Students entering the Counseling program or within the first session of being fully admitted to the program are expected to have the following:

Certificate of Clearance: Verification of a receipt of Certificate of Clearance or Certificate of Clearance (including fingerprints) or a copy of a valid credential or short-term permit must be submitted to the School of Education within the first session of enrollment. Candidates who do not submit verification of a certificate of clearance cannot advance in any credential coursework that requires observation or fieldwork in a K-12 setting. Anyone with a revoked credential will not be admitted to any credential program until the credential is reinstated by the CTC. A certificate of clearance or child development permit must be active prior to clinical practice.

Tuberculosis Test: Candidates must submit to the School of Education, within the first session of enrollment, a current "negative" tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care provider verifying that the candidate does not have risk factors for tuberculosis.

Transfer Policy: No more than 12 semester credits may be transferred into the school counseling program from other graduate institutions upon approval by course transfer request to the Associate Dean. Transferred courses must have been awarded a grade of "B" or better and cannot be older than seven years at the completion of the program. CSPU 618 Best Practices in Counseling, CSPU 619 Practicum and Supervision in School Counseling, CSPU 620 Supervision and Mentoring in School Counseling I, and CSPU 621 Supervision and Mentoring in School Counseling II must be taken at University of Massachusetts Global.

Child Welfare and Attendance (CWA) Authorization: All candidates completing the program will receive the CWA authorization. Requirements to meet the CWA are embedded throughout coursework, practicum and fieldwork.

The School Counseling program also requires the following:

Fieldwork and Internship: Candidates must complete a minimum of 100 hours of practicum. A minimum of 800 hours of post-practicum fieldwork or internship is required to apply for the credential. Of the 800 hours of post-practicum fieldwork or internship the following must be met:

- A minimum of 600 hours must be done at an approved California public school setting at two different levels. All public school hours must be under the supervision of an experienced professional who holds a PPS credential.
- A minimum of 150 hours of total hours accrued meet requirements for CTC CWA authorization.

- A portion of the 150 hours will be accrued in inter-disciplinary experiences in a setting that is outside the field of education.
- All public school and CWA hours accrued must be under the supervision of an experienced professional who holds a PPS credential in School Counseling.

Applications for the supervision and mentoring in School Counseling must be submitted online through the SOE Services MyUMassGlobal site by the established due date. All Credential and Program requirements must be met prior to starting any supervision and mentoring courses.

Exit Interview: An exit interview is conducted by a faculty mentor at the end of the program to determine that the CTC's Standards have been met. All coursework, non-coursework requirements, and the professional expectations folder must be completed and passed prior to the exit interview. Candidates must fill out the exit interview application found on the SOE Services MyUMassGlobal site prior to participating in an exit interview by a faculty mentor.

Completion of Degree Programs

Praxis Exam

Candidates who wish to earn a Master of Arts in Counseling must meet all the course requirements and earn a score of 159 or higher on the ETS Praxis Examination in Counseling and Guidance (#5422 - candidates must select UMass Global when registering for the ETS). If the Candidate does not meet the minimum score on their first attempt, they must meet with program faculty and review their test scores to create a mitigating assignment that would equal a passing score for program completion purposes.

Basic Skills

Candidates must have completed and passed the Basic Skills requirement prior to beginning fieldwork hours.

Recommendation for Credential

Upon successfully completing all coursework and the exit interview, the candidate may apply to be recommended to the CTC for the Pupil Personnel Services credential in School Counseling (PPSC). To apply for the credential, candidates complete the Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP) candidates can submit the credential fee to the CTC for the credential.

Degree Requirements

Required Courses

CSPU 500	Introduction to Counseling and Interpersonal Relations: Concepts and Skills	3
CSPU 511	Introduction to the Ethical Practice of School Counseling	3
CSPU 512	Advanced Counseling and Intervention	3
CSPU 513	Group Leadership and Intervention	3
CSPU 514	Cultural and Community Issues in Counseling and School Psychology	3
CSPU 516	Children and Youth in Developmental Context	3
CSPU 616	Leadership and Systems Change	3
CSPU 617	Transition to Work and Career	3
CSPU 618	Best Practices in Counseling	3

CSPU 619	Practicum and Supervision in School Counseling	3
CSPU 620	Supervision and Mentoring in School Counseling I	3
CSPU 621	Supervision and Mentoring in School Counseling II	3
CSPU 640	Consultation and Indirect Intervention	3
EDUU 511	Collaboration For Inclusive Schooling	3
EDUU 600	Research and Evaluation Methods	3
EDUU 602	Positive Behavior Supports	3
Total Credits		48

Education Specialist Degree in School Psychology (Ed.S.) and a Master of Arts in Educational Psychology with a Pupil Personnel Services Credential in School Psychology (PPSP)

University of Massachusetts Global offers an Education Specialist degree in School Psychology and a Master of Arts degree in Educational Psychology. The School Psychology program prepares students to serve as school psychologists in public schools for grades K-12 and meets the requirements for a California State Pupil Personnel Services credential authorizing service as a school psychologist. Candidates enrolled in the Education Specialist degree in School Psychology program will also earn a Master of Arts degree in Educational Psychology after the completion of required coursework, passing the Praxis exam in school psychology, and completion of the required practicum fieldwork and final year fieldwork or internship. Candidates in this program are governed by both graduate degree and credential policies, with credential policies superseding graduate policies.

Mission Statement

The mission of the University of Massachusetts Global's School Psychology Program is to develop professional, ethical, and caring School Psychologists that are leaders, scholars, advocates, and practitioners who collaborate to support all students in the PK-12 education systems to make informed educational decisions for direct/indirect services.

Program Learning Outcomes (PLO)

PLO 1 – Foundations of Professional Practice: Investigate and illustrate legal, ethical, and professional policies and practices while attending to human development, psychopathology, and cultural diversity.

PLO 2 – Data-based and Collaborative Decision-Making: Evaluate multiple sources of information using problem-solving and process-focused models of consultation to make informed educational decisions.

PLO 3 – Educational, behavioral, and social-emotional interventions: Collaborating with parents, school personnel, and agencies to determine student needs and create educational, behavioral, and social-emotional interventions for student success.

PLO 4 – Direct and Indirect Services in Schools and Communities: Create effective and supportive learning environments for students based on school systems and structures, mental health services, and communities.

PLO 5 – Family-School Collaboration: Utilize knowledge of family systems, and social justice in collaboration with families and schools to enhance the learning, and well-being of students.

Program Learning Outcomes by Optional Emphasis Area:

Autism: Implement evidence-based instructional and behavioral strategies to meet the varied needs of students across the autism spectrum.

Applied Behavior Analysis: Design, implement and evaluate the effectiveness of a behavioral intervention based on a functional behavior assessment.

Program Start Dates

The Education Specialist Degree in School Psychology (Ed.S.) and a Master of Arts in Educational Psychology with a Pupil Personnel Services Credential in School Psychology (PPSP) program starts two times a year in Fall I and Spring I. Applications are accepted on an ongoing basis.

Consult with an academic advisor for start dates associated with optional emphasis areas.

Admission Requirements

Acceptance into the graduate program in school psychology is based on multiple criteria. These criteria include academic potential, experience working with children and youth, and compatibility with program philosophy. To be considered for admission the applicant must:

1. Submit a graduate application with the following:
 - a. A current resume which includes experiences working with children
 - b. An autobiographical essay (2-3 pages) describing the life experiences that have shaped the candidate's approach to working with children and youth and what led to the decision to become a school psychologist and their commitment to the program.
2. Students admitting into the Applied Behavior Analysis emphasis area must be employed at least part-time in a field of employment which uses Applied Behavior Analysis. This employment must be documented on the candidate's application and via a resume.

Credential and Program Requirements

The school psychology program requires 69 semester credits of coursework.

Certificate of Clearance

Verification of a receipt of Certificate of Clearance or Certificate of Clearance (including fingerprints) or a copy of a valid credential or short-term permit must be submitted to the School of Education within the first session of enrollment. Candidates who do not submit verification of a certificate of clearance cannot advance in any credential coursework that requires observation or fieldwork in a K-12 setting. Anyone with a revoked credential will not be admitted to any credential program until the credential is reinstated by the CTC. A certificate of clearance or child development permit must be active prior to clinical practice.

Negative Tuberculosis Test

Candidates must submit to the School of Education, within the first session of enrollment, a current "negative" tuberculosis test that verifies the candidate does not have active tuberculosis or a tuberculosis risk assessment questionnaire administered by a licensed health care provider verifying that the candidate does not have risk factors for tuberculosis.

Assessment Fee

A one-time \$150 non-refundable assessment fee will be applied upon enrollment in CSPU 637. The assessment fee covers all training materials required for assessment courses. Candidates are responsible for keeping

loaned assessment materials in working condition. Student accounts will be charged to replace lost or damaged kits.

Transfer Policy

Candidates with an earned master's degree from another graduate institution may transfer no more than 24 semester graduate credits into the school psychology program pending approval of the Associate Dean. Candidates without an earned master's degree may transfer up to 12 semester credits of graduate coursework upon approval of the Associate Dean. Transferred courses must have been awarded a grade of "B" or better and cannot be older than seven years at the completion of the school psychology program. The following courses must be taken at University of Massachusetts Global: CSPU 636 Cognitive and Neuropsychological Assessment for Intervention, CSPU 637 Psychoeducational Assessment for Intervention I, CSPU 638 Psychoeducational Assessment for Intervention II, CSPU 534 Practicum in School Psychology I, CSPU 535 Practicum in School Psychology II, CSPU 622 Supervision and Mentoring in School Psychology I, CSPU 623 Supervision and Mentoring in School Psychology II, CSPU 624 Supervision and Mentoring in School Psychology III, CSPU 625 Supervision and Mentoring in School Psychology IV, CSPU 640 Consultation and Indirect Intervention and CSPU 641 Best Practices in School Psychology.

Optional Emphasis Area

Candidates in this program may choose to complete an optional emphasis area in Autism or Behavior Analysis. Additional coursework and Demonstration of Mastery projects will be required.

Second Emphasis Area

It is possible to complete the ED.S. PPSP degree with more than one emphasis. Candidates completing a second emphasis area within one master's degree program may not use coursework from one emphasis area to fulfill the requirements of the second. Further, candidates completing a second emphasis must successfully complete the Demonstration of Mastery task associated with that emphasis area.

If the second area of emphasis is completed after the initial degree has been awarded, the candidate will not be issued an updated diploma, nor will the candidate be allowed to participate in the commencement ceremony a second time. However, the second emphasis will appear on the candidate's official University of Massachusetts Global transcript.

The School Psychology program also requires the following:

Practicum in School Psychology

All candidates must complete the two practicum courses in school psychology and complete a minimum of 450 hours of clinical practical fieldwork which is embedded in their coursework prior to beginning fieldwork.

Supervision and Mentoring

During the final year candidates complete a minimum of 1200 hours of supervision and mentoring. A minimum of 1000 hours must be completed in an approved California public school setting. All public school hours must be under the supervision of a professional with three years of experience as a school psychologist and who holds a Pupil Personnel Services credential in school psychology.

Applications for supervision and mentoring courses must be filed on the MyUMassGlobal SOE Services site by the deadline established by the Office of Credentials and Clinical Practice (OCCP). All the Credential

and Program requirements must be met prior to any mentoring and supervision courses being taken.

After successfully completing Fieldwork/Internship, all other program requirements, and coursework, candidates submit the PPSP portfolio demonstrating their competency based on the National Association of School Psychologists (NASP) Standards.

Basic Skills

Candidates must have completed and passed the Basic Skills requirement prior to beginning fieldwork hours.

Exit Interview

An exit interview is conducted by a faculty mentor at the end of the program to determine that the CTC and NASP Standards have been met. All coursework, non-coursework requirements, and the PPSP portfolio must be completed and passed prior to the exit interview. Candidates must fill out the exit interview application found on the SOE Services MyUMassGlobal site prior to participating in an exit interview by a faculty mentor.

Completion of Degree Programs

Praxis Exam

Candidates must meet all course requirements and earn a score of 155 or better on the ETS Praxis exam in school psychology (#5403). Verification of passing scores must be official from ETS and in the candidate's electronic file prior to the conferral of degrees. Students may request for University of Massachusetts Global to receive their scores directly from ETS.

Recommendation for Credential

Upon successfully completing all coursework and the exit interview, the candidate may apply to be recommended to the CTC for the Pupil Personnel Services credential in School Psychology (PPSP). To apply for the credential, candidates complete the Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP) candidates can submit the credential fee to the CTC for the credential.

Degree Requirements

Required Courses

CSPU 500	Introduction to Counseling and Interpersonal Relations: Concepts and Skills	3
CSPU 510	Introduction to the Ethical Practice of School Psychology	3
CSPU 512	Advanced Counseling and Intervention	3
CSPU 513	Group Leadership and Intervention	3
CSPU 514	Cultural and Community Issues in Counseling and School Psychology	3
CSPU 516	Children and Youth in Developmental Context	3
CSPU 534	Practicum in School Psychology I	3
CSPU 535	Practicum in School Psychology II	3
CSPU 616	Leadership and Systems Change	3
CSPU 622	Supervision and Mentoring in School Psychology I	3
CSPU 623	Supervision and Mentoring in School Psychology II	3

CSPU 624	Supervision and Mentoring in School Psychology III	3	EDUU 694	Using and Analyzing Measurement, Data and Experimental Design in Applied Behavior Analysis	3
CSPU 625	Supervision and Mentoring in School Psychology IV	3	EDUU 695	Assessment to Guide and Evaluate Intervention in Applied Behavior Analysis	3
CSPU 636	Cognitive and Neuropsychological Assessment for Intervention	3	EDUU 696	Selecting and Implementing Interventions for Behavior Change in Applied Behavior Analysis	3
CSPU 637	Psychoeducational Assessment for Intervention I	3	EDUU 697	Program Oversight, Collaboration and Management in Applied Behavior Analysis	3
CSPU 638	Psychoeducational Assessment for Intervention II	3	EDUU 698	Ethical Behavior and the Compliance Code for Applied Behavior Analysts	3
CSPU 639	Advanced Positive Behavioral Supports	3			
CSPU 640	Consultation and Indirect Intervention	3			
CSPU 641	Best Practices in School Psychology	3			
EDUU 600	Research and Evaluation Methods	3			
EDUU 602	Positive Behavior Supports	3			
EDUU 606	Seminar in Learning Theory	3			
EDUU 655	Individualized Education Plan Development and Special Education Law	3			
Total Credits		69	Total Credits (not including prerequisites)		69-90

Optional Emphasis Area Elective Courses (12-21 units):

Candidates may select an emphasis area from the options listed below and complete all courses and the demonstration of mastery under the chosen emphasis.

Autism (12 credits):

EDUU 575	Introduction to Autism Spectrum Disorders: Etiologies and Characteristics	3
EDUU 675	Assessing Students with Autism Spectrum Disorders	3
EDUU 676	Autism Spectrum Disorders: Programming and Strategies, I	3
EDUU 677	Autism Spectrum Disorders: Programming and Strategies, II	3

Demonstration of Mastery:

Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the courses which includes a reflective essay that applies course content to Autism via the Learning Management System (LMS). A \$150 fee is required for the Demonstration of Mastery evaluation. This portfolio is completed as part of EDUU 677. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency.

Applied Behavior Analysis (21 credits):

Candidates admitted into the Applied Behavior Analysis emphasis area must be employed at least part-time in a field of employment which uses Applied Behavior Analysis. ABA courses are taken in sequential order at a maximum of one course per session.

EDUU 692	The Science and Philosophical Underpinnings of Applied Behavior Analysis	3
EDUU 693	The Foundational Concepts and Principles of Applied Behavior Analysis	3

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching is designed for individuals pursuing careers as teachers. The program combines an Elementary, Secondary or Preliminary Education Specialist credential with a master's degree. Credential courses and fieldwork experiences are aligned with the California Commission on Teacher Credentialing (CTC) Teaching Performance Expectations and reflect current research in education and best practices. Candidates utilize Common Core Standards and other state content standards to design engaging lessons and develop skills in planning and differentiating instruction, classroom management, and assessment. The program embraces pedagogy surrounding cultural diversity, equity, social-emotional learning and innovation. Advanced courses focus on global, national, and local education trends and practices.

Applicants entering the Master of Arts in Teaching (MAT) in Elementary Education, Secondary Education or Special Education programs must meet all the requirements listed under "Credential Program Requirements". In addition, applicants must possess a grade point average (GPA) of 2.75 in the last 30 graded semester credits (45 quarter credits) completed in either a baccalaureate or post baccalaureate program, including credits earned toward a credential.

Program Learning Outcomes

- **Teaching & Learning:** Reflect upon and apply learning theories and the UDL Framework to enhance teaching and learning.
- **Assessment & Data:** Utilize a variety of assessments and synthesize data to differentiate instruction.
- **Curriculum & Instruction:** Align curriculum and technology to meet the diverse needs of students.
- **Equity & Diversity:** Analyze the social, political, and economic lives of historically marginalized people in the United States and globally as it relates to education.
- **Clinical Practice:** Reflect on teaching practice and integrate pedagogical knowledge and skills to ensure professional development.

Admission Requirements

1. **Application:** Submit an application for admission to UMass Global.
2. **Official Transcripts:** Submit official transcripts showing completion of a bachelor's degree from a regionally accredited institution. And submit official transcripts from any other institution where post baccalaureate work was attempted or completed.
 - a. GPA for admission is calculated over the most recent 30 graded semester (45 quarter) credits completed either in the baccalaureate or post-baccalaureate program, including credits earned towards a credential.
3. **Subject Matter Verification:** All Single Subject, Multiple Subject, and Education Specialist candidates must submit the Intended Subject Matter Competency Route Form including one of the following routes by which the requirement will be fulfilled:
 - a. A completed baccalaureate or higher degree from a regionally accredited institution of higher education in one of the Commission on Teacher Credentialing's (CTC) approved academic majors.

- b. Evidence of registration or passing scores for the appropriate California Subject Examinations for Teachers (CSET).
 - i. If the appropriate CSET has been passed by the applicant, official scores may be submitted in lieu of the Intended Subject Matter Competency Route Form.
- c. A subject matter waiver letter from a Commission on Teacher Credentialing (CTC) approved subject matter preparation program.
- d. Transcripts showing completed and approved coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission on Teacher Credentialing (CTC) in the content area of the credential.
- e. A combination of passing scores from CSET subtests and approved coursework.

4. **Letter of Good Standing (if applicable):** Applicants transferring from another institution's credential program must submit a letter from that institution's Education Department attesting to the applicant's good standing in the program. The letter must be written on institutional letterhead by the Dean, department chair, director of teacher education, or other administrator in a similar position.

Items 1-3 above are required for all applicants; item 4 required only if applicable. Those with GPAs of 2.74 and below must meet additional requirements as noted below. Applicants may not enroll in credential coursework until successful completion of subject matter competency.

5. **Applicants with GPAs of 2.74 and below** must submit a request for admission via Portfolio Option. Applicants whose GPA is 2.74 or below must also submit an approved Verification of Basic Skills form

6. **Applicants with GPAs below 2.5** must submit a request for admission via Portfolio Option and meet the Exceptional Admit criteria. The applicant's file for a Portfolio and Exceptional Admit petition must include items 1-3 listed above (including satisfied Basic Skills requirement and satisfied Subject Matter Competency) to be considered. Additionally, the applicant must submit:

- a. A Portfolio Form (found on the admissions resources web page).
- b. A Petition for Exceptional Admission Form (found on the admissions resources web page).
- c. A Statement/Letter from the applicant specifying exceptional admission criteria and how those criteria have been met.
- d. Writing samples (2).
- d. Resume.
- e. Two current Letters of Recommendation that attest to the applicant's ability to complete graduate coursework. These letters may not be older than two years from the date of the current application for admission.

Transfer of Coursework

Nine graduate level semester credits are the maximum allowed to transfer into the MAT Degree Program. No MAT core courses may be transferred into the degree program.

NOTE: Candidates enrolled in a credential standalone program and would like to enroll in the MAT program can do so at any point in the program prior to taking MAT Core Courses but must complete a new application and the Change of Academic Level form. Candidates must meet all the admission requirements for the MAT.

Credential Program Requirements

Candidates in the MAT program are governed by both graduate degree and credential requirements. Students may obtain the degree before completing the individual credential requirements and may be recommended for the credential before completing the full MAT advanced coursework requirement.

Capstone Project

All Master of Arts in Teaching degree candidates will complete a capstone project in EDUU 683. Candidates will create and share a well-designed and research-based course of action to address educational problems of practice as they relate to individual, local/state, national, and global challenges.

Recommendation for Credential

Upon successfully completing and passing all credential program and coursework requirements, the candidate may apply to be recommended to the CTC for the credential. To apply for the credential, candidates complete the Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP), candidates complete a CTC exit survey and submit the credential fee.

Coaching Fee

A one-time \$125 non-refundable coaching fee will be charged on the first day of your first course. The coaching assessment fee includes access to GoReact, simSchool, and a support coach to assist with tracking of non-degree credential requirements.

- Master of Arts in Teaching (MAT) in Elementary Education with 2042 Multiple Subject Credential with an English Learner Authorization (p. 178)
- Master of Arts in Teaching (MAT) in Secondary Education with 2042 Single Subject Credential with an English Learner Authorization (p. 178)
- Master of Arts in Teaching (MAT) with Preliminary Education Specialist, Mild to Moderate Support Needs Credential or Extensive Support Needs Credential with English Learner and Autism Authorizations (p. 180)

Master of Arts in Teaching (MAT) in Elementary Education with 2042 Multiple Subject Credential with an English Learner Authorization

Introductory Courses

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration For Inclusive Schooling	3
EDUU 512	The Art & Craft of Teaching	3

Content Area Courses

EDMU 520	Literacy and Language in K-8 Classrooms I	3
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Candidates may be intern eligible after taking the above 4 courses

EDMU 521	Literacy and Language in K-8 Classrooms II	3
EDMU 523	History, Social Science and Visual/Performing Arts in K-8 Classrooms	3
EDMU 524	Teaching and Learning Mathematics in K-8 Classrooms	3
EDMU 525	Teaching and Learning Science in K-8 Classrooms	3

MAT Core Courses

EDUU 681	Cultural Diversity, Equity, & Global Perspectives in Education	3
EDUU 682	Paradigms, Practices, and Policies in Education	3
EDUU 683	Capstone: Exploring Problems of Practice in Education	3

Clinical Practice Options: Student Teaching or Internship

Student Teaching

EDMU 563	Initial Student Teaching- Multiple Subject	4.5
EDMU 564	Final Student Teaching-Multiple Subject	4.5

or

Internship

EDMU 561	Initial Intern Clinical Practice- Multiple Subject	4.5
EDMU 562	Final Intern Clinical Practice-Multiple Subject	4.5

*Additional Internship Requirements

EDUU 588	Intern Continued Supervision *	0
Total Credits		42

*Interns that have completed Initial and Final Clinical Practice but have not satisfied all requirements for the credential must be continuously enrolled in EDUU 588 Intern Continued Supervision, and maintain a 3.0 GPA until requirements are completed. EDUU 588 is a 0-credit course which requires a \$250 fee for each session a candidate is enrolled in.

Interns enrolled in EDUU 588 who complete their program requirements are encouraged to apply for the preliminary teacher credential as soon as they fulfill all requirements. Candidates do not need to wait until the end of EDUU 588 to start the application process.

Master of Arts in Teaching (MAT) in Secondary Education with 2042 Single Subject Credential with an English Learner Authorization

Introductory Courses

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration For Inclusive Schooling	3
EDUU 512	The Art & Craft of Teaching	3

Content Courses

EDSU 532	Effective Literacy Instruction for Single Subject Candidates	3
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Candidates may be intern eligible after taking the above 4 courses

EDSU 530	Theories, Methods, and Materials for Teaching English Learners	3
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EDSU 531	Secondary Instructional Strategies for Language/Culturally Diverse Classrooms	3
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EDSU 534	Preparing 21st Century Learners: A Collaborative and Integrated Approach	3
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Single Subject Candidates will choose one of the following EDSU 533 courses below:

EDSU 533-A	Effective English/Language Arts Instruction for Single Subject Candidates	3
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EDSU 533-B	Effective Instruction in Languages Other Than English for Single Subject Candidates	3
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EDSU 533-C	Effective Mathematics Instruction for Single Subject Candidates	3
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EDSU 533-D	Effective History/Social Science Instruction for Single Subject Candidates	3
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EDSU 533-E	Effective Health Science and Physical Education Instruction for Single Subject Candidates	3
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EDSU 533-F	Effective Science Instruction for Single Subject Candidates	3
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EDSU 533-H	Effective Music and Visual Arts Instruction for Single Subject Candidates	3
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MAT Core Courses

EDUU 681	Cultural Diversity, Equity, & Global Perspectives in Education	3
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EDUU 682	Paradigms, Practices, and Policies in Education	3
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EDUU 683	Capstone: Exploring Problems of Practice in Education	3
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***Clinical Practice Options: Student Teaching or Internship**

Student Teaching

Candidates select one from the EDSU 563 Single Subject series below:

EDSU 563-A	Initial Student Teaching- Single Subject English	4.5
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EDSU 563-B	Initial Student Teaching- Single Subject World Languages	4.5
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EDSU 563-C	Initial Student Teaching- Single Subject Math	4.5
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EDSU 563-D	Initial Student Teaching- Single Subject History SS	4.5
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EDSU 563-E	Initial Student Teaching- Single Subject PE/Health	4.5
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EDSU 563-F	Initial Student Teaching- Single Subject Science	4.5
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EDSU 563-H	Initial Student Teaching- Single Subject Music/Arts	4.5
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Candidates select one from the EDSU 564 Single Subject series below:

EDSU 564-A	Final Student Teaching-Single Subject English	4.5
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EDSU 564-B	Final Student Teaching-Single Subject World Languages	4.5
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EDSU 564-C	Final Student Teaching-Single Subject Math	4.5
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EDSU 564-D	Final Student Teaching-Single Subject History SS	4.5
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EDSU 564-E	Final Student Teaching-Single Subject PE/Health	4.5
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EDSU 564-F	Final Student Teaching-Single Subject Science	4.5
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EDSU 564-H	Final Student Teaching-Single Subject Music/Arts	4.5
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Internship

Candidates select one from the EDSU 561 Single Subject series below:

EDSU 561-A	Initial Intern Clinical Practice- Single Subject English	4.5
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EDSU 561-B	Initial Intern Clinical Practice- Single Subject World Languages	4.5
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EDSU 561-C	Initial Intern Clinical Practice- Single Subject Math	4.5
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EDSU 561-D	Initial Intern Clinical Practice- Single Subject History SS	4.5
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EDSU 561-E	Initial Intern Clinical Practice- Single Subject PE/Health	4.5
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EDSU 561-F	Initial Intern Clinical Practice- Single Subject Science	4.5
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EDSU 561-H	Initial Intern Clinical Practice- Single Subject Music/Art	4.5
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Candidates select one from the EDSU 562 Single Subject series below:

EDSU 562-A	Final Intern Clinical Practice-Single Subject English	4.5
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EDSU 562-B	Final Intern Clinical Practice-Single Subject World Languages	4.5
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EDSU 562-C	Final Intern Clinical Practice-Single Subject Math	4.5
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EDSU 562-D	Final Intern Clinical Practice-Single Subject History SS	4.5
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EDSU 562-E	Final Intern Clinical Practice-Single Subject PE/Health	4.5
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EDSU 562-F	Final Intern Clinical Practice-Single Subject Science	4.5
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EDSU 562-H	Final Intern Clinical Practice-Single Subject Music/Arts	4.5
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***Additional Internship Requirements**

EDUU 588	Intern Continued Supervision *	0
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Total Credits		42
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*Interns that have completed Initial and Final Clinical Practice but have not satisfied all requirements for the credential must be continuously enrolled in EDUU 588 Intern Continued Supervision, and maintain a 3.0

GPA until requirements are completed. EDUU 588 is a 0-credit course which requires a \$250 fee for each session a candidate is enrolled in.

Interns enrolled in EDUU 588 who complete their program requirements are encouraged to apply for the preliminary teacher credential as soon as they fulfill all requirements. Candidates do not need to wait until the end of EDUU 588 to start the application process.

Master of Arts in Teaching (MAT) with Preliminary Education Specialist, Mild to Moderate Support Needs Credential or Extensive Support Needs Credential with English Learner and Autism Authorizations

Core Courses

EDUU 510	Introduction to Teaching	3
EDUU 511	Collaboration For Inclusive Schooling	3
EDUU 512	The Art & Craft of Teaching	3
EDMU 520	Literacy and Language in K-8 Classrooms I	3
EDMU 521	Literacy and Language in K-8 Classrooms II	3
or EDSU 532	Effective Literacy Instruction for Single Subject Candidates	
EDUU 516	Introduction to Planning and Assessment	3
Core Courses Subtotal		18

Emphasis Courses

EDUU 517	Communication, Health, and Mobility	3
EDUU 602	Positive Behavior Supports	3
EDUU 655	Individualized Education Plan Development and Special Education Law	3
EDUU 663	Advanced Methods In Special Education	3
EDUU 664	Advanced Assessment in Special Education	3
EDUU 662	Collaboration and Co-Teaching	3
Emphasis Course Subtotal		18

MAT Core Courses

EDUU 681	Cultural Diversity, Equity, & Global Perspectives in Education	3
EDUU 682	Paradigms, Practices, and Policies in Education	3
EDUU 683	Capstone: Exploring Problems of Practice in Education	3
MAT Core Courses Subtotal		9

*Clinical Practice Options		10-12
Total Credits		55-57

*Clinical Practice Options: Student Teaching or Internship Mild to Moderate Support Needs

Student Teaching- Mild to Moderate Support Needs		
EDTU 550	Student Teaching I: Mild to Moderate Support Needs	3
EDUU 576	Education Specialist Student Teaching Seminar A	2
EDTU 551	Student Teaching II: Mild to Moderate Support Needs	3
EDUU 577	Education Specialist Student Teaching Seminar B	2

or		
Internship- Mild to Moderate Support Needs		
EDTU 565-A	Supported Teaching I: Mild to Moderate Support Needs (Interns Only)	2
EDTU 565-B	Supported Teaching I: Mild to Moderate Support Needs (Interns Only)	2
EDTU 565-C	Supported Teaching I: Mild to Moderate Support Needs (Interns Only)	2
EDTU 566-A	Supported Teaching II: Mild to Moderate Support Needs (Interns Only)	2

*Clinical Practice credits vary depending on whether the candidate is a student teacher or intern.

Intern Seminars		
EDUU 580	Education Specialist Intern Seminar A	2
EDUU 581	Education Specialist Intern Seminar B	2
*Clinical Practice Subtotal		10-12

Extensive Support Needs

Student Teaching- Extensive Support Needs		
EDTU 552	Student Teaching I: Extensive Support Needs	3
EDUU 576	Education Specialist Student Teaching Seminar A	2
EDTU 553	Student Teaching II: Extensive Support Needs	3
EDUU 577	Education Specialist Student Teaching Seminar B	2

or		
Internship - Extensive Support Needs		
EDTU 567-A	Supported Teaching I: Extensive Support Needs (Interns Only)	2
EDTU 567-B	Supported Teaching I: Extensive Support Needs (Interns Only)	2
EDTU 567-C	Supported Teaching I: Extensive Support Needs (Interns Only)	2
EDTU 568-A	Supported Teaching II: Extensive Support Needs (Interns Only)	2

*Clinical Practice credits vary depending on whether the candidate is a student teacher or intern.

Intern Seminars		
EDUU 580	Education Specialist Intern Seminar A	2
EDUU 581	Education Specialist Intern Seminar B	2
*Clinical Practice Subtotal		10-12

Ed.D. in Organizational Leadership

Mission

The Doctor of Education (Ed.D.) Program in Organizational Leadership develops visionary leaders who are creative agents of change in transforming their diverse organizations through collaboration, innovation, positive influence, strategic thinking, and a profound commitment to lifelong learning.

Program Learning Outcomes

- **Transformational Leadership:** Create a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.
- **Diversity:** Integrate the strengths that individual and cultural differences contribute to create an organization that is equitable, respectful, responsive and morally accountable in a global society.
- **Collaborative Relationships:** Build a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution.
- **Political Intelligence:** Generate organizational influence to ethically advocate for causes and changes that will advance the organization's vision and mission.
- **Strategic Thinking:** Construct a systems-oriented learning organization to develop, implement, and assess effective, futures-based plans that facilitate innovation, problem solving and continuous improvement.
- **Creativity and Sustained Innovation:** Develop a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization.

Application Deadline and Program Start Dates

The start dates for the Ed.D. Program are offered Fall I, Spring I, and Summer I. Applications close in July for Fall I, December for Spring I, and March for Summer I; the specific dates will be established by the university. The deadline for receiving the intent to enroll form will be two weeks after an offer of admission is extended. An extension may be granted for extenuating circumstances.

Admission Requirements

Admission to the Doctoral Program in Organizational Leadership may be achieved by fulfilling the *Admission by Prior Graduate Degree* option which requires an earned master's degree with a minimum GPA of 2.75 from a regionally accredited institution.

1. Transcripts documenting successful attainment of a Master's Degree with a minimum GPA of 2.75.
2. Submission of a portfolio consisting of the following: one essay or other written document that shows graduate level writing and analytical skills; a resume showing leadership experience, professional development, achievement awards or professional recognition; and a letter of intent explaining reasons for wanting to enter this program.
 - a. Applicants with a GPA lower than 2.75 must submit additional evidence to demonstrate their readiness for doctoral level coursework. Additional evidence could include letters of recommendation and/or an additional writing sample.

3. If the applicant is not in a leadership position, the letter of intent must explain their plans for how they will work with individuals and groups in an organization to bring about important change.
4. All applicants must successfully participate in an intake interview with a doctoral faculty member designated by the Associate Dean.

Transfer Credit Policy

The Doctor of Education (Ed.D.) in Organizational Leadership program at University of Massachusetts (UMass) Global's School of Education (SOE) is committed to supporting the academic and professional growth of our students. The transfer-credit policy aims to recognize and honor prior graduate-level master's degree and/or doctoral coursework completed at a regionally-accredited institution.

A maximum of 12 credits may be transferred into the program. Transfer credits must have been earned within the past seven years to ensure currency and relevance to current academic standards. Specific circumstances will be considered for applicants exceeding the seven-year limit and approved by the SOE Dean or designee. The coursework must be taken at a regionally-accredited institution and be at the doctoral level and/or accepted in a master's degree program.

Candidates applying for transfer credit from an external institution must provide official transcripts and syllabi with course descriptions for each course they wish to transfer. UMass Global/Brandman University master's degree graduates do not need to submit transcripts or syllabi since this information is on file. A grade of no less than 3.0 "B" must have been earned in the courses presented for transfer to the Ed.D. degree. For external degrees, the coursework must align closely with the content and rigor of equivalent courses within the Ed.D. program. Transfer credits will be academically reviewed by Ed.D. program faculty and will be accepted on a case-by-case basis.

Candidates who hold a degree from UMass Global/Brandman University will have nine credits satisfied in the Ed.D. program from their prior UMass Global/Brandman University degree provided all other requirements listed above have been met. These nine credits include EDDP 720, EDDP 721, and EDDP 723, counting towards the maximum 12-transfer credits allowed.

After being admitted, students wishing to apply for transfer credit should contact their academic advisor to gain information on the process for making this request. All requests for transfer credits must be evaluated and approved before a student may begin the Ed.D. program.

This Ed.D. transfer credit policy reflects UMass Global's commitment to academic integrity, rigor, and equity. Additionally, it recognizes the prior learning and experiences of our students while maintaining the high standards of the doctoral program.

New Student Orientation

To acquaint students with the doctoral program, students will be required to complete a Doctoral Boot Camp (orientation) prior to the first immersion. The Doctoral Boot Camp is a mandatory induction program designed for candidates to gain pertinent knowledge and skills needed to be successful in the Ed.D. program. The Boot Camp experience is online. Students will complete this orientation in the Learning Management System (LMS) upon admission to the program.

Degree Requirements

EDDP 700	Transformational Leadership	3
EDDP 705	Organizational Communication and Conflict Management	3
EDDP 706	Team and Group Dynamics	3
EDDP 707	Organizational Theory and Development	3
EDDP 708	Strategic Thinking	3
EDDP 709	Assessment, Evaluation and Accountability	3
EDDP 720	Creativity, Innovation, and Sustainable Change	3
EDDP 721	The Ethics and Politics of Decision Making	3
EDDP 723	Innovation in Resource Management	3
EDDP 724	The Leader as Change Agent	3
EDDP 740	Writing for Research and Publication I	3
EDDP 741	Writing for Research and Publication II	3
EDDP 742	Quantitative Research Methods	3
EDDP 743	Qualitative Research Methods	3
EDDP 781	Developing the Dissertation, Chapter I	3
EDDP 782	Developing the Dissertation Chapter II, Review of the Literature	3
EDDP 783	Developing the Dissertation Chapter III, Methodology	3
EDDP 791	Dissertation I	3
EDDP 792	Dissertation II	3
EDDP 799	Dissertation Extension	0
Total Credits		57

Transformational Change Projects

The foundation of the Ed.D. in Organizational Leadership is transformational change. The Ed.D. program is designed to apply theory into practice. Therefore, throughout the two years of coursework, students will complete assignments that are designed to apply theories and concepts that can cultivate transformational change. It is essential for doctoral students to have a workplace or another identified organization that will support the student in their learning. Most students will be able to complete their assignments within the context of their workplace. Other students may choose to use another organization they are associated with as the venue (e.g., a non-profit organization, church, hospital, or government agency) for completing their assignments.

Advancement to Candidacy

In the second trimester of their second year, students will participate in a faculty and cohort mentor review of their work to date. Students will develop a Transformational Change Leader Portfolio that includes an analytical paper of their experience leading transformational change projects, their updated Transformational Leadership Development Plan, and various artifacts representing transformational change projects completed during coursework. At the advancement meeting, candidates will discuss their key learnings from the program and share information on their dissertation chapters 1, 2, and 3. Candidates who successfully meet all required criteria will be advanced to candidacy. Students will

then be allowed to petition for a Dissertation Chair, and be permitted to register for Dissertation I.

Program Design

The Ed.D. Program is a rigorous program that is designed to serve the needs of working professionals and aspiring executive leaders. Courses are organized around an 8-week format of online instruction. Individual online work and study will be augmented with required participation in cohort meetings, immersion weekend leadership symposiums, and synchronous online meetings or seminars. Alternate and asynchronous options will be available for students who cannot attend the scheduled sessions. The learning environment is one of collaboration balanced with independent learning. Instructional strategies include experiential activities, large and small group activities, presentations, discussions, and opportunities for real world application. Additionally, online instructional strategies, including webinars focused on high levels of interaction between students and faculty, threaded discussions, journals, wikis, blogs, readings, videos, links to web research and resources, access to a digital library of books and journals, and the use of audio/video synchronous and asynchronous multimedia tools.

Writing Standard

Students in the Doctoral Program in Organizational Leadership must meet Graduate-level academic writing standards. A writing assignment will be administered during the first writing course. This assignment will be used to determine support strategies that will be initiated in EDDP 740 Writing for Research and Publication I. Student work will be evaluated based on a writing rubric in that course. The writing rubric will also be used in other courses and the student will be reevaluated in EDDP 741 Writing for Research and Publication II. Students whose work does not meet standards will be expected to take advantage of the online tutorials and support services available in the Online Writing and Math Center and follow through on other faculty recommendations to improve their writing.

Program Standard

All courses in the doctoral program must be passed with a B- or higher and a cumulative G.P.A of 3.0 or higher must be maintained throughout the program.

Cohorts

Cohorts are a "laboratory for learning," in which students work together to develop their leadership competencies. Students will be assigned to an online cohort. Each cohort will be guided by a cohort mentor, who is an adjunct faculty member and leading practitioner in the field. These experienced leaders will mentor students in their career development and lead students in dialogue and practice around the application of theory and skills in the real world. Working in small groups, students will deepen their understanding, build collaboration skills, and practice teamwork. Cohort mentors will also coach and assess students as they create individual action plans to develop leadership competencies and serve as mentors in exploring and developing dissertation topics. Students will meet for four hours each month, with scheduling to be determined by the cohort members and mentor.

Interdisciplinary Degree

The Ed.D. in Organizational Leadership is an interdisciplinary degree, integrating the latest theory, application, and best practices from both Education and Organizational Leadership. It will draw on both fields

to produce transformational leaders who collaboratively design and implement innovative changes and creative solutions in their diverse organizations.

360-Degree Assessment

Each student will have the opportunity twice during the doctoral program for 360-degree feedback on their leadership performance skills. In addition to a self-analysis, students will request colleagues, supervisors, and subordinates to respond to a confidentially administered electronic survey assessing their strengths and growth areas. Students will review the compiled results and develop a Transformational Leadership Development Plan (TLDP) to address growth goals over the course of the program. The cohort leader will coach students on their plan and their progress in achieving personal goals. This leadership performance assessment will be offered at the beginning of the first year and again during the second year.

Immersion

The program includes three immersions a year, where students in the Ed.D. program meet together virtually over a Saturday and Sunday. Students and faculty will meet online to engage in extensive relationship-building, presentations by expert speakers, and in-depth engagement in learning. Immersions will introduce major leadership trends and themes, provide networking opportunities, and allow for participation in simulation opportunities. The immersion sessions will also offer an opportunity to receive guided practice in mastering leadership competencies. Students will be able to dialogue with faculty and experts from the field about the content they are learning. Immersions also feature more exposure to research development in preparation for the dissertation and offer students the opportunity to get acquainted with faculty members who may serve as potential dissertation chairs.

Attendance

The Ed.D. in Organizational Leadership program uses the best of online learning support through virtual cohort meetings, three immersion sessions a year, and synchronous online meetings or seminars. University of Massachusetts Global's commitment to learning requires that students be present and participate fully in all activities. For immersion sessions, cohort meetings and online learning to be successful, everyone's ideas, feedback, and participation is valuable.

To maximize learning and in fairness to colleagues, students are asked to attend immersion sessions, synchronous online meetings, seminars and cohort meetings. If a student cannot attend these sessions, they are asked to discuss asynchronous options or alternative assignments with the instructor, cohort mentor, or Associate Dean prior to their absence. Patterns of tardiness, absences, or incomplete assignments may result in a cause for concern notice, followed by a disposition action plan, and can affect the course grade or continuation in the course or program.

Further, students may be dismissed from the program at the Dean's discretion due to absence from required meetings or for non-completion of alternative assignments.

Interrupted Enrollment

Although the university has an interrupted enrollment policy that applies to other programs, the School of Education has a separate policy for the Ed.D. in Organizational Leadership program. If a student needs to interrupt enrollment from the program for personal or professional

reasons, it will be necessary to complete the form entitled, Leave of Absence Application: Ed.D. Program, stating the reasons for the absence and the expected date of return. This form must be submitted to the Associate Dean for approval at least four weeks prior to the term in which the leave is requested.

When a student interrupts enrollment in the Ed.D. program, course sequence and program design make it necessary to reenter the program during an appropriate term based on their circumstance, depending on the length of the leave. Students who interrupt enrollment for more than two years will need to reapply. Interrupted enrollment/leave of absence does not alter the seven-year period for completion of Ed.D. degree requirements.

Dissertation

Each student is required to complete a dissertation that reflect scholarly research and competent academic writing that is rated as proficient on all criteria identified on the dissertation rubric. The dissertation will be developed under the supervision of a Dissertation Chair and Committee of two additional members. Dissertation Chairs and members must meet the criteria established by the university and submit all required documentation, including Curriculum Vita, NIH/CITI Certificate, and Transcripts from the Institution of Terminal Degree. The student's dissertation proposal must be approved in Quality Review prior to conducting the proposal defense. After the student is authorized by the committee to collect data, an application must be approved by IRB before data collection can begin.

Following the completion of the two years of coursework, the dissertation is finalized in EDDP 791 Dissertation I and EDDP 792 Dissertation II with continuing candidacy in 0 credit EDDP 799 Dissertation Extension until completion. All requirements for the Ed.D. degree must be completed within a seven-year period from the start date of the first course.

Program Completion Timeline

It is expected that most students will complete the dissertation within one to two years after coursework, but the deadline for completion of all program requirements, including the dissertation, is seven years from the student's program start date. Interrupted enrollment/leave of absence does not alter the seven-year period for completion of Ed.D. degree requirements. After seven years have elapsed, coursework will expire.

Continuing Candidacy Fees

Students who have been advanced to candidacy are eligible to request a Dissertation Chair and register in EDDP 791 Dissertation I. At the conclusion of this course, students who have made satisfactory progress will register for EDDP 792 Dissertation II. Students who are enrolled in EDDP 792 Dissertation II and have not completed the Dissertation at the end of the term, will be granted an "SP" grade and will be permitted to continue until the Dissertation is completed or until the student's seven-year program completion timeline has expired, by registering for 0 credit EDDP 799 Dissertation Extension course and paying the Continuing Candidacy Fee. Individual student accounts must be in good standing for a student to continue to engage the services of their Chair and Committee, as well as have access to University of Massachusetts Global Library. This is also a pre-condition for moving on to Proposal Defense, Oral Defense, and Commencement Hooding Ceremony. Please see Tuition and Fees section for more detail on the Continuing Candidacy Fee.

Commencement

Ed.D. Candidates will be permitted to participate in commencement ceremonies if they successfully complete the Oral Defense of their Dissertation not later than May 1 prior to Commencement. Students receiving their degrees in subsequent sessions are entitled to participate in commencement ceremonies the following spring.

Clear Administrative Services Credential Option

University of Massachusetts Global offers the Clear Administrative Services Credential. Further information can be found under the Services Credentials section of the SOE catalog. Contact Extended Education for further information by visiting their website at <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>) or by calling 800-632-0094. Please note a separate application with Extended Education is required to be enrolled in the Clear Administrative Services Credential program.

SCHOOL OF EXTENDED EDUCATION

Staff

Ricardo Lorenzana, Dean Extended Education
Reagan Forlenzo, Director
Susannah Gottlieb, Director
Erica Leahy, Director
Bob Tran, Director

Program Support

Jonathan Besack
Hung Bui
Nicole Cook
Jessica Ellison
Yeslee Fuentes
Angela Lund
Marc Paradis
Austin Ramos
Michele Reddick
Joy Tiongson

Program Areas

- Education Programs (Pre K-12 Teachers, Administrators and Paraprofessionals) (p. 187)
- Business Programs (p. 197)
- Leadership Programs (p. 210)
- Health, Wellness and Science Programs (p. 214)
- Technology & Telecommunication (p. 216)
- English as a Second Language (p. 218)
- Corporate Training and Business Services (p. 219)

School of Extended Education

Our programs are created by the joint effort of the University of Massachusetts Global faculty and instructors, working professionals, and industry experts through a series of collaborative advisory boards. This approach provides sustainable educational solutions that adjust to the needs of the real world. With workshops, seminars, certificate programs, professional credits, and courses leading to certification and academic credit in a variety of fields, you can find a program that fits your goals.

Credits

Academic Semester Credit

Undergraduate Level Coursework

Courses with numbers 100 – 499 provide semester credit. These courses may be used to satisfy requirements in undergraduate level degree or certificate programs.

Graduate Level Coursework

Courses with numbers 500 – 799 provide semester credit. These courses may be used to satisfy requirements in graduate level degree, credential, or certificate programs.

Continuing Education Units

Continuing Education Units (CEU) are calculated at 10 contact hours per one CEU, or fraction thereof. Courses that award CEUs may be useful to move up salary scales, maintain certifications and transition into new career paths. Unless specifically articulated to an academic credit-bearing course or program, these courses may not be used to satisfy coursework in any degree program.

Professional Development Units

Courses with numbers 8000 – 9999 provide Professional Development Units (PDU). Most PDUs are calculated at 15 contact hours per one PDU. Courses that award PDUs may be useful to move up salary scales, maintain certifications or licensures. Unless specifically articulated to an academic credit-bearing course or program, these courses may not be used to satisfy coursework in any degree program.

Professional Development Units used for recertification with the Project Management Institute are calculated at one contact hour per one PDU. Courses that offer PDUs with this calculation are indicated appropriately.

Continuing Education credits used for license renewal with the Board of Behavioral Sciences are calculated at one clock hour per one CE. Courses that offer CEs with this calculation are indicated appropriately.

Clock Hours

Courses that award CEs may also indicate a Clock Hour equivalency. Clock Hours are used by specific government entities to measure professional and continuing education and determine program eligibility for the awarding of benefits. One Clock Hour is equivalent to one contact hour.

Recertification Credit Hours

Courses that award CEUs may also indicate a Recertification Credit Hour (RCH) equivalency. RCHs are calculated at one contact hour per one RCH and are specific to the professional licensing body.

School of Extended Education Tuition and Refund Policies

Tuition Policy

The School of Extended Education offers courses and programs to non-matriculated students providing opportunities for continuing education outside of the traditional degree program. Tuition is determined by the individual program and may vary from the standard tuition policies governing the degree programs. For the most up-to-date tuition and refund policies on courses and programs offered through the School of Extended Education, please visit the website at <https://www.umassglobal.edu/academic-programs/extended-education>. (<https://www.umassglobal.edu/academic-programs/extended-education.html>)

Students registered in academic courses are required to sign and submit the Financial Responsibility Agreement. This document explains the financial obligations of academic students, regardless of financial aid status.

Students not receiving financial aid or are not enrolled in an approved company tuition assistance program must pay for all active enrollments in full prior to the start of each course. Failure to pay by the first day may result in removal from the class and all future enrollments. A student dropped prior to the start of the course for failure to pay will not be charged tuition. Any outstanding balance from any previous tuition and/or accrued interest will still be due and failure to pay may result in future interest accrual and a referral to a collection agency.

Interest

For any unpaid balance, University of Massachusetts Global will assess a monthly late payment fee at the rate of 6.5% annually (or 0.5417% per month) on the past due portion until past due charges are paid in full.

Refunds

Refunds are granted based on the type and duration of course taken. The cost of materials is non-refundable.

Refund Policies

Instructor-Led:

If student drops and/or withdraws	Refundable Amount
Prior to the first day of classes	100%
Within the first week of classes	90%
Within the second week of classes	80%
After the second week of classes	None

- The cost of materials is non-refundable.

Online Self-Paced/Mentored courses:

If student drops and/or withdraws	Refundable Amount
Prior to logging in to the course AND within 10 days of registration	100%
After 10 days of registration	None
After logging in to the course	None

Online Independent Study courses:

If student drops and/or withdraws	Refundable Amount
Within 30 days of registration AND no grade has been received for the course	100%
After a grade has been entered for the course	None
After 30 days of registration	None

Education/Professional Development for Pre K-12 Teachers, Administrators and Paraprofessionals

Extended Education offers many academic credit courses and professional development opportunities for Pre K-12 teachers, administrators, and paraprofessionals. The programs and individual courses noted below are representative of the offerings available for educators interested in degree programs, clearing credentials, adding authorizations, moving up the salary scale, and enhancing professional skills and knowledge. From innovative online programs to partnerships with thought leaders in education, University of Massachusetts Global is dedicated to enriching the lives and practice of educational professionals. For more information on available courses and programs for Pre K-12 professionals and paraprofessionals, see <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>).

Academic Programs

- Autism Spectrum Disorder (p. 187)
- California Teacher of English Learners (CTEL) (p. 188)
- Applied Behavior Analysis (p. 189)
- Clear Administrative Services Credential (p. 189)
- ESL Endorsement (p. 191)

Professional Development

- California Commission on Teacher Credentialing-Approved Induction Programs (p. 191)
- Professional Development for Educators: Individual Courses (p. 192)
- Army Foundation/Air Force Training and Certificate Program Infant, Toddler/Preschool (p. 194)
- Army Foundation/Air Force Training and Certificate Program Youth (p. 195)
- Army Foundation/Air Force Training and Certificate Program Child Care (p. 195)

Autism Spectrum Disorder Autism Spectrum Disorders, Added Authorization

This program provides eligible candidates with a CTC designated authorization to serve learners with Autism Spectrum Disorders. The California Autism Spectrum Disorders Added Authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism as defined in subsection 300.8(c)(1) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

The California Autism Spectrum Disorders Added Authorization is limited to the grade and age levels authorized by the prerequisite credential. For example, when the holder of a Specialist Instruction Teaching Credential in Learning Handicapped adds an Autism Spectrum Disorders Added Authorization, the teacher may serve students in grades preschool, K-12, and adults while the holder of an Education Specialist in Mild/Moderate Disabilities who adds the Autism Spectrum Disorders Added Authorization may serve students in grades K-12 through age 22.

Please note that admissions requirements for the California Autism Spectrum Disorders Added Authorization are different than those for other credentials and certificates.

Admissions Requirements

1. Eligible candidates are those with an appropriate active CTC designated credential. Questions regarding the eligibility of specific credentials should be directed to the Office of Credentials and Clinical Practice (OCCP) at 949-341-9899. Questions regarding schedules, program requirements, and registration should be directed to the School of Extended Education by visiting their web site at <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>) or by calling 800-632-0094.
2. Applicants must complete and submit the University of Massachusetts Global application and be admitted into the California Autism Spectrum Disorders Added Authorization program.

Autism Spectrum Disorder, Certificate

A Certificate of Completion will be awarded to students who wish to better understand students with autism and learn effective teaching strategies but do not need to obtain the Added Authorization. All four Added Authorization courses must be completed to earn the certificate. Admission is not required for those completing the certificate. Each course awards 3 academic credits (graduate).

Autism Spectrum Disorders, added Authorization Requirements

This program is also available as an emphasis area within the Master of Arts in Education (MAE) and the Master of Arts in Special Education (MASE).

Required Courses

EDUU 575	Introduction to Autism Spectrum Disorders: Etiologies and Characteristics	3
EDUU 675	Assessing Students with Autism Spectrum Disorders	3
EDUU 676	Autism Spectrum Disorders: Programming and Strategies, I	3
EDUU 677	Autism Spectrum Disorders: Programming and Strategies, II	3
Total Credits		12

No more than 3 credits may be waived or transferred into the ASDA. At least 9 credits must be taken at University of Massachusetts Global.

Demonstration of Mastery

Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the courses which includes a reflective essay that applies course content to Autism via the Learning Management System (LMS). A \$150 fee is required for the Demonstration of Mastery evaluation. This portfolio is completed as part of EDUU 677 Autism Spectrum Disorders: Programming and Strategies, II. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency.

Recommendation for Authorization

Eligible candidates that can be recommended for the Autism Spectrum Disorders added Authorization are those with an appropriate and valid CTC designated credential. Upon successfully completing and passing the coursework the candidate may apply to be recommended to the CTC for the authorization. To apply for the authorization, candidates complete the Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP) candidates can submit the credential fee to the CTC for the credential.

Autism Spectrum Disorder, Certificate Requirements

EDUU 575	Introduction to Autism Spectrum Disorders: Etiologies and Characteristics	3
EDUU 675	Assessing Students with Autism Spectrum Disorders	3
EDUU 676	Autism Spectrum Disorders: Programming and Strategies, I	3
EDUU 677	Autism Spectrum Disorders: Programming and Strategies, II	3

CTEL

California Teacher of English Learners (CTEL) leading to an English Learner (EL) Authorization

This program provides credentialed teachers or credential candidates with a CTC-designated authorization to serve limited English proficient students. The CTEL program follows all school of education graduate policies and procedures, including GPA and grade requirements. Up to 3 credits may be waived or transferred. At least 9 credits must be taken at University of Massachusetts Global.

Please note that admissions requirements are different than those for other credentials and certificates.

Admission Requirements

1. Eligible candidates are those with an appropriate valid CTC designated credential: Possess a valid California teaching credential, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children’s Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils.

2. Eligibility questions can be directed to the Office of Credentials and Clinical Practice (OCCP) at 949-341-9899 or credentialalerts@umassglobal.edu.
3. Questions regarding schedules, program requirements, and registration should be directed to the School of Extended Education by visiting their web site at <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>) or by calling 800-632-0094.

Applicants must complete and submit the University of Massachusetts Global application and be enrolled into the California Teacher of English Learners (CTEL) program.

Candidates with a verified SB 1969 Certificate of Completion issued by a school district or county office of education, or a Certificate of Completion of Staff Development (CCSD) issued by the Commission are eligible to waive EDUU 527 English Language and Literacy Development (3 credits). Please inform your advisor at registration. Your advisor is required to verify your information via the CTC website before submitting your course waiver petition.

CTEL Requirements

Required Course		
EDUU 570	Voice, Diversity, Equity, and Social Justice	3
EDUU 526	Theories in Language Structure and Acquisition	3
EDUU 527	English Language and Literacy Development	3
EDUU 528	Content-Based Instruction and Assessment for Linguistic Minority Students: SDAIE	3
Total Credits		12

Demonstration of Mastery

Candidates must submit a Portfolio of Evidence demonstrating abilities or competence in the courses and includes a reflective essay that applies course content to CTEL. A standardized assessment rubric will be used to determine that the candidate has demonstrated competency. Candidates submit the Demonstration of Mastery portfolio (DOM) through the Learning Management System (LMS). A \$150 fee is required for the Demonstration of Mastery evaluation. The DOM handbook containing requirements, scoring rubrics, and directions are located on the SOE Services MyUMassGlobal site.

Recommendation for Authorization

Upon successfully completing and passing the coursework and Demonstration of Mastery, the candidate may apply to be recommended to the CTC for the authorization. Eligible candidates are those with an appropriate active CTC designated credential. Out of state prepared teacher credential candidates may also be required to provide verification of basic skills to be eligible for a recommendation. To apply for the authorization, candidates complete the Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Office of Credentials and Clinical Practice (OCCP) candidates can submit the credential fee to the CTC for the credential.

Applied Behavior Analysis

Applied behavior analysis has been demonstrated as an effective intervention approach for individuals with Autism Spectrum Disorders and a variety of related developmental, medical and behavioral disorders such as intellectual disabilities, dementia, addiction, and traumatic brain injury. The Applied Behavior Analysis certificate program is designed to provide working professionals—including current behavior therapists or professionals in psychology, education, childcare, speech and language pathology, and social services with the knowledge and skills to provide effective behavioral interventions and to meet the academic requirements required by the Behavior Analyst Certification Board (BACB) to sit for the Board Certified Behavior Analyst (BCBA) exam.

Graduate Certificate: Applied Behavior Analysis

These courses incorporate the 5th edition of the Behavioral Analyst Certification Board (BACB) task list requirements and is a verified course sequence (VCS) through the Association for Behavior Analysis International (ABAI). Students who complete the sequence of courses meet the academic requirements required by the BACB to sit for the board examination. This seven-course, fully online program is designed for individuals seeking a career as a BCBA or the ability to incorporate applied behavior analysis into their professional or personal practices. While many certificants will enter the field in order to provide services to people with Autism Spectrum Disorders (ASD), other fields benefit from the skills acquired through this program: namely, the fields of psychology (from which ABA is originally derived) and education. The level of expertise acquired by completing the coursework has significant value, not just as a preparation for passing the exam, but as a general knowledge base gained to supplement other credentials.

Students wishing to apply to the Master's program with the ABA emphasis in Special Education (MASE) or Educational Psychology while taking the classes for the certificate may apply their courses to the Master's, if accepted. Admission requirements for the degree programs can be found in the catalog (<https://catalog.umassglobal.edu/education/special-education-ma/>). Meet with an advisor if you are considering applying for a Master degree program.

Restrictions

Courses are taken in sequential order at a maximum of one course per session, beginning with EDUU 692.

The seven-course sequence requires a student to be employed at least part-time in a position which uses applied behavior analysis. Assignments in each course require access to practitioners and clients to complete. Applied projects give students the opportunity to practice skills related to the BCBA task list that are learned in courses.

The certificate is awarded upon successful completion of all coursework taken with a minimum course grade of B- and a cumulative grade point average of 3.0 or above. No transfer credit may be used.

Admissions Requirements for Certificate

1. Satisfactorily fulfill graduate admission requirements for University of Massachusetts Global (see the Graduate Admissions section).
2. Online application for graduate admission.

3. Resume or CV showing current employment in a field related to Applied Behavior Analysis.

EDUU 692	The Science and Philosophical Underpinnings of Applied Behavior Analysis	3
EDUU 693	The Foundational Concepts and Principles of Applied Behavior Analysis	3
EDUU 694	Using and Analyzing Measurement, Data and Experimental Design in Applied Behavior Analysis	3
EDUU 695	Assessment to Guide and Evaluate Intervention in Applied Behavior Analysis	3
EDUU 696	Selecting and Implementing Interventions for Behavior Change in Applied Behavior Analysis	3
EDUU 697	Program Oversight, Collaboration and Management in Applied Behavior Analysis	3
EDUU 698	Ethical Behavior and the Compliance Code for Applied Behavior Analysts	3

Certification

Prepares students with the behavioral analytic content needed to apply for the Board Certified Behavior Analyst examination to become a Board Certified Behavior Analyst (BCBA). Please refer to [BACB.com](https://www.bacb.com) for additional requirements.

Clear Administrative Services Credential

University of Massachusetts Global offers the California Administrative Services Credential Clear Induction Program (ASC CIP). Candidates who complete the ASC CIP program requirements may be recommended for the Clear Administrative Services Credential (CASC).

University of Massachusetts Global's ASC CIP is aligned to the California Commission on Teacher Credentialing (CTC) Clear Induction Program Standards. The program provides a two-year induction program that supports the individual needs and leadership development of beginning educational administrators using the intersecting elements of individual coaching, professional learning, and assessment of skills. The design of the program is based on sound rationale informed by theory and research, and including personalized learning and support through coaching. The beginning educational administrator enrolled in ASC CIP fulfills their induction program professional learning requirements through a series of Administrative Services Induction Seminar courses that are aligned and designed to support the candidate's growth in the mastery of the California Professional Standards for Education Leaders (CPSEL) competencies. To support the professional learning and leadership development of the beginning educational administrator, the induction program provides the clear credential candidate with a well-trained and experienced induction coach. The induction coach supports the school administrator through individualized, on-going, job-embedded coaching that is directed by the identified needs and goals of the school administrator.

Program Learning Outcomes

The Program Learning Outcomes are aligned to Standard 5 of the Administrative Services Credential Induction Program Standards. School leaders who successfully complete the Administrative Services Credential Clear Induction Program will be able to demonstrate knowledge and skills in the following areas:

Shared Vision: Engage stakeholders in a collaborative process to facilitate the development and implementation of a shared vision of learning and growth for all students.

Instructional Leadership: Create a collaborative culture of teaching and learning in which staff engages in individual and collective professional development that focuses on student and professional growth and results in continuous improvement.

Management and Learning Environment: Establish and implement structures and processes that engage stakeholders in using problem-solving and decision-making methods and distributed leadership to develop, monitor and revise plans and programs that support students to graduate ready for college and career.

Family and Community Engagement: Engage and collaborate with all parents and families, including underrepresented communities, in student learning and support programs.

Ethics and Integrity: Assess personal code of ethics and leadership practices to guide and support personal and collective actions that use relevant evidence and research to make fair and ethical decisions.

External Context and Policy: Evaluate and communicate policy to stakeholders to collaborate on education policies focused on improving education for all students.

Admission Requirements

1. Candidate must possess a valid Preliminary Administrative Services Credential (PASC).
2. Candidate must be employed in a position requiring an Administrative Services Credential. Questions regarding schedules, program requirements and registration should be directed to the School of Extended Education by visiting their website at <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>) or by calling 800-632-0094.
3. Candidate must provide Verification of Employment Form completed by employer.
4. Applicants must complete and submit the University of Massachusetts Global application and be admitted into the Clear Administrative Services Credential program.

Credential and Program Requirements

1. Completion of a minimum of 40 hours of induction coaching each year.
2. Completion of a minimum of 20 - 30 hours of professional learning each year.
3. Completion of all induction program E- Portfolio components and requirements indicating demonstration of CPSEL competencies.
4. Verification of two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential. Verification of experience must be

on the district or employing agency letterhead and signed by either the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.

5. Verification of successful submission, with passing scores, on all three cycles of the CalAPA.

Clear administrative services credential courses are not eligible for financial aid.

Required Courses:

EDAD 760-A	Professional Learning and Induction Coaching I-A	0.5
EDAD 760-B	Professional Learning and Induction Coaching I-B	0.5
EDAD 762-A	Professional Learning and Induction Coaching II-A	0.5
EDAD 762-B	Professional Learning and Induction Coaching II-B	0.5
EDAD 764-A	Professional Learning and Induction Coaching III-A	0.5
EDAD 764-B	Professional learning and Induction Coaching III-B	0.5
EDAD 766-A	Professional Learning and Induction Coaching IV-A	0.5
EDAD 766-B	Professional Learning and Induction Coaching IV-B	0.5
EDAD 768-A	Professional Learning and Induction Coaching V-A	0.5
EDAD 768-B	Professional Learning and Induction Coaching V-B	0.5
EDAD 770-A	Professional Learning and Induction Coaching VI-A	0.5
EDAD 770-B	Professional Learning and Induction Coaching VI-B	0.5
Total Credits		6

Transfer of Coursework

No transfer credits or waivers will be accepted.

Time Limitations

All coursework must be completed within a consecutive seven-year period immediately prior to the awarding of the degree.

Demonstration of Competency

Candidates recommended for the Clear Administrative Services Credential must successfully complete an Induction Portfolio demonstrating satisfactory completion of the coaching hours, professional learning hours and formative and summative assessments that include an evaluation of the candidate's Individual Induction Plan (IIP) goal attainment and CPSEL competencies. The Induction Portfolio will be reviewed by the induction coach who will evaluate the candidate's competence and performance.

Recommendation for Credential

Upon successfully completing and passing all Administrative Services Credential program coursework requirements, and passing all three cycles of the CalAPA, the candidate may apply to be recommended to the CTC for the credential. To apply for the credential, candidates complete

the on-line Recommendation Form on the SOE Services MyUMassGlobal site. Once the recommendation is made by the Teacher Accreditation Department (TAD) candidates can submit the credential fee to the CTC for the credential.

ESL Endorsement Courses for States Outside of California

These courses provide currently licensed teachers with theories, content, and methods for teaching English Language Learners in PK-12 settings and are aligned with the standards and requirements for the ESL and/or Bilingual Endorsement for certain states outside of California. These courses are currently approved in Illinois, Louisiana, Nevada, and New Mexico. Additional states may be approved throughout the academic year.

EDEU 500 Theory/Foundations of ESL and Bilingual Programs

Explore how historical, political, sociocultural, and educational events, federal and local laws, and local policies combine to drive the services and supports for English Learners in schools. Theories of first and second language acquisition and bilingualism, ESL and Bilingual program delivery models, and current research related to developing, implementing, and evaluating ESL and Bilingual programs and services for English Learners, and their families are included. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

- Applicable to: IL ESL, IL Bilingual, IL PEL, NM TESOL, NV ELAD

EDEU 501 Methods of Teaching ESL in Bilingual Programs

Develop an understanding of materials, methods, and approaches for implementing and managing standards-based ESL and content instruction for students served within bilingual programs. Topics will include language objectives, instructional methods, grouping strategies, selection and use of digital and print materials and resources, selection and use of linguistic supports, and assessment practices for promoting content and language learning for students at different levels of English language development within bilingual programs. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

- Applicable to: IL ESL, IL Bilingual, IL PEL, LA ESOL, NM TESOL, NV ELAD

EDEU 502 Cross Cultural Issues for Teaching ESL

Teachers analyze their personal attitudes, values, and beliefs about English, bi/multilingualism, language use, patriotism, power, privilege, and cultural norms. Explore implications for how these impact interactions with students and their families, instructional decisions, perceptions about student performance, teaching, learning, assessment, and evaluation of English Learners in multicultural educational settings. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

- Applicable to: IL ESL, IL Bilingual, LA ESOL, NM TESOL

EDEU 503 Methods and Materials for Teaching ESL

This course will help teachers develop an understanding of the best practices, methods, and selection and use of print and digital materials and resources to support English Learners in developing listening, speaking, reading and writing skills in English. Emphasis is placed on developing interpersonal communication skills and academic language of beginning and intermediate ESL students. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

- Applicable to: IL ESL, IL Bilingual, LA ESOL, NM TESOL, NV ELAD

EDEU 504 Linguistics for ESL Teachers

Teachers deepen awareness about English phonology, phonemes, morphology, syntax, semantics, and pragmatics, the history of the English language, the constant evolution of the language, and the role of language in society. Explore similarities and difference between the structures of English and languages represented in the classrooms, schools, and communities of the participants as well as those of major groups in the US with consideration for teaching English Learners. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

- Applicable to: IL ESL, IL Bilingual, LA ESOL, NM TESOL, NV ELAD

EDEU 505 Assessment of Bilingual Students

Overview of procedures and instruments used to promote assessment of learning, assessment for learning, and assessment as learning in English learners and emerging bilinguals. Develop understanding of the purposes, characteristics, strengths, and limitations of formal assessments and informal structured and unstructured classroom assessments, strategies for using assessment data to plan and deliver instruction, and the impact of validity, reliability, and bias. Tools and practices for identifying, placing, and assessing language and content learning in English learners and emerging bilinguals at all levels of English language development will be included. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

- Applicable to: IL ESL, IL Bilingual, NM TESOL, NV ELAD

California Commission on Teacher Credentialing-approved Induction Programs

The School of Extended Education partners with schools and districts throughout California to provide graduate-level professional development credit for induction work done by beginning teachers or administrators and support providers. Academic credit toward specific University of Massachusetts Global Master's degree programs (listed below) may be awarded for successful completion of certain induction programs.

Induction Credit toward Master's Degree

University of Massachusetts Global has developed a pathway for teachers who successfully complete a CTC-approved Induction Program to receive a block credit grant toward a Master's degree.

Up to 12 credits from BTSA or General Education Induction may be applied to the Master of Arts in Education, Teaching and Learning. This program is for educational professionals seeking to become

transformational leaders and innovative teachers. Students will learn ground-breaking ideas and put them into practice immediately to transform their classrooms and the educational landscape in California.

Professional Development for Educators: Individual Courses

Independent study options, learning circles, and dozens of other online, blended and on-ground courses provide opportunities to delve into topics spanning all curriculum subject matter areas, educational technology, instructional methods, classroom management, common core, eco-literacy, organization and more.

EDIC 9000 Brain Based Teaching

In this course, students will examine the research in various brain-based fields, such as neuroscience and psychology (cognitive, developmental, educational), and apply this information to classroom strategies and practices. 2 credits.

EDIC 9001 Essentials of Interpersonal Communication

In this course, students will explore the essentials of interpersonal communication. In today's fast-paced world, successful interpersonal communication is increasingly difficult. Special attention will be given to the components of the communication process, filters and barriers, techniques for improving communication, and learning how to effectively use communication technologies, such as social media, within interpersonal communication. Students will identify three components of interpersonal communication to improve and then develop specific action plans that address these growth areas. 1 credit.

EDIC 9002 Leading with Emotional Intelligence

Emotional intelligence (EI) is vital to being an effective and high-performing member of any team. Business professionals who understand the connection between emotions and actions can apply EI skills to maximize effectiveness to have a stand-out advantage in any organization. During this course, we will study the theories and concepts of the EI model which focuses, specifically on the behavioral level, on performance at work and on organizational leadership. We have developed this course to introduce the proven EI model and provide the insight and skills necessary in careers and relationships more effective, satisfying, and successful. 1 credit.

EDIC 9003 Resolving Conflict

Conflict is something that occurs on a daily basis in both our personal lives and in our workplace. Identifying and managing that conflict can determine your level of success. In this course, we will explore the different types of conflict, identify personal conflict style, and learn how to apply that style to situations both in and out of the workplace. Students will also identify ways to resolve a conflict situation. 1 credit.

EDIC 9004 Growth Mindset

A Growth Mindset is the foundation for resilience and persistence. This course will describe what a Growth Mindset is (as compared to a Fixed Mindset), the correlation and effects a Growth Mindset has on the brain, the power of grit, and strategies for developing a Growth Mindset classroom. Furthermore, this course will prepare students to create a lesson plan to teach about a Growth Mindset, how to embrace a Growth Mindset through questioning and awareness, and to implement strategies to develop this mindset. 2 credits.

EDIC 9005 Math – Deepening Conceptual Understanding

In this course, students will explore the world of mathematics from different perspectives with a focus on the ways that concepts can be understood through language, symbols, visual representations, and relationships. Students will investigate and build upon their own experience learning and teaching math, shifting from how to perform mathematical operations to why we perform operations and use algorithms the way we do? What are the relationships between mathematical concepts and the world we live in? How do we build more integrated approaches for our students that allow them to dig deeper? 3 credits.

EDIC 9006 Integrated ELD Instruction in Math

In this course, students will learn ways to effectively integrate the California ELD (English Language Development) standards into mathematical instruction in the elementary classroom. Students will begin by reviewing the language demands of mathematical instruction, as well as exploring the areas of strength and needs of English Language Learners in schools/districts. Students will then be presented with a variety of strategies to integrate language, vocabulary, speaking and listening in K-6 mathematics instruction. At the end of this course, students will be asked to design and present an integrated ELD math unit plan that demonstrates understanding of the instructional strategies presented. 2 credits.

EDIC 9007 STEM Integration for PreK-6

In this course, students will discover how STEM education is impacting learning in K-12 classrooms. Students will expand their knowledge of how science, technology, engineering, and math can be taught in exciting, exploratory ways. Unlike traditional math and science lessons, STEM lessons are often open-ended activities where students collaborate to design or develop systems to solve problems with real-life applications. As a new trend in education, STEM lessons are numerous and readily available, however, not all STEM lessons are created equal. As students increase knowledge of STEM education, they will be able to select or create high-quality STEM lessons. As a culminating activity, students will create a presentation to showcase the benefits of STEM, share a lesson prepared and taught, and teach other stakeholders in their community about why students should engage in STEM education and also how to implement it. 2 credits.

EDIC 9008 Introduction to Project Based Learning Experiences

Looking for ways to engage your students? Project Based Learning (PBL) is a popular instructional model that connects academic skills with real-world learning. Additionally, it teaches life skills such as collaboration, communicating effectively, and critical thinking. In this course, students will study high-quality PBL models and create an engaging, rigorous Project Based Learning unit to use in your own classroom. 3 credits.

EDIC 9009 Coaching for Educators

This course is designed for all those who are interested in and aspiring to become educational coaches (those providing support to current educators focused on continuous improvement). Educational coaches include teachers, principals, site administrators, Teachers on Special Assignment (TOSAs) Curriculum Specialists, Instructional Specialists or experienced teachers who provide support to new or experienced educators. Students will develop and expand knowledge of educational coaching and have the opportunity to apply that knowledge through study and practice. Students will also develop the ability to self-reflect on their own strengths and challenges within the coaching process and determine next steps for the purpose of enhancing practice. 3 credits.

EDIC 9011 Cultural Awareness and Unconscious Bias

Develop the skills to recognize implicit/explicit bias and the ways in which they influence our perceptions and actions. This course explores the concept of implicit bias and the nuanced behaviors that are a product of our unconscious beliefs. Participants will create an action plan around the essential question: What am I willing to do to not only become aware of, but interrupt actions that reflect implicit bias. 1 credit.

EDIC 9012 Culturally Relevant Pedagogy

The purpose of this course is to provide a foundational framework from which to build your capacity to work effectively with students of color, thus eliminating the racial achievement disparities that exist in schools. Using Culturally Relevant Pedagogy as a lens, participants will reflect personally on their practice, analyze the systemic issues that perpetuate the disparities, and practice having the honest and compassionate dialogue that can positively impact students. 1 credit.

EDIC 9014 Let's Talk About Race for Educators

In this course, you will take steps to deepen your understanding of historical and social racial inequity through the exploration of Critical Race Theory (CRT). CRT has five tenets: Counter-Storytelling, the Permanence of Racism, Whiteness as Property, Interest Convergence, and the Critique of Liberalism. These tenets help to highlight the origin and current manifestations of racial oppression, discrimination, and inequality found within the fabric of American culture. 2 credits.

EDIC 9015 Leveraging Privilege and Entitlement for Educators

This course will explore personal and institutional oppression in ways that equip individuals with knowledge and skills in how to leverage their levels of privilege and entitlement to affect individual and systemic change initiatives. Using the Tools of Cultural Proficiency, participants examine historical foundations of systemic oppression that underlie schools' unstated, negative core values which regard some cultures as deficits. They will also learn Cultural Proficiency's Guiding Principles as a means to developing intentional educator and school wide core values in which students' cultures are embraced as assets. 2 credits.

EDIC 9016 Thriving in America as an Ethnically and Racially Conscious Person for Educators

The purpose of this course is to help you think about race and ethnicity as an evolving part of the human experience that, with understanding, self-reflection, and a willingness to engage in the larger world around us, can help you thrive. Participants will have an opportunity to explore family and community beliefs, values, and ideals and how they may impact our own values and beliefs and how they manifest in our interactions with those around us and the organizational policies, practices, structures, and culture. Through the implementation of Compassionate Dialogue and the RIR Protocol students will reflect interpersonally, intrapersonally, and systemically on issues that impede an ability for individuals to thrive. 2 credits.

EDIC 9018 Diversity and Inclusion for Educators Certificate

No matter how good our intentions are to be free of prejudice, we all have implicit biases that can have a serious impact on our work in schools. We will explore the concept of implicit bias and the nuanced behaviors that are a product of our unconscious beliefs. Students will have opportunities to reflect upon how their implicit biases may impact their professional and personal interactions. Participants will have opportunities to explore each of the five tenets in order to develop a deeper understanding of each tenet. The five tenets of Critical Race Theory are Counter-Storytelling, the Permanence of Racism, Whiteness as Property, Interest Convergence, and the Critique of Liberalism. We will explore the concepts of race, ethnicity, and culture (gender, socioeconomic status, etc.) and the way in which these aspects of our identities shape the way we think, we see ourselves/sense of self, how we interact with others and view the world. We will examine the concept of Culturally Relevant Pedagogy through the three foundational pillars of Academic Press, Cultural Competence and Sociopolitical Consciousness. Participants will have opportunities to explore a student-centered approach to teaching in which student's unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being. 6 credits.

EDIC 9019 The Tragedy of Non-Belonging for Educators

In this course, we will look closely at how language and other forms of representation can be used to marginalize people and groups. Exclusionary descriptors are embedded in language and undermine our ability to create inclusive and equitable relationships, schools, and communities. An example of exclusionary language, we describe someone as not being something (ex. "non-White"), which results in the excluded listener feeling "othered," "less than," "inadequate" and "unseen." In this training, participants will discuss the prevalent forms of exclusionary language and representation and discuss appropriate, compassionate personal and professional responses to its use. 2 credits.

EDIC 9020 Fundamentals of Classroom Management

Time to Teach is an evidence based classroom management model which uses practical, proven, and powerful strategies. All of our strategies are research based and are ready to use in the classroom! This course will focus on the components of self-control and teaching to classroom expectations. Specifically self control strategies help to remain calm and respond right when challenged, also monitoring and responding to the classroom climate to maximize instructional time. Perhaps one of the most unchallenged assumptions in school settings today is that students are arriving ready and willing to behave and through the Teach To component we focus on strategies to successfully teach to classroom rules and routines. 2 credits.

EDIC 9021 Restorative Practices for Educators

In this course, you will learn fundamental theory and practices for engaging with students, staff, and parents in your school setting. You will begin by gaining a full understanding of the theories behind the practices that make Restorative Practices (RP) effective. Among these theories include the fundamental hypothesis, social discipline window, affect psychology, compass of shame, stigmatizing versus reintegrative shame, and the importance of utilizing proactive RP 80% of the time. You will then learn about how to use a variety of circles to help build positive culture and climate in your classroom and/or school, while creating your own circle rituals to be used directly in your classroom and/or school. At the end of this course, you will be asked to create a multimedia presentation addressing how you have utilized RP concepts in your practice. 2 credits.

EDIC 9022 Trauma-Informed Practices for Educators

In this course, you will learn fundamental theory and practices for engaging with students, staff, and parents in your school setting. You will begin by gaining a full understanding of the theories behind the practices that make Trauma-Informed Practices (TIP) effective. Among these theories include basics of brain development and brain organization, 6-R's of positive development, dosing stress, heterogeneous stress response, Neurosequential Model in Education (NME), state-dependent functioning, co-regulation, mirror neurons, relational sensitivity, optimal learning environments, sequence of engagement, schools as buffers to trauma, the importance of positive, consistent relationships, and NME Mini-Maps. You will use these concepts to create a variety of new systems, structures, protocols, and procedures for your own classroom or organizational setting, including creating trauma-informed lesson plans, identifying dissociated and hyperaroused students, then applying effective interventions and de-escalation strategies. At the end of this course, you will be asked to create a multimedia presentation addressing how you have utilized TIP concepts in your practice. 2 credits.

EDIC 9023 Classroom Management: Relationships and Ecology

Time to Teach is an evidence based classroom management model which uses practical, proven, and powerful strategies. All of our strategies are research based and are ready to use in the classroom! This course will focus on the components of unconditional positive regard and classroom ecology. Specifically classroom ecology strategies help to effectively arrange and design the classroom environment. We will also cover unconditional positive regard or how to build and maintain strong student and teacher relationships. We focus on strategies to reach every student, every day. 1 credit.

EDIC 9026 Classroom Management: Accurate and Timely Consequences

Time to Teach is an evidence based classroom management model which uses practical, proven, and powerful strategies. All of our strategies are research based and are ready to use in the classroom! This course will focus on the capstone component of Refocus. Specifically strategies to reduce multiple warnings and repeated requests. 1 credit.

EDIU 9007 Independent Study: Special Topic Exploration

This practicum course is designed for educators who participate in professional development in a variety of different formats such as seminars, workshops, trainings, online courses, or webinars by helping to prioritize the information presented, determine how to apply the most relevant information to their work, and plan or create a project demonstrating their ability to apply the strategies they discovered. 15-45 clock hours/1-3 PDUs 1-3 credits.

EDIU 9124 Learning Circles: Professional Conversations

This course is designed to meet the needs of administrators, staff developers, or groups of teachers who wish to examine current practice based on a mutually agreed upon book that would respond to a common need at their schools/districts. In this course, reflection and discussion will lead to creation of an Action Plan. A detailed syllabus provides the structure to help the group reach its goals in a timely and orderly manner. 3 credits.

EDIU 9125 Learning Circles: Practical Applications

This course is designed so participants can review the Action Plan created in EDIU 9124 and evaluate it in a systematic manner. Group members will continue to meet and work together, but the focus will not be so much on exploring existing research as on creating new research. Based on the action research model, this course will guide the group through the process of determining what really works and what does not. It is an empowering process that can bring satisfying results. 3 credits.

EDIU 9200 Media Literacy: What Does It Mean for Your Students

Have you wondered about the effects of the Internet, television, video games and other media on your students? This course gives you an opportunity to reflect on media's influence and help your students understand media so that it is less likely to have a negative effect on them. As a participant, you will research issues related to media literacy and determine the best methods to integrate this concept into their lesson plans. Determine how to use media as an educational tool so that its persuasion helps children learn rather than choose negative attitudes and behaviors. 1-3 credits.

EDIU 9220 Classroom Strategies That Work

All teachers want to use the best teaching and learning strategies to promote the highest success for students. This course will explore the research that shows which classroom strategies actually work. Teachers will experiment with these strategies and reflect on their effectiveness with their own students. 3 credits.

EDIU 9246 Prevent Bullying in the Classroom

Bullying significantly impacts the learner and the learning environment. Students in fear of being bullied can hardly be expected to do their best academic work in class. This course is designed to assist the educator in analyzing the issues involved with school bullying and developing solutions to effectively deal with bullying behaviors. It will also help the teacher to support the victims and learn how to take preventive measures. This class may be one of the most significant classes you take. 3 credits.

EDIU 9247 Classroom Management and Student Responsibility

Teaching self-control and responsibility begins with the teacher's classroom management plan. Participants in this course will develop effective strategies for handling real day-to-day situations and learn how to resolve and prevent discipline problems. As part of this course, teachers will create an effective classroom management plan based on their own personality, grade level, and teaching style. 3 credits.

EDIU 9680 STEAM to Support Innovation and Creativity Across the Curriculum

Since the beginning of time, mankind has created art. Art is a language that all people speak, cutting across racial, cultural, social, educational, and economic barriers, enhancing cultural appreciation and awareness. It provides opportunities for self-expression, bringing the inner world into the outer world of concrete reality, integrating mind, body, and spirit. This course will give you the opportunity to explore the integration of the visual arts into your curriculum as a tool for inspiring creative thinking in your students. 3 credits.

EDIU 9681 Learning Styles in the Classroom

Students of all ages have preferred learning styles, and they learn best when they receive information that is a fit for their style. They also learn better if they can adapt to a variety of styles. Teachers also have preferences and tend to emphasize their preferred style, but both teachers and students will benefit if lessons address the full spectrum of styles. The main goal of this course is to help you understand the different learning styles and practice integrating them into your lesson plan. 1-3 credits.

Army Foundation/Air Force Training and Certificate Program Infant, Toddler/Preschool

This Infant, Toddler/Preschool training program includes thirteen courses aligned with the thirteen Child Development Associate (CDA) competency

standards defined by the Council for Professional Recognition in Washington, DC. Supervised work experience accompanies the module requirements.

Academic Credit Opportunity

Successful completion of this certificate program grants three (3) general academic credits.

EDGU 8061	Infant-Toddler Preschool Module 1 - Safe	1
EDGU 8062	Infant-Toddler Preschool Module 2 - Healthy	1
EDGU 8063	Infant-Toddler Preschool Module 3 - Learning Environments	1
EDGU 8064	Infant-Toddler Preschool Module 4 - Physical	1
EDGU 8065	Infant-Toddler Preschool Module 5 - Cognitive	1
EDGU 8066	Infant-Toddler Preschool Module 6 - Communication	1
EDGU 8067	Infant-Toddler Preschool Module 7 - Creative	1
EDGU 8068	Infant-Toddler Preschool Module 8 - Self	1
EDGU 8069	Infant-Toddler Preschool Module 9 - Social	1
EDGU 8070	Infant-Toddler Preschool Module 10 - Guidance	1
EDGU 8071	Infant-Toddler Preschool Module 11 - Families	1
EDGU 8072	Infant-Toddler Preschool Module 12 - Program Management	1
EDGU 8073	Infant-Toddler Preschool Module 13 - Professionalism	1

Each module is equivalent to 16 clock hours/1PDUs

Certificate is equivalent to 208 clock hours/13 PDUs

Army Foundation/Air Force Training and Certificate Program Youth

This self-paced training program is designed to help adults who care for youth in after school programs learn how to plan and implement a developmentally appropriate program for youth in grades 6-12. Supervised work experience accompanies the module requirements.

Academic Credit Opportunity

Successful completion of this certificate program grants six (6) general academic credits.

EDGU 8117	Youth Training Module 1 - Safe	1
EDGU 8118	Youth Training Module 2 - Healthy	1
EDGU 8119	Youth Training Module 3 - Program Settings	1
EDGU 8120	Youth Training Module 4 - Physical	1
EDGU 8121	Youth Training Module 5 - Education and Career Development	1

EDGU 8122	Youth Training Module 6 - Communication	1
EDGU 8123	Youth Training Module 7 - Creativity and the Arts	1
EDGU 8124	Youth Training Module 8 - Personal, Character and Leadership Development	1
EDGU 8125	Youth Training Module 9 - Social and Cultural	1
EDGU 8126	Youth Training Module 10 - Guidance and Human Relationships	1
EDGU 8127	Youth Training Module 11 - Families, School, and Communities	1
EDGU 8128	Youth Training Module 12 - Program Management	1
EDGU 8129	Youth Training Module 13 - Professionalism	1
EDGU 8130	Youth Training Module 14 - Programming	1

Each Module is equivalent to 16 clock hours/1 PDUs

Certificate is equivalent to 224 clock hours/14 PDUs

Army Foundation/Air Force Training and Certificate Program Child Care

This self-paced training and certificate program is designed to help adults who care for children in their home to learn how to plan and implement a developmentally appropriate program for children ages 6 weeks through 12 years old. The training program is comprehensive, covering the key knowledge and skills needed by Family Child Care Providers working in a home setting.

Academic Credit Opportunity

Successful completion of this certificate program grants three (3) general academic credits.

EDGU 8104	Family Child Care Training Module 1 - Safe	1
EDGU 8105	Family Child Care Training Module 2 - Healthy	1
EDGU 8106	Family Child Care Training Module 3 - Environments	1
EDGU 8107	Family Child Care Training Module 4 - Physical	1
EDGU 8108	Family Child Care Training Module 5 - Cognitive	1
EDGU 8109	Family Child Care Training Module 6 - Communication	1
EDGU 8110	Family Child Care Training Module 7 - Creative	1
EDGU 8111	Family Child Care Training Module 8 - Self	1
EDGU 8112	Family Child Care Training Module 9 - Social	1
EDGU 8113	Family Child Care Training Module 10 - Guidance	1

EDGU 8114	Family Child Care Training Module 11 - Families	1
EDGU 8115	Family Child Care Training Module 12 - Program Management	1
EDGU 8116	Family Child Care Training Module 13 - Professionalism	1

Each Module is equivalent to 16 clock hours/1 PDUs

Certificate is equivalent to 208 clock hours/13 PDUs

Business Programs

At University of Massachusetts Global, business programs offered through the School of Extended Education provide solutions for those who want to transition into new career fields, enhance current careers, and expand expertise. Business offerings include certification exam prep courses and professional development programs. Certifications may provide academic credit toward completion of degree programs. Our large team of instructors is composed of working professionals with subject matter expertise in their fields, bringing real-world experience into the classroom. A sample of available programs is noted below. For more information on courses and programs for Business and Management professionals, see <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>).

- Human Resources (p. 197)
- Supply Chain & Logistics (p. 198)
- Career Readiness Programs (p. 200)
- Project Management (p. 205)
- Nonprofit Management (p. 207)
- Computer Applications (p. 208)

Human Resources

Certification as a Human Resources professional is becoming an integral step to building a successful career. The programming noted below can be used for certification exam preparation. These courses are also good overviews for all entry-level and more senior staff in human resources who need professional development or certification focused on the topic areas that comprise the focus of their daily work.

Academic Credit Opportunities

Certification may qualify as academic credit and substitute for specific courses in the University of Massachusetts Global HR degrees, academic certificate programs and HR emphases in other undergraduate and graduate program areas.

- PHR Certification may be substituted for HRCU 445 Human Resource Studies or HRCU 600 Human Resource Foundations
- SPHR Certification may be substituted for HRCU 600 Human Resource Foundations

HRCU 8001 Certificate in Human Resource Fundamentals

This course is intended for operating managers with people management responsibilities, primarily at the front-line and mid-management organizational levels. It provides a practical overview of contemporary fair and effective leadership practices at several stages of the employee lifecycle, including talent acquisition, assessment, development, and remuneration, outlining both recommended practices and traps to avoid.

- 15 Clock hours/1 PDU

HRCU 0048 aPHR® Exam Prep Course

The aPHR® Exam Prep course covers the material found in the updated version of the aPHR® exam. The course's content is broken up into sections, which correspond to the exam topics. The course begins with a Diagnostic Test that reflects the questions appearing on the exam, and provides learners with detailed feedback about their performance.

Each section of the content concludes with a set of practice questions, accompanied by detailed explanations of the correct answers. Practice tests can be taken numerous times, with different questions being pulled from test banks. At the end of the course is a full-length practice test, which contains 125 questions; the distribution of topics represents the weighting of aPHR™ exam topics. 2.4 credits.

- 24 Clock hours/2.4 CEUs

HRCU 0030 PHR® Exam Prep Course

This completely online and self-paced, seven-module Human Resources management course provides comprehensive preparation for the Professional in Human Resources (PHR®) certification exam. The course includes exam-taking tips, a detailed diagnostic test, practice questions at the end of each module, and a full-length, 175-question practice exam. A total of 365 practice questions address the seven knowledge areas covered in the PHR® exam. This course aligns with HRCI's Exam Content Outline updates. 2.5 credits.

- 25 Clock hours/2.5 CEUs

HRCU 0031 SPHR® Exam Prep Course

This completely online and self-paced, five-module Human Resources management course provides comprehensive preparation for the Senior Professional in Human Resources (SPHR®) certification exam. The course includes exam-taking tips, a detailed diagnostic test, practice questions at the end of each module, and a full-length, 175-question practice exam. A total of 350 practice questions address the five knowledge areas covered in the SPHR® exam. This course aligns with HRCI's Exam Content Outline updates. 2.5 credits.

- 25 Clock hours/2.5 CEUs

HRCU 0050 HRCI: Certificate in Managing the Hybrid Workforce

In response to the COVID-19 pandemic, organizations large and small quickly adapted to remote work settings and alternative workplace solutions to protect employees' health and safety and maintain business continuity. What began as a necessary and seemingly temporary change soon prompted organizations to rethink their work environments and workspace needs entirely. Such significant changes to the traditional office setting have required HR professionals to address key business challenges, including how to support and engage employees in remote settings and how to safely transition back to physical work locations. Many organizations now seek a comfortable middle ground—a work arrangement that maximizes the benefits of remote work while utilizing physical work spaces for tasks and activities that warrant in-person collaboration and connection. HR professionals play a key role in leveraging the benefits of both settings, remote and in-person, to create hybrid solutions that suit the unique needs of their organizations. This certificate prepares HR professionals to manage hybrid workforces, especially during times of transition and as business needs change. This Certificate includes three courses: 1. Building and Supporting a Remote Workforce 2. The Hybrid Workplace and 3. The Modern Office. 0.9 credits

- 9 Clock hours/.9 CEUs

HRCU 0052 HRCI: HR Hot Topics Bundle

To keep pace with changing business environments, new technologies, and current employee needs, human resources professionals must have a thorough understanding of the topics and issues shaping today's workplace. This series of courses addresses a range of key issues,

"hot topics," and trends, including in-demand benefits, flexible work arrangements, and inclusive workspaces.

Creating a safe, collaborative workplace where employees feel welcome and supported requires human resources professionals to face some difficult issues and challenges. In this bundle of courses, you'll learn about current issues your employees may be facing and best practices for promoting employee well-being. With a deeper understanding of potential issues that may arise, you'll be better equipped to provide guidance, policies, and resources to help employees thrive. This Bundle includes ten HR Hot Topic Series courses: 1. Marijuana and the Workplace 2. Diversity and Inclusion in the Workplace 3. Pay Equity 4. Promoting Employee Well-being 5. Handling Workplace Violence 6. Buzzworthy Benefits 7. Employee Classification 8. Flexible Work Arrangements 9. Recruiting Multi-generational Employees and 10. The Future of Work. 1.5 credits

- 15 Clock hours/1.5 CEUs
- 4.5 PMI PDUs*
- 15 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

HRCU 0051 HRCI: HR Ethics Certificate

Human resources professionals are charged with supporting the success of their organizations in ways that are ethical and socially responsible. Ethical organizations must consider questions about what is right and fair in all decision-making processes. Because HR professionals are involved in designing and enforcing policies that impact the people who work in an organization, they play an especially powerful role in shaping the ethical culture. Each of these 1.5-hour courses explores the relationship between human resources and creating an ethical workplace. While some delve into theoretical and philosophical questions about how we can know what is right and wrong, others focus on applying theory to practice in an organizational setting. After completing the courses in this certificate, the learner will be prepared to play an essential role in shaping the ethical culture in their workplace. Each self-paced course features an assortment of interactive exercises, videos, case studies, and assessments. This Certificate includes ten HR Ethics Series courses: 1. Defining Business Ethics 2. Ethical Decision Making 3. Theories of Ethics 4. Capitalism, Inequality, and Justice 5. Corporations and Corporate Social Responsibility 6. Common Ethical Challenges 7. Leadership and Organizational Ethics 8. Issues in the Workplace 9. Globalization and Ethics and 10. Building an Ethical Organization. 1.5 credits

- 15 Clock hours/1.5 CEUs
- 13.5 PMI PDUs*
- 15 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

HRCU 0053 HRCI Pro: Benefits

The HRCI Pro Series is a collection of certificate courses that focus on advanced HR and business concepts. By completing each Pro Series certificate, you demonstrate your knowledge in a specific area of expertise, and earn a digital badge to proudly display your achievement

as an HRCI Pro in Benefits. This Certificate includes three courses: 1. Medical-Related Benefits 2. Retirement Plans and 3. Supporting Health and Wellness. 1.2 credits

- 12 Clock hours/1.2 CEUs
- 12 SHRM PDCs*

* Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

HRCU 0054 HRCI Pro: Compensation

The HRCI Pro Series is a collection of certificate courses that focus on advanced HR and business concepts. By completing each Pro Series certificate, you demonstrate your knowledge in a specific area of expertise, and earn a digital badge to proudly display your achievement as an HRCI Pro in Compensation. This Certificate includes three courses: 1. Compensation Systems 2. Internal and External Equity and 3. Compensation Communication. 1.2 credits

- 12 Clock hours/1.2 CEUs
- 12 SHRM PDCs*

* Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

Supply Chain and Logistics

The Supply Chain Management Basics course focuses on the key strategic drivers of effective supply chain management. As the supply chain grows in complexity and companies continue to source products and services from a more diverse and global set of suppliers, the job of managing the processes that ensure the steady and reliable flow of components and inputs has never been more difficult.

Academic Credit Opportunities

Certification may qualify as academic credit and substitute for specific courses in the University of Massachusetts Global Bachelor in Business Administration or the Bachelor of Science in Computing Technology degree programs.

- Six Sigma Green Belt may be substituted for CSCU 383 Applied Project Management and CSCU 415 Systems Quality Assurance and Testing.

BUSU 0019 Supply Chain Management Basics

As a supply chain grows in complexity, and companies increasingly source products and services from a more diverse and global set of suppliers, the job of managing the processes that ensure the steady and reliable flow of components and inputs has never been more difficult. This course introduces the core concepts and components of supply chain management, including supplier evaluation, logistics, inventory management, and other supply chain practices. 1 credit.

- 10 Clock Hours / 1.0 CEU
- 10 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0093 Logistics and Distribution Management

This course explores the fundamental concepts and ideas of logistics and distribution management. It delves into the various logistics information management systems, analyzes their financial aspects and technological influences, and explains how to manage and measure their performance. This course is divided into modules that explain logistics management, inventory management, and warehousing and distribution. Throughout these modules, course participants will review and distinguish between inbound logistics, outbound logistics, reverse logistics, and third-party logistics; explore the tools and techniques for tracking and valuing inventory, including ABC analysis; and learn the functions of packaging and methods for transporting goods through simple and complex distribution channels 0.6 credits.

- 6 Clock Hours/.6 CEUs
- 6 PMI PDUs*
- 6 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0094 Operations Management

This course explores the fundamental concepts and theories practitioners will need to successfully guide operations in manufacturing and service organizations. Modules in this self-paced course introduce key foundational material, describe the interplay of supply chains and demand management, and explain the role that processes and process management play in robust operations. Specific tools, techniques, and methodologies (including Lean, total quality management, and Six Sigma) are presented to show their applicability to operational strategies. 1 credit.

- 10 Clock Hours/1.0 CEU
- 10 PMI PDUs*
- 10 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0095 Procurement and Supply Management

This course explains the evolution from the transactional purchasing or procurement function into the strategic process of supply management. It introduces key concepts and ideas that can be used to successfully source and manage suppliers and to deal with issues that may arise across the supply chain. The course is divided into modules that explain supply management basics; describe strategic, ethical, and sustainable sourcing; and discuss supply chain leadership and integration. Course participants will explore supply management from several viewpoints; align sourcing, communication, and management strategies; and incorporate ethical and sustainable practices into the supply chain. Trends and changes to the profession due to the Internet and emerging technologies are also discussed. 0.8 credits.

- 8 Clock Hours / .8 CEUs
- 8 PMI PDUs*
- 8 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0090 Lean Six Sigma Basics

The Lean Six Sigma Basics course describes the strategies, techniques, and concepts practitioners will need to complete process improvement projects and activities. The course's eight modules describe the important themes, principles, and tools of the DMAIC methodology that help refine processes and enhance operations. Throughout the course, learners will be tested on their comprehension of course topics through exercises, interactive games, and case study assignments. Each module also includes quizzes and tests that learners can use to prepare for the 50-question exam at the course end. Video segments from subject matter experts supplement the course material, to provide real-world examples and enhanced understanding of important concepts and best practices. 3.8 credits.

- 38 Clock Hours / 3.8 CEUs
- 38 PMI PDUs*

* PDUs/ contact hours recognized by the Project Management Institute.

BUSU 0092 Lean Six Sigma Yellow Belt Prep Course and Exam

The Lean Six Sigma Yellow Belt Exam Prep course describes the strategies, techniques, and concepts practitioners will need to effectively prepare for the MindEdge Lean Six Sigma Yellow Belt certification exam. The seven modules of the course explore the essential components of the DMAIC methodology, describing the important themes, principles, and tools needed to refine processes and enhance operations. Learner understanding and comprehension are tested throughout the course with interactive games, exercises, case studies, and quizzes. Videos from working professionals provide real-world implementation examples and augment course materials to extend mastery of key concepts. And two 25-question practice exams are presented to mirror the substance and style of questions that course participants will see when they sit for their MindEdge certification exam. 2.6 credits.

- 26 Clock Hours /2.6 CEUs
- 26 PMI PDUs*

* PDUs/ contact hours recognized by the Project Management Institute.

BUSU 9024 Six Sigma Yellow Belt Prep Course and Exam

This self-paced course prepares learners for the successful completion of the MindEdge Six Sigma Yellow Belt Certification Exam by exposing them to the Six Sigma concepts, strategies, tools, and techniques used in process improvement projects. The course is divided into modules that explain key foundational Six Sigma information, guide students through the five steps of the DMAIC methodology, and demonstrate how a Six Sigma approach can benefit organizations in several, diverse industries or business sectors. Course assignments show the tools and skills practitioners will use in support of process improvement activities, and explain how participants can contribute as important members of improvement teams. Throughout the course, learners will be tested on their understanding and comprehension of course topics through challenging exercises, and interactive games. Each module also includes comprehensive quizzes and tests that learners can use to gauge their progress and prepare for each of the 25-question practice exams at the course end. Video segments from subject matter experts also supplement the course material, to provide real-world examples and enhanced understanding of important concepts and best practices. 2 credits.

- 20 Clock Hours / 2.0 CEUs
- 20 PDUs*

* PDUs/ contact hours recognized by the Project Management Institute.

BUSU 0091 Lean Six Sigma Green Belt Prep Course and Exam

The Lean Six Sigma Green Belt Exam Prep course describes the strategies, techniques, and concepts practitioners will need to effectively prepare for the MindEdge Lean Six Sigma Green Belt certification exam. The nine modules of the course explore the essential components of the DMAIC methodology, describing the important themes, principles, and tools needed to refine processes and enhance operations. Learner understanding and comprehension are tested throughout the course with interactive games, exercises, case studies, and quizzes. Videos from working professionals provide real-world implementation examples and augment course materials to extend mastery of key concepts. And two 50-question practice exams are presented to mirror the substance and style of questions that course participants will see when they sit for their MindEdge certification exam. 3.8 credits.

- 38 Clock Hours / 3.8 CEUs
- 38 PMI PDUs*

* PDUs/ contact hours recognized by the Project Management Institute.

BUSU 9025 Six Sigma Green Belt Prep Course and Exam

This self-paced course prepares learners for the successful completion of the MindEdge Six Sigma Green Belt Certification Exam by explaining the concepts, strategies, tools, and techniques they will need to complete process improvement projects and activities. The course is divided into 10 modules that explain key foundational Six Sigma information, guide students through the five steps of the DMAIC methodology, and demonstrate how a Six Sigma approach can benefit organizations in several, diverse industries or business sectors. Course assignments detail the tools and skills learners will implement as they apply a Six Sigma approach to process improvement activities, and show practitioners how they can contribute as important members of improvement teams. Throughout the course, learners will be tested on their understanding and comprehension of course topics through challenging exercises, interactive games, and case study assignments. Each module also includes comprehensive quizzes and tests that learners can use to gauge their progress and prepare for each of the two 50-question practice exams at the course end, as well as summaries and study guides that can be used for review. Video segments from subject matter experts also supplement the course material, to provide real-world examples and enhanced understanding of important concepts and best practices. 3.2 credits.

- 32 Clock Hours / 3.2 CEUs
- 32 PDUs*

* PDUs/ contact hours recognized by the Project Management Institute.

General Business

BUSC 8000 Business Writing

Business writing provides readers with clear and concise information that the reader can swiftly digest to determine what they need to know or what they need to do. Creating documents such as emails, executive memos, and letters should utilize the Consider- Draft-Reconsider guidelines to ensure you are sending the right message. 1 credit.

- 4 clock hours/1 PDU

BUSU 0018 Certificate in Business Communications

This certificate offers instruction on crafting many of the most common business communication formats: memos, reports, brochures, proposals, presentations, catalogs, and websites. Topics include formal and informal outlining techniques, using email appropriately in an organizational setting, and revising for wordiness, unnecessary phrases, redundancy, and jargon. Each of these self-paced courses offer an assortment of interactive exercises, selected readings, and self-assessments that will engage and help students practice effective business communication. Upon successful completion of all courses in this certificate program, you can download and print a Certificate of Completion. 2.5 credits.

- 24 Clock Hours/2.4 CEUs
- 25 PMI PDUs*
- 25 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0061 Introduction to Business Analysis

Business analysis is the discipline of identifying business needs and requirements and designing and executing solutions to business problems. This introductory course provides a wide-ranging overview of the principles and concepts of business analysis, with a focus on the following six areas: needs assessment, stakeholder engagement, requirements elicitation, requirements analysis, requirements tracing and monitoring, and solution evaluation. This course covers the common stages of a business analysis project and describes common terminology and tools and techniques utilized by a business analyst. It provides subject matter expert testimony by business analysis practitioners on important topics related to successfully completing business analysis activities. This course also considers the place of business analysis and product development life cycles within the greater scheme of project life cycle management. While this course is not officially or directly aligned as an exam prep course, it contains sufficient content that can be used as a resource for individuals preparing for the PMI-PBA® or IIBA-CBAP® certification exams, containing over 170 questions. 2.5 credits.

- 25 clock hours/2.5 CEUs
- 18 PMI PDUs

*PDUs/contact hours recognized by the Project Management Institute.

BUSU 0011 Certificate in Entrepreneurship

This online certificate program introduces key issues in entrepreneurship for those looking to start a business on their own. What does it take to build and grow a business from scratch? What personal characteristics are shared by successful entrepreneurs? What types of resources are available to budding entrepreneurs, and where can you find them? Learners who complete this program will have the answers to those questions and others that are essential to the success of their businesses. This certificate is suitable for new business owners, as well as anyone considering the challenges of entrepreneurship. This Certificate includes five courses: 1. Accounting and Finance for Entrepreneurs 2. Introduction to Entrepreneurship 3. Business Law for Entrepreneurs 4. Strategic Marketing for Entrepreneurs and 5. Leadership and Management for Entrepreneurs. 2.5 credits.

- 25 clock hours/2.5 CEUs
- 25 SHRM PDCs*

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0012 Certificate in Entrepreneurship (ACE CREDIT®)

This online course teaches essential skills and knowledge for entrepreneurs. Throughout five segments, learners will explore how entrepreneurs create successful ventures, and develop functional skills in management, accounting, marketing, and business law. The self-paced course offers an assortment of interactive exercises, videos, selected readings, case studies, and self-assessments that engage students and provide opportunities to practice entrepreneurial skills. This Certificate includes seven courses: 1. Accounting and Finance for Entrepreneurs 2. Introduction to Entrepreneurship 3. Business Law for Entrepreneurs 4. Strategic Marketing for Entrepreneurs 5. Leadership and Management for Entrepreneurs 6. Entrepreneurship Introduction Course (ACE CREDIT®) and 7. Entrepreneurship Final Exam (ACE CREDIT®). 2.5 credits.

- 25 clock hours/2.5 CEUs
- 2 ACE Credits*
- 25 SHRM PDCs**

* This course has been evaluated by The American Council on Education's College Credit Recommendation Service (ACE CREDIT®) with a recommendation of 2 credits, lower division, in entrepreneurship.

**Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0044 AEM®/CEM® Prep Course (U.S. version)

The AEM®/CEM® Prep Course was designed in partnership with the International Association of Emergency Managers (IAEM). This course is meant for emergency management professionals seeking the AEM or CEM credential. The course walks learners through the application process for both credentials. Primarily, the course reviews key terms and concepts that may appear on the AEM/CEM exam. Learners can check their understanding throughout the course with interactive games, review checkpoints, and exams. Certified Emergency Managers provide expert commentary, using their knowledge and experience to guide learners through the course. Plus, learners can gauge their exam readiness with two full-length practice exams, which mirror the real AEM/CEM exam. This edition of the AEM®/CEM® Prep Course is up to date and accurate for anyone taking IAEM's certification exam on or after November 13, 2022. 3 credits.

- 30 clock hours/3.0 CEUs

BUSU 0098 Introduction to Emergency Management in the U.S.

Emergency management is a critical and expanding field; climate change has increased the extent and frequency of natural disasters, and terrorism is a growing threat. Therefore, emergency managers play an increasingly vital role across the whole community and all levels of government. This course is designed for learners who are studying emergency management for the first time, preparing for a new career or job role in emergency management, or seeking to refresh their knowledge of foundational concepts. 1 credit.

- 10 clock hours/1.0 CEU
- 10 PDUs*

* PDUs/ contact hours recognized by the Project Management Institute.

Remote Work

BUSU 0003 Optimizing Remote Work Bundle

Working remotely brings unique challenges to day-to-day work schedules. Technology issues can hinder your productivity and, when you're spending your whole day in the same place, it can be hard to transition from work hours to personal time. This online course bundle equips learners with the skills and strategies to thrive in a remote work environment. The courses offer advice on navigating a virtual career, providing tips on maintaining a healthy work-life balance, and guidance on managing different devices and technologies when working from home. In addition, these courses will give you the tools you need to balance work and life and maintain your emotional health. This Bundle includes three Work From Home courses: 1. Technology at Home 2. Work-Life Balance and 3. Health and Wellness at Home. 0.9 credits.

- 9 clock hours/.9 CEUs

BUSU 0004 Work From Home: Health and Wellness at Home

Working from home presents a unique set of challenges when it comes to maintaining mental and physical health. From increased feelings of social isolation, anxiety, and stress, to a decrease in physical activity, sleep quality, and motivation, many people find that working from home is not necessarily a dream-like experience. This course provides learners with the knowledge and practices to gain and sustain optimum health and wellness at home. In addition, it provides guidance for improving sleep hygiene, practicing mindfulness, developing healthy eating habits, exercising, and tracking health with technology. 0.3 credits.

- 3 clock hours/.3 CEUs

BUSU 0005 Work From Home: Technology at Home

The key to a productive workday at home is being prepared for all the technology needs that accompany work-from-home situations. Nothing is worse than a frozen Zoom meeting or a VPN connection issue! This course provides learners with the knowledge, tips, and practices to manage different devices and technologies at home. In addition, it provides practical guidance for purchasing products, contracting for services, and troubleshooting common issues so your day runs smoothly from anywhere in the world. 0.3 credits.

- 3 clock hours/.3 CEUs

BUSU 0006 Work From Home: Work-Life Balance

Finding a healthy work-life balance—knowing the right amount of time to devote to your work, to your family, and to yourself—has never been easy. And, as more and more people are now working from home, the lines between work and life have blurred, and the idea of balance has grown ever more elusive. This course will introduce you to the concept of work-life balance, as we know it in the Age of Remote Work. And it will offer you practical advice and tips on dealing with your employer, supporting your family, and caring for parents and other, older loved ones. 0.3 credits.

- 3 clock hours/.3 CEUs

Marketing

BUSU 0039 Certificate in Digital Marketing

This certificate in Digital Marketing Program is aligned with the Online Marketing Certificate (OMCP) standards to ensure that it is comprehensive and relevant. Each of the 9 courses in this program covers online marketing methods such as social media messaging, website ads, Facebook marketing campaigns, Google AdWords, and more. Each offers examples, videos from industry-leading practitioners, interactive games, and review questions to ensure mastery of the material. Upon successful completion of all courses in this certificate program, you can download and print a Certificate of Completion. This Certificate includes nine courses: 1. Social Media Marketing 2. Marketing Automation 3. Content Marketing 4. Search Engine Optimization 5. Web Analytics 6. Paid Search (PPC) 7. Conversion Rate Optimization 8. Mobile Marketing and 9. Digital Marketing Strategy. 3 credits.

- 30 clock hours/3.0 CEUs
- 30 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0001 Certificate in Digital Marketing (ACE CREDIT®)

This online course introduces learners to the principles, strategies, and technology of digital marketing. Video commentary from marketing professionals provides insight into the challenges and best practices of the field. The self-paced course offers an assortment of interactive exercises, videos, selected readings, case studies, and self-assessments that engage students and provide opportunities to demonstrate their knowledge of digital marketing and practice relevant skills. This Certificate includes twelve courses: 1. Social Media Marketing 2. Marketing Automation 3. Content Marketing 4. Search Engine Optimization 5. Web Analytics 6. Paid Search (PPC) 7. Conversion Rate Optimization 8. Mobile Marketing 9. Digital Marketing Strategy 10. Digital Marketing Introduction Course (ACE CREDIT®) 11. Google Analytics 4 and 12. Digital Marketing Final Exam (ACE CREDIT®). 3.3 credits.

- 33 clock hours/3.3 CEUs
- 2 ACE Credits*
- 10.5 PMI PDUs **
- 30 SHRM PDCs***

*This course has been evaluated by The American Council on Education's College Credit Recommendation Service (ACE CREDIT®) with a recommendation of 2 credits, lower division, in business or marketing.

**PDUs/ contact hours recognized by the Project Management Institute.

***Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0002 Online Marketing Certified Associate (OMCA™) Test Prep Bundle

This completely online and self-paced program provides comprehensive preparation for the Online Marketing Certified Associate (OMCA™) certification exam. It includes a voucher for the OMCA™ online exam (retail value \$225) and a code for two practice exams. Courses in this program cover the strategic issues, marketing methods and tactics, industry terminology, and best practices. Each course offers examples, videos from industry-leading practitioners, interactive games, and review questions to ensure mastery of the material. 3.6 credits.

The requirements for OMCA certification include:

- A passing score on the OMCA™ exam
- A secondary degree or equivalent (e.g., High School diploma or GED)
- Either successfully completing this MindEdge Test Prep Bundle or 600 hours of experience.

This Bundle includes eleven courses: 1. Social Media Marketing 2. Marketing Automation 3. Content Marketing 4. Search Engine Optimization 5. Web Analytics 6. Paid Search (PPC) 7. Conversion Rate Optimization 8. Mobile Marketing 9. Digital Marketing Strategy 10. Google Analytics 4 and 11. OMCA™ Practice Exams. 3.55 credits.

- 35.5 clock hours/3.55 CEUs
- 10.5 PMI PDUs*
- 30 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

Finance

BUSU 0057 Certificate in Finance Essentials

This online certificate program introduces non-financial managers to the essentials of finance. The course will help you become conversant in critical financial terminology, and you'll learn how to calculate key financial management indicators. You will learn how to assess your organization's financial health by reviewing balance sheets, income statements, and statements of cash flow, and you will discover how finance and accounting tools can be used to support informed decision making within organizations. Each 3-to-5-hour, self-paced course offers an assortment of interactive exercises, videos, selected readings, case studies, and self-assessments that engage you and structure your learning about organizational finance. Upon successful completion of all courses in this certificate program, you can download and print a Certificate of Completion. 1.9 credits.

- 19 clock hours/1.9 CEUs
- 19 PMI PDUs*
- 19 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

BUSU 0087 Certified Modern Banking Representative Exam

This course contains the Center for Financial Training & Education Alliance's (CFTEA) online exam for the Modern Banking Representative Certification (MBRC). As a modern certification in today's business world, the nationally accepted MBRC covers material designed to provide relevant knowledge to new and entry-level employees as they develop and advance in their professional careers at financial institutions. Exam is 2 hours. 0 credits.

BUSU 0088 CFTEA: Online Certified Modern Banking Representative Certificate

As a modern certification in today's business world, the Certified Modern Banking Representative (CMBR) covers updated material that allows new, entry-level employees to develop in their careers and equips them to take on modern banking challenges with knowledge, confidence, and skill. This is an entry-level certification for banking representatives that applies to a broad group of job seekers. Certification can offer a clear pathway to employment in the banking industry. This Certificate includes five courses: 1. Fighting Fraud 2. Banking Today 3. Legal Foundations in Banking 4. Quality Service and 5. Certified Modern Banking Representative Exam. 1.6 credits.

- 16 clock hours/1.6 CEUs

BUSU 0089 Financial Math Basics

Mathematics is a foundational pillar of business and finance. It is necessary to understand how to apply math in different financial situations to have business success. This course will allow you to strengthen your math skills by providing examples of how basic math concepts apply in a variety of financial settings, including calculating interest, business expenses, and employee compensation. 0.6 credits.

- 6 clock hours/.6 CEUs

Career Readiness Programs

XLSC 9028 Emerging Professional Certificate

Gain the essential skills needed to make yourself more marketable and get hired fast! The most successful professionals in any industry are those who can communicate effectively and build strong relationships by understanding themselves and others. You will learn tools and strategies to identify your primary work style, improve your communication and listening skills, and follow a three-step process to become a better writer. The Emerging Professional Certificate includes three competencies: 1- Self-Management, 2 - Effective Communication, 3 - Business Writing. 1.5 credits.

- 20 clock hours/1.5 PDUs

BUSU 0069 Sales Bootcamp with Career Services

Individuals working in sales have one of the most important roles across any business or industry. University of Massachusetts Global's Sales Bootcamp with Career Services equips you with industry proven best practices and techniques to jumpstart your successful career in sales. Our program includes online sales training, sales certification, and career services. 4 credits.

- 40 clock hours/4.0 CEUs

BUSU 0070 Recruiter Bootcamp with Career Services

Recruiting is a rewarding career path that helps others succeed. As a recruiter, you will network, communicate and connect people to careers that meet the organization's needs. University of Massachusetts Global's Recruiter Bootcamp with Career Services equips you with industry proven best practices to jumpstart your career in recruitment. Our program includes online training, recruiter certification, and career services. 3.6 credits.

- 36 clock hours/3.6 CEUs

Management

MGTU 0014 Certificate in Management Skills

Successful managers know the importance of building strong relationships with their team members. This certificate equips both new and experienced managers with the skills and resources necessary to foster strong connections, lead change, and resolve potential conflicts. Whether operating in an in-person office environment or a remote work setting, managers will learn practical ways to better coach and motivate their teams. Through interactive exercises, videos, self-assessments, and case studies, the self-paced courses included in this certificate provide opportunities to practice and apply key management skills. This Certificate includes ten courses: 1. Leading and Managing Change 2. Introduction to Negotiations 3. Time Management 4. Managing People 5. Handling Difficult Employee Behavior 6. Communicating Collaboratively 7. Emotional Intelligence for Managers 8. Managing Remote Employees 9. Introduction to Management and 10. HR Fundamentals for Managers. 4.1 credits.

- 41 clock hours/4.1 CEUs
- 39 PMI PDUs*
- 39 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

MGTU 0012 Certificate in Management Skills (ACE CREDIT®)

This online course equips both new and experienced managers with the skills and resources necessary to foster strong connections, lead change, and resolve potential conflicts. Throughout ten segments, students will learn practical ways to better coach and motivate their teams, whether operating in an in-person office environment or a remote work setting. The self-paced course offers an assortment of interactive exercises, videos, case studies, and self-assessments that engage learners and provide opportunities to practice and apply key management skills. This Certificate includes eleven courses: 1. Leading and Managing Change 2. Introduction to Negotiations 3. Time Management 4. Managing People 5. Handling Difficult Employee Behavior 6. Communicating Collaboratively 7. Emotional Intelligence for Managers 8. Managing Remote Employees 9. HR Fundamentals for Managers 10. Management Skills Final Exam (ACE CREDIT®) and 11. Management Skills Introduction Course (ACE CREDIT®). 3.8 credits.

- 38 clock hours/3.8 CEUs
- 3 ACE Credits*
- 36 PMI PDUs **
- 36 SHRM PDCs***

*This course has been evaluated by The American Council on Education's College Credit Recommendation Service (ACE CREDIT®) with a recommendation of 3 credits, lower division, in management.

**PDUs/ contact hours recognized by the Project Management Institute.

***Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

MGTU 0015 Certificate in Managing Change and Resolving Conflict

Leaders and managers are often called upon to deal with the challenging impacts of change, to work through disputes with partners and customers, and to resolve conflict within the organization. This Certificate in Managing Change and Resolving Conflict covers the key issues and best practices for managers dealing with contentious situations in the workplace. Each of the seven courses in this suite offer examples, videos from practitioners and experts, interactive games, and review questions to ensure mastery of the material. The courses present strategies that managers can use to help deal with conflict, with case studies and scenarios that highlight key issues. Courses included in this certificate program are listed at the bottom of this page. This program can help both current managers, and those advancing in the management ranks, with the necessary knowledge and skills. It is recommended that learners begin with Introduction to Managing Change and Resolving Conflict course first, and then other courses can be taken in any order. Upon successful completion, you can download and print a Certificate of Completion. 3 credits.

- 30 clock hours/3.0 CEUs
- 25 PMI PDUs*
- 31 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

MGTU 0017 Certificate in Negotiation

This online certificate program helps learners develop the skills and strategies needed to become a successful negotiator. The fundamental concepts of negotiation are addressed, as well as the application of these concepts to the specific areas of Deal Making Negotiation and Dispute Settlement Negotiation. Video commentary provides learners with practical insights on translating the principles of negotiation into real-world bargaining success. Each 3- to 4-hour, self-paced course offers an assortment of interactive exercises, videos, readings, case studies, and self-assessments that will keep learners engaged as they sharpen their negotiating skills. This Certificate includes three courses: 1. Introduction to Negotiations 2. Negotiations: Making Business Deals and 3. Negotiations: Resolving Disputes. 1 credit.

- 10 clock hours/1 CEU
- 7 PMI PDUs*
- 10 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

MGTU 0013 Certificate in Conflict Management (ACE CREDIT®)

This online course covers the key issues and best practices for managers dealing with contentious situations in the workplace. Throughout seven segments, learners will explore strategies that managers can use to help deal with conflict. The self-paced course offers an assortment of interactive exercises, videos, selected readings, case studies and scenarios highlighting key issues, and self-assessments that engage students and provide opportunities to practice conflict negotiation and management skills. This Certificate includes nine courses: 1. Leading and Managing Change 2. Handling Difficult Employee Behavior 3. Communicating Collaboratively 4. Handling Workplace Conflict 5. Emotional Intelligence for Managers 6. Negotiations: Resolving Disputes 7. Introduction to Managing Change and Resolving Conflict 8. Conflict Management Final Exam (ACE CREDIT®) and 9. Conflict Management Introduction Course (ACE CREDIT®). 3 credits.

- 30 clock hours/3.0 CEUs
- 3 ACE Credits*
- 25 PMI PDUs **
- 31 SHRM PDCs***

*This course has been evaluated by The American Council on Education's College Credit Recommendation Service (ACE CREDIT®) with a recommendation of 3 credits, lower division, in conflict management.

**PDUs/ contact hours recognized by the Project Management Institute.

***Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

MGTU 0016 Frontline Manager™ Certificate

Frontline managers sit at the very first level of management across a company's business operations and functions, and are utilized in just about every industry and market. They make up 60% of a company's management ranks, and directly supervise as much as 80% of the workforce. They are the representation of a brand - interacting with customers, speaking to vendors, negotiating contracts, and managing employees. They are, in essence, a company's strategy in motion and the key to its success. The Frontline Manager™ certificate and courses were developed to offer vital training in core managerial skills to first-level managers. With a focus on topics such as supervision, coaching, leadership styles, navigating organizational culture, and time management, the courses are designed to help frontline managers develop into true leaders within an organization. The certificate consists of 9 courses and a simulation that are online and self-paced, offering flexibility in the delivery and timeframe. No prerequisites are required to begin the courses. A course will be considered complete when the participant has done all assignments, exercises, review checkpoints, and has received at least a 70% on the course final exam. Students will have 12 months to complete all the courses in the certificate. 3.4 credits.

- 34 clock hours/3.4 CEUs
- 34 SHRM PDCs**

*Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

MGTU 0011 Frontline Manager™ Certificate (ACE CREDIT®)

The Frontline Manager™ certificate and courses were developed to offer vital training in core managerial skills to first-level managers. With a focus on topics such as supervision, coaching, leadership styles, navigating organizational culture, and time management, the courses are designed to help frontline managers develop into true leaders within an organization. This Certificate includes twelve Frontline Manager® courses: 1. Introduction to Supervision 2. Coaching 3. Progressive Discipline 4. Time Management 5. Work-Life Balance 6. Better Communication 7. Leadership Styles 8. Teams and Groups 9. Leading a Team at Dragonfly Simulation 10. Navigating Your Organizational Culture 11. Introduction Course and 12. Certification — ACE CREDIT® Exam. 3.4 credits.

- 34 clock hours/3.4 CEUs
- 2 ACE Credits*
- 34 SHRM PDCs**

*This course has been evaluated by The American Council on Education's College Credit Recommendation Service (ACE CREDIT®) with a recommendation of 3 credits, lower division, in introduction to management.

**Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

American Institute of Graphic Arts (AIGA) Professional Design

BUSU 0007 AIGA Professional Design Certification

AIGA is here to help you grow your design career, build your leadership skills, and advance the profession. The AIGA Professional Design Certification represents a commitment to the design profession and to lifelong learning. This new online design certification program is open to design practitioners at every level who are committed to expanding their careers and the profession. Practitioners in graphic design, visual communications, interactive and web design, UI/UX, and all design modalities can benefit from the AIGA Professional Design Certification. This Certification includes four AIGA courses: 1. Business for Designers 2. Design Foundations 3. Law for Designers and 4. Standards of Professional Practice. 3 credits.

- 30 clock hours/3.0 CEUs

BUSU 0008 AIGA Professional Design Certificate (ACE CREDIT®)

The AIGA Professional Design Certification represents a commitment to the design profession and to lifelong learning. This new online design certification program is open to design practitioners at every level who are committed to expanding their careers and the profession. Practitioners in graphic design, visual communications, interactive and web design, UI/UX, and all design modalities can benefit from the AIGA Professional Design Certification. This Certification includes six AIGA courses: 1. Business for Designers 2. Design Foundations 3. Law for Designers 4. Standards of Professional Practice 5. Professional Design Certification — ACE CREDIT® Introduction Course and 6. Professional Design Certification — ACE CREDIT®. 3 credits.

- 30 clock hours/3.0 CEUs
- 2 ACE Credits*

*This course has been evaluated by The American Council on Education's College Credit Recommendation Service (ACE CREDIT®) with a recommendation of 2 credits, vocational level, in professional design.

BUSU 0010 AIGA Business for Designers

This course provides an overview of key business concepts—applicable to freelance designers, designers who are sole proprietors or lead their own design firms, and designers working in large or small firms. The course explores key concepts of effective leadership, management, and team development. Learners will review people and project management skills and practice applying their learning in real-world scenarios. Next, learners will dive into business strategy, examining the importance of strategic thinking and practicing different methods for strategic planning. Lastly, the course covers the financial side of the business, giving a high-level overview of important accounting and finance terminology, which designers can use to better understand how to design efforts that fit into the larger financial goals and objectives. 1.1 credits.

- 11 clock hours/1.1 CEUs

BUSU 0009 AIGA Design Foundations

Successful organizations know the value of design. Because thoughtful design is a driver of organizational success, designers are often required to wear many hats—innovator, leader, and problem-solver, just to name a few. This course provides design professionals with an overview of key design principles and practices, providing a shared language for describing the creative and complex role that designers play within their organizations. The course also explores methods for fostering innovation, solving complex problems with design, and communicating the value of design with data. Through interactive games and exercises, learners will engage with key concepts and apply their learning to real-world scenarios and case studies. The course is designed for early-career and seasoned professionals alike, offering engaging instructional content for designers at all levels who want to sharpen their understanding of design principles, tools, and best practices. 1.2 credits.

- 12 clock hours/1.2 CEUs

Project Management

BUSU 0013 Certificate in Project Management (ACE CREDIT®)

This online course introduces learners to the basics of project management. Throughout six segments, learners will practice the foundational skills of project management, consider the ethics involved in leading a team, and explore similarities and contrasts between Agile and Waterfall project management methodologies. The self-paced course offers an assortment of interactive exercises, videos, selected readings, case studies, and self-assessments that engage students and provide opportunities to practice project management skills. This Certificate includes eight courses: 1. Managing Real World Projects 2. Ethics for Project Managers 3. Emotional Intelligence for Project Managers 4. Effectively Managing Project Stakeholders 5. Project Management Team Leadership 6. Integrating Agile Into a Waterfall Environment 7. Project Management Introduction Course (ACE CREDIT®) and 8. Project Management Final Exam (ACE CREDIT®). 4.1 credits.

- 41 clock hours/4.1 CEUs
- 3 ACE Credits*
- 41 PMI PDUs **
- 37 SHRM PDCs***

*This course has been evaluated by The American Council on Education's College Credit Recommendation Service (ACE CREDIT®) with a

recommendation of 3 credits, lower division, in project management or fundamentals of project management.

**PDUs/ contact hours recognized by the Project Management Institute.

***Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0099 PM Skills® PMSCP® Certification

The PM Skills® PMSCP™ certification is completely online and self-paced, which provides the most flexibility in completing the curriculum. No prerequisites are required for the PM Skills® courses, but it is recommended that you complete the Interpersonal Skills for Project Leaders course before beginning the others. The learner must complete all 14 courses before taking the PMSCP™ certification exam. A course will be considered complete when the participant has done all assignments, exercises, review checkpoints, and has received at least a 70% on the course final exam. This Certification includes fourteen PM Skills® courses: 1. Critical Thinking and Decision Making 2. Interpersonal Skills for Project Leaders 3. Negotiation 4. Communication 5. Leadership 6. Conflict Management 7. Team Development 8. Change Management 9. Interaction and Engagement 10. Planning and Project Design 11. Embracing Risk and Uncertainty 12. Tailoring and Adaptability 13. Analysis and Problem Solving and 14. Expanding Focus and Alignment. 4.2 credits.

- 42 clock hours/4.2 CEUs
- 42 PMI PDUs*
- 42 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0026 Managing Real World Projects

This online, self-paced six-module course and simulation presents a stream-lined approach to project management based on the best practices of effective project managers. Cut through the clutter and focus on the key principles of project management in the real world. Complete the course by participating in a robust business simulation providing you with the opportunity to practice the principles taught. Reach out to a subject matter expert available to answer questions, provide guidance, and offer additional content to address individual problem areas. Offering tools and techniques for achieving project success, this course is intended for everyone leading or managing projects of any kind. 20 credits.

- 20 clock hours/2.0 CEUs
- 20 PDUs*
- 20 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0027 Project Management Team Leadership

The vast majority of project work in today's organizations is done in a team setting. This online, self-paced course focuses on the roles and responsibilities of the team leader, best practices in working with project stakeholders, and practices to build and maintain a positive team environment through effective communication, conflict resolution and problem solving. Complete the course by participating in a robust business simulation providing you with the opportunity to practice the principles taught. Reach out to a subject matter expert available to answer questions, provide guidance, and offer additional content to address individual problem areas. 28 credits.

- 28 clock hours/2.8 CEUs
- 28 PDUs*
- 28 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

Agile Project Management

BUSU 0056 Certificate Agile Project Management

Agile project management practices have become the standard for software development projects. More recently, Agile has grown beyond software projects as more and more companies adopt Agile concepts and methodologies. Individuals who have a solid understanding of Agile have a distinct advantage in today's changing project management atmosphere. The courses included in this certificate program will provide managers the basic foundation they need to become competent Agile practitioners. The program introduces the learner to the basic methodologies, practices, and key concepts of Agile and enables the learner to explore, through case studies, many of the common challenges of working on an Agile team. 1.9 credits.

- 19 clock hours/1.9 CEUs

* PDUs/ contact hours recognized by the Project Management Institute.

BUSU 0014 Agile Project Management (ACE CREDIT®)

This online course introduces learners to Agile methods of project management. Beginning with an introduction to the core philosophy of Agile and the basic structure of an Agile project, the following modules address specific challenges that may be encountered by teams using Agile, best practices for integrating Agile methods into Waterfall environments, and the principles of Scrum, one of several specialized Agile methods. The self-paced course offers an assortment of interactive exercises, videos, selected readings, case studies, and self-assessments that engage students and provide opportunities to practice their project management skills in an Agile context. This Certificate includes six courses: 1. Introduction to Agile 2. Principles of Scrum 3. Integrating Agile Into a Waterfall Environment 4. Challenges for Agile Teams 5. Agile Project Management Introduction Course (ACE CREDIT®) and 6. Agile Project Management Final Exam (ACE CREDIT®). 2.9 credits.

- 29 clock hours/2.9 CEUs
- 3 ACE Credits*
- 29 PMI PDUs **

*This course has been evaluated by The American Council on Education's College Credit Recommendation Service (ACE CREDIT®)

with a recommendation of 3 credits, lower division, in Agile Project Management..

**PDU/ contact hours recognized by the Project Management Institute.

BUSU 0015 Introduction to Agile

This introductory-level course explores the methodologies and practices of Agile development and explains the key concepts and principles that form the foundation of Agile project management. This self-paced course contains vocabulary games, flashcards, and interactive exercises to supplement and enhance your understanding of Agile concepts, as well as video segments from Agile experts to help you become a more proficient Agile practitioner. 1 credit.

- 10 clock hours/1.0 CEU
- 10 PDU*s*

* PDU/ contact hours recognized by the Project Management Institute.

BUSU 0016 Agile Improvement Simulation: SaaSy Corporation

In this simulation, you'll assume the role of an Agile coach hired to help refine an organization's transformation. The simulation, designed for adult learners with some Agile experience, will ask you to make decisions as you confront common Agile issues. Each decision you make will include tradeoffs that will increase satisfaction in some areas but may hinder other areas. Your task will be to select an option that best benefits your organization. As you make your choices, an adaptive scoreboard will reflect the impact of those choices on organizational success. Your goal will be to optimize your score across several organizational factors. You'll use the results of your actions to inform subsequent decisions as you complete the simulation. 1 credit.

- 10 clock hours/1.0 CEU

BUSU 0017 Agile Certified Practitioner (PMI-ACP)® Practice Exams & Exam Strategies

This course is designed to assess your readiness to take the Project Management Institute's Agile Certified Practitioner (PMI-ACP) Exam. The course contains two 120-question practice exams, which cover the information in the current PMI Agile reading list. The practice exams provide a comprehensive review of the material in this list as well as key strategies for preparing for the PMI-ACP Exam. 2.1 credits.

- 21 clock hours/2.1 CEUs
- 21 PDU*s*

* PDU/ contact hours recognized by the Project Management Institute.

BUSU 0067 Principles of Scrum

This course outlines the fundamental theories and principles of Scrum frameworks, including the underlying philosophy and essential tools practitioners need to adapt to an Agile way of working. Implemented properly, these techniques can produce extraordinary results for stakeholders and customers. Information in this course is presented in a simple, easy-to-understand format and augmented by interactive games and exercises to improve learner understanding and retention. Case studies and video segments from experienced Scrum professionals provide real-world tips and guidance to bolster learner comprehension and expand knowledge at practical and applicable levels. 1 credit.

- 10 clock hours/1 CEU
- 10 PDU*s

* PDU/ contact hours recognized by the Project Management Institute.

Nonprofit Management

ORGU 0002 Certificate in Nonprofit Management

This is an instructor-led online course. Being led by a nonprofit veteran and working with a small group of your peers makes the theoretical learning very practical so you can implement your learning right away. Take advantage of this highly reputable program that has already changed the careers of so many. This is a twelve-week survey course in nonprofit management designed to provide an overview of 10 different yet overlapping areas of management in nonprofit organizations. Each session focuses on best practices in mission-driven organizations, including governance, leadership, & management; strategic planning & evaluation; human resources; financial management; marketing and branding; resource development; advocacy; and technology. 3 credits.

- 30 clock hours/3.0 CEUs

BUSU 8016 Certificate in Nonprofit Management

Explore key current management issues for nonprofit organizations in the areas of fundraising, board and volunteer development, budgeting, reading financial statements, leadership, marketing, and setting strategic direction. Video commentary on these crucial topics will provide insight into how nonprofit professionals apply these key concepts in their own organizations. This Certificate includes eleven courses: 1. Budgeting in a Nonprofit Organization 2. How to Read a Nonprofit Financial Statement 3. Leadership in a Nonprofit Organization 4. Nonprofit Board and Volunteer Development 5. Principles of Marketing for Nonprofit Organizations 6. Strategy for Nonprofit Organizations 7. Capital Campaigns 8. Introduction to Grant Writing 9. Introduction to Nonprofit Management 10. Social Media for Nonprofits and 11. Fundraising for Nonprofit Organizations. 4.4 credits

- 44 clock hours/4.4 CEUs
- 44 SHRM PDCs*

* Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

MGTU 0025 Nonprofit Skills™ for Leaders: Nonprofit Communications

The mission of a nonprofit is the driving force behind its existence, and being able to articulate that mission clearly to staff, volunteers, board members, funders, and the general public is imperative to the organization's success. The courses in the Nonprofit Skills™ for Leaders: Nonprofit Communications certificate help learners develop the skills that are most needed in each facet of the nonprofit communication landscape, allowing them to communicate confidently with both internal and external audiences. This Certificate includes five Nonprofit Skills™ courses: 1. Communicating With the Public 2. Communication Styles 3. Communicating With Staff 4. Communicating With Your Board and 5. Communicating With Volunteers. 1.5 credits.

- 15 clock hours/1.5 CEUs
- 15 SHRM PDCs*

* Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

Computer Applications

BUSU 0086 Certificate in Computer Skills for the Office

Bring your Office skills to a whole new level by diving into a suite set of powerful instructional courses. Excel with Excel, and move from the basics to an advanced level. Employ all of your newly-learned tips and tricks to unlock new dimensions from your data. Plus, expand your presentation prowess, with courses that deliver on the functional basics of the PowerPoint application while boosting your visual design skillset. Watch well-crafted video tutorials while reinforcing your learning with built-in knowledge checks, interactive exercises, and interactive games. Upon successful completion of all courses in this certificate program, you can download and print a Certificate of Completion. And with this special pricing, you'll get the Excel Basics course free and a cumulative discount of 38%, versus buying each course separately. 1.8 credits.

- 18 clock hours/1.8 CEUs
- 6 PDUs*
- 18 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0058 Excel Advanced Skills

This course is designed for the learner who already has a solid understanding of Excel's basic tools and functions. The course teaches learners some of the more advanced skills and features available in Excel, which may be useful in data analysis. These skills include style templates, conditional formatting, data validation, data manipulation, and pivot tables. 0.3 credits.

- 3 clock hours/.3 CEUs
- 3 SHRM PDCs*

* Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0059 Excel Basics

As big data continues to change the way businesses operate and drive strategy, the ability to efficiently and effectively organize and analyze data is crucial. Managers need to be able to utilize tools to identify trends and help make better business decisions. Microsoft's Excel is a powerful spreadsheet software to organize and manage data related to business operations. This course focuses on mastering the fundamental tasks performed in Excel, including data entry, basic formula calculations, and formatting and style operations. During the course, you will learn how to build a spreadsheet from scratch and gain a greater understanding of the most popular Excel commands and functions. 0.3 credits.

- 3 clock hours/.3 CEUs
- 3 PDUs*
- 3 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

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BUSU 0060 Excel Tips & Tricks

This course features 25 of the most popular Excel tip and tricks for both novice and advanced Excel users. In this course, you will learn time-saving techniques to boost efficiency, increase productivity and workflow, and improve and advance your skills. Topics include data entry, data organization, data cleaning, elements of style, data sorting, data filtering, and spreadsheet display tips. This course also covers three of the most popular lookup and reference functions: VLOOKUP, HLOOKUP, and Find + Replace. 0.3 credits.

- 3 clock hours/.3 CEUs
- 3 SHRM PDCs*

* Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0062 Microsoft Project Basics

This course introduces learners to Microsoft's project management software, MS Project. Learners, particularly aspiring project managers, are provided a step-by-step tutorial on mastering basic functions that are essential for any project. MS Project is a popular tool for project managers that allows them to develop schedules, allocate resources and duties to specific tasks, and track a project's progression. It also allows managers to oversee the budget and analyze workloads. This introductory course will focus on the Microsoft Office 2019 version of MS Project. Learners are required to have access to MS Project 2019 in order to complete this course. 0.3 credits.

- 3 clock hours/.3 CEUs
- 3 PDUs*
- 3 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

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BUSU 0063 Microsoft Project Intermediate

This intermediate-level course provides learners with essential skills for mastering Microsoft's project management software, MS Project. Aspiring project managers are provided a step-by-step tutorial on various functions that are required for every type of project. This course assumes that learners also have a basic familiarity with MS Project. MS Project is a popular tool that allows project managers to develop schedules, allocate resources, and track progress. It also allows managers to perform variance analysis and combine multiple projects. This intermediate course will focus on the Microsoft Office 2019 version of MS Project. 0.3 credits.

- 3 clock hours/.3 CEUs
- 3 PDUs*
- 3 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0064 Microsoft Word Basics

This is an introductory-level course designed to both build a foundation of essential skills in Microsoft Word and to gain a greater understanding of its interface and design elements. The course focuses on mastering the fundamental tasks performed in Word, including writing, proofing, finalizing, and printing a document. 0.3 credits.

- 3 clock hours/.3 CEUs
- 3 SHRM PDCs*

* Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0065 PowerPoint Basics

Learn how to create presentation slides that complement your message and engage your audience. This introductory-level course covers the basic tools and functions required to craft custom slides using Microsoft's PowerPoint. Functions covered in the course include inserting text boxes and images, presenting information with tables, charts, and SmartArt, incorporating transitions and animation, and formatting slide layouts. During the course, you will learn how to build a presentation from start to finish and will gain a greater understanding of the most popular PowerPoint tools. 0.3 credits.

- 3 clock hours/.3 CEUs
- 3 PDUs*
- 3 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0066 PowerPoint for Business

As technology continues to change the way that we engage in business communications, the art of presenting has also undergone a shift. No longer can presenters rely solely on their spoken words to deliver their messages. Now, audiences expect to see multimedia slideshows that both inform and entertain. This course will consider how to plan and design effective slideshow presentations using Microsoft's PowerPoint software. It includes practical tips and examples for mapping the presentation, incorporating research, using templates, selecting visual elements, and delivering the presentation. 0.3 credits.

- 3 clock hours/.3 CEUs
- 3 PDUs*
- 3 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0068 Visual PowerPoint

In today's professional landscape, PowerPoint presentations can be effective platforms for sharing information and garnering audience interest and support. At the same time, a poorly designed PowerPoint slideshow can quickly turn an audience away. By focusing on how to apply basic design principles to slideshow creation, this course will help learners use Microsoft's PowerPoint 365 software to build visually engaging presentations. Learners will consider how to select images and photographs for use in slides, the importance of arrangement and placement of images, the use of tools like Shapes and SmartArt, methods for presenting data, and the selection of colors and fonts that increase the readability of content. 0.3 credits.

- 3 clock hours/.3 CEUs
- 3 SHRM PDCs*

* Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

Leadership Programs

The School of Extended Education offers a variety of programs and services to develop leaders at every level of the organization. A recent white paper from the Center for Creative Leadership documented the strong link between leadership skills and the bottom line. Organizations that invest in leadership development outperform those that do not make this investment. Developing leaders at all levels:

- Improves bottom line financial performance
- Attracts and retains talent
- Drives a performance culture
- Increases organization agility and resilience

At the individual level, our programs help existing and emerging leaders build skills, realize potential and maximize performance so they can:

- Expand employee engagement
- Improve individual and team effectiveness
- Reduce turnover and maximize retention
- Increase department and division productivity
- Enhance the quality of goods and services
- Boost sales and enlarge market share
- Upgrade customer/client care
- Enrich the organizational culture
- Foster change, growth and advancement

Leadership Development certificate programs and workshops provide experiential learning, incorporate current best practices and focus on practical workplace applications that produce immediate results. Some certificate programs carry academic credit and may be applied to University of Massachusetts Global degree programs. Examples of programs available follow. More programming is detailed at <https://www.umassglobal.edu/academic-programs/extended-education> (<https://www.umassglobal.edu/academic-programs/extended-education/>).

- Leadership Development Certificates (p. 210)
- Diversity, Equity, and Inclusion (p. 211)

Leadership Development Certificates

XLSC 9011 Servant Leadership

There are many different leadership styles, one of which is Servant Leadership. In this course, we will explain Servant Leadership as a leadership style, describe the skills and characteristics that Servant Leaders need, and discuss how to apply this leadership style to your personal practice. 0.3 credits.

- 5 Clock hours/.3 PDUUs

The following certificates may qualify as academic credit or substitute for specific courses in the University of Massachusetts Global degree programs, emphasis areas, and/or academic certificate programs.

XLSC 9014 Coaching for Leaders Certificate

Coaching allows individuals to realize greater self-awareness, learn from their experiences and initiate action that contributes to personal growth and higher performance. Implementing best practice coaching skills helps build capacity and increases the potential of individuals, teams, and organizations. Whether you are formally coaching executives or using these skills to help develop your direct reports, the Coaching for Leaders Certificate provides a strong foundation to learn and apply effective coaching skills. The certificate includes three competencies: 1. Coaching for Leaders Fundamentals 2. Giving and Receiving Effective Feedback and 3. Emotional Intelligence. 1.5 credits.

- 25 Clock hours/1.5 PDUUs
- Equivalent Undergraduate Course (Credit Hour): General Elective - 1 credit
- Equivalent Graduate Course (Credit Hour): General Elective - 1 credit
- Equivalent Undergraduate Competency (CBE): General Elective - 1 credit
- Equivalent Graduate Competency (CBE): General Elective - 1 credit

XLSC 9015 Fundamentals of Communication Certificate

Communication is arguably the most important skill that anyone can develop. Effective communication is more than just an exchange of ideas and information. It involves the ability to clearly convey a message, be an effective listener and identify the underlying emotions and intentions behind the information. The Fundamentals of Communication Certificate includes four competencies: 1. Effective Communication 2. Emotional Intelligence 3. Conflict Resolution and 4. Giving and Receiving Effective Feedback. 1.5 credits.

- 25 Clock hours/1.5 PDUUs
- Equivalent Undergraduate Course (Credit Hour): COMU 101 Public Speaking 1 - 3 credits
- Equivalent Graduate Course (Credit Hour): HRCU 630 Globalization and Diversity - 3 Credits
- Equivalent Undergraduate Competency (CBE): COMC 101 Oral Communications - 3 Credits
- Equivalent Graduate Competency (CBE): HRCC 630 Conflict and Negotiation - 3 credits

XLSC 9016 Leadership Core Certificate

For organizations to grow and be successful, they need skilled leaders who can confidently lead others, while helping the organization achieve their goals and objectives. The Leadership Core Certificate provides leaders with skills and knowledge that are necessary to be successful in leading others, while increasing their own self-awareness and ultimately becoming a better leader. This certificate includes six competencies: 1. Self-Management 2. Emotional Intelligence 3. Effective Communication 4. Conflict Resolution 5. Performance Management and 6. Diversity & Implicit Bias. 3 credits.

- 45 Clock hours/3.0 PDUUs
- Equivalent Undergraduate Course (Credit Hour): OLCU 425 Leadership in Diverse and Multicultural Organizations - 3 credits
- Equivalent Graduate Course (Credit Hour): HRCU 603 Globalization and Diversity - 3 credits
- Equivalent Undergraduate Competency (CBE): OLCC 425 Leadership in Diverse and Multicultural Organizations - 1.5 credits or OLCC 430 Human Resources - 1.5 credits

- Equivalent Graduate Competency (CBE): HRCC 603 Globalization and Diversity - 3 credits

XLSC 9017 Leadership Transformation Certificate

Effective leaders know they cannot achieve extraordinary results on their own. They must also lead a team while developing their own skills and creating an environment that fosters growth, creativity, and innovation. The Leadership Transformation Certificate will help students build skills to lead effective teams, while expanding their own skill set at becoming a more effective leader. This certificate includes six competencies: 1. Employee Engagement 2. Team Development 3. Giving and Receiving Effective Feedback 4. Effective Delegation 5. Leading Change and 6. Coaching Fundamentals. 3 credits.

- 45 Clock hours/3.0 PDUs
- Equivalent Undergraduate Course (Credit Hour): OLCU 414 Teambuilding - 3 credits
- Equivalent Graduate Course (Credit Hour): OLCU 614 Leadership & Team Development - 3 credits
- Equivalent Undergraduate Competency (CBE): OLCC 414 Team Building - 3 credits
- Equivalent Graduate Competency (CBE): OLCC 614 Team Leadership and Collaboration - 3 credits

XLSC 9018 Leading Teams Certificate

A strong team increases productivity, effectiveness, employee satisfaction and contributes to the overall success of the organization. Team leaders are not only responsible for their own performance, but also have to navigate the dynamics and performance of their team. The Leading Teams Certificate includes three competencies: 1. Team Development 2. Effective Communication and 3. Conflict Resolution. 1.5 credits.

- 25 Clock hours/1.5 PDUs
- Equivalent Undergraduate Course (Credit Hour): General Elective - 2 credits
- Equivalent Graduate Course (Credit Hour): General Elective - 2 credits
- Equivalent Undergraduate Competency (CBE): General Elective - 2 credits
- Equivalent Graduate Competency (CBE): General Elective - 2 credits

XLSC 9019 New Manager Certificate

Becoming a new manager can be both rewarding and challenging at the same time. A new manager will need to acquire a new set of skills to be successful in this new role. The New Manager Certificate provides students with the essential skills needed to lead others, while learning about their own management style. To help navigate through this new and exciting challenge, this certificate includes six competencies: 1. Self-Management 2. Effective Communication 3. Conflict Resolution 4. Giving and Receiving Effective Feedback 5. Human Resources Fundamentals and 6. Peer to Manager Transition. 3 credits.

- 45 Clock hours/3.0 PDUs
- Equivalent Undergraduate Course (Credit Hour): HRCU 400 Human Resource Studies - 3 credits
- Equivalent Graduate Course (Credit Hour): BUSU 630 Business Process Analysis and Innovation - 3 credits
- Equivalent Undergraduate Competency (CBE): HRCC 445 Human Resource Management - 3 credits

- Equivalent Graduate Competency (CBE): BUSC 600 Leadership and Business Operations - 3 credits

Diversity, Equity, and Inclusion

Gain the skills needed to become a culturally proficient and effective leader. Learn how to promote cultural awareness while supporting the individual. Equip yourself with the skills to address issues of unconscious biases, culturally blindness, and race in the workplace.

Diversity, Equity, and Inclusion courses for Educators can be found in the catalog under School of Extended Education, Education/ Professional Development for Pre K-12 Teachers, Administrators and Paraprofessionals.

BUSU 0080 Aspects of an Inclusive Culture

Inclusive cultures bring cultural awareness, belonging, and mental health to the forefront. Cultural awareness supports inclusivity because it empowers employees to work effectively with people from different demographics. With cultural awareness, organizations can foster a culture of belonging, facilitate collaboration, encourage decision-making, and support employee engagement. A culture of belonging includes employees being their authentic selves. Organizations encourage workplace authenticity and belonging when they support mental health initiatives, foster resilience, and create environments where employees are comfortable discussing mental health challenges. In this course, you will learn about these important aspects of an inclusive culture 0.4 credits.

- 4 clock hours/.4 CEUs
- 4 PMI PDUs*
- 4 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0081 Assessing Diversity and Inclusion

Organizations are accountable for their diversity and inclusion goals. In this course, you will learn about HR metrics, predictive analytics, diversity training, diversity scorecards, and other tools that organizations use to identify biases, track the progress of initiatives, and gauge the effectiveness of policies. This course will explain how to use both soft and hard metrics to formulate, update, and implement diversity and inclusion goals. You will also learn about the importance of employee buy-in, diversity leaders, and C-suite support in achieving a diverse and inclusive workplace. 0.4 credits.

- 4 clock hours/.4 CEUs
- 4 PMI PDUs*
- 4 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0082 Fostering an Inclusive Culture

To achieve diversity and inclusion, organizations need to create an inclusive culture where all employees are respected and appreciated, have equal access to workplace opportunities, and are fairly compensated. In this course, you will learn about how to create, encourage, and develop an inclusive culture. You will explore the 7 Pillars of Inclusion, traits of an inclusive leader, strategies to assess employee buy-in, professional development opportunities, and workplace accessibility. You will examine how to uproot workplace toxicity and address and prevent harassment and discrimination. The course illustrates the many benefits of an inclusive culture, including higher levels of employee engagement, productivity, employee satisfaction, and retention rates. 0.4 credits.

- 4 clock hours/.4 CEUs
- 4 PMI PDUs*
- 4 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0083 Hiring and Retaining Diverse Talent

Increasing workplace diversity necessitates strategies that foster more inclusive and equitable workplace practices. In this course, you will learn how leaders who want tangible, measurable results from diversity and inclusion initiatives must take an active role in supporting and implementing these strategies. You will explore how to use talent management systems and performance metrics to create a diverse workplace. This course illustrates that providing equal opportunities for continued engagement, including flexible work arrangements, mentorship programs, and employee benefits, is paramount for an organization's diversity and inclusion efforts to succeed. 0.4 credits.

- 4 clock hours/.4 CEUs
- 4 PMI PDUs*
- 4 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0084 Inclusive Engagement and Development

Throughout each workday, HR professionals have opportunities to build inclusive work environments. Today's world requires HR managers to support D&I initiatives in different work models. Inclusive decision-making is an important component in creating work cultures that embrace diversity and belonging. This decision-making process increases innovation, engagement, and business performance. HR managers are also in key positions to build inclusive learning and development teams and learning content. This course explores strategies for transparent and inclusive decision-making, the building of inclusive learning and development teams, and ways to support diversity and inclusion in hybrid and remote work models. 0.4 credits.

- 4 clock hours/.4 CEUs
- 4 PMI PDUs*
- 4 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

BUSU 0085 Inclusive HR Leadership

Inclusive HR leaders foster more innovative and productive work environments. HR leaders play a key role in developing, changing, and reinforcing an organization's culture. They also assess and analyze the organization's current workforce diversity and set goals for overcoming challenges to inclusion. Perhaps most importantly, these HR professionals help other leaders develop inclusive competencies and strategies to improve performance and decision-making among teams. This course explores inclusive leadership competencies for HR professionals, the application of these competencies within different business structures, the roles HR leaders play in developing inclusive organizational leaders, and the characteristics and benefits of inclusive leadership programs. 0.4 credits.

- 4 clock hours/.4 CEUs
- 4 PMI PDUs*
- 4 SHRM PDCs**

* PDUs/ contact hours recognized by the Project Management Institute.

** Approved for Professional Development Credits towards SHRM-CP and SHRM-SCP recertification through SHRM.

EDIC 9017 Diversity and Inclusion Certificate

The foundation of any successful organization is having a strong culture. In order to create this, leaders must be able to articulate, implement and truly understand diversity, equity, and inclusion in the workplace. This three-course certificate will provide you with the necessary skills and knowledge to become a culturally proficient and effective leader. Deepen your understanding of historical and social racial inequity and its negative effects on opportunity and equity in the workplace. Understand cultural blindness and the significant impact it has on an organization's employees, beliefs, practices, culture, and policies. This program will challenge you to think and see from new perspectives so you can become a better listener, problem solver, community builder, and conflict resolver. The Diversity and Inclusion Certificate includes three courses: Thriving in America as an Ethnically and Racially Conscious Person, Cultural Awareness and Unconscious Bias, and Let's Talk About Race. 5 credits.

- 75 clock hours/5.0 PDUs

EDIC 9011 Cultural Awareness and Unconscious Bias

Develop the skills to recognize implicit/explicit bias and the ways in which they influence our perceptions and actions. This course explores the concept of implicit bias and the nuanced behaviors that are a product of our unconscious beliefs. Participants will create an action plan around the essential question: What am I willing to do to not only become aware of, but interrupt actions that reflect implicit bias. 1 credit.

- 15 clock hours/1.0 PDUs

EDIC 9025 Let's Talk About Race

The Critical Race Theory (CRT) is a framework that examines society and culture as they relate to categorizations of race, law, and power. The five tenets of CRT are counter-storytelling, the permanence of racism, whiteness as property, interest convergence, and the critique of liberalism. Learn how CRT can be used as a lens for examining existing power structures and recognize how these tenets manifest systematically within organizations. Engage in activities to practice "interrupting" those practices and policies that seek to marginalize people of color. Gain strategies to have compassionate dialogue using the RIR (Recognize, Interrupt and Repair) Protocol. 2 credits.

- 30 clock hours/2.0 PDUs

EDIC 9027 Leveraging Privilege and Entitlement

This course will provide you ways to think about what privilege is and what it looks like in the workplace, so that we can frame our questions differently and open ourselves up to new approaches and solutions that create sustainable change. The course invites participants to think about the connection between the concept of privilege and the dominant American cultural stories about who belongs and who has agency. We will explore how these concepts influence power dynamics, whether or not there is space for multiple perspectives, and how that impacts the overall culture of a place. In addition, participants will be asked to explore personal and institutional oppression in order to equip individuals with knowledge and skills in leveraging their own privilege and entitlement to affect individual and systemic change. 2 credits.

- 30 clock hours/2.0 PDUs

EDIC 9024 Thriving in America as an Ethnically and Racially Conscious Person

The purpose of this course is to help you think about race and ethnicity as an evolving part of the human experience that, with understanding, self-reflection, and a willingness to engage in the larger world around us, can help you thrive. Participants will have an opportunity to explore family and community beliefs, values, and ideals and how they may impact our own values and beliefs and how they manifest in our interactions with those around us and the organizational policies, practices, structures, and culture. Through the implementation of Compassionate Dialogue and the RIR Protocol students will reflect interpersonally, intrapersonally, and systemically on issues that impede an ability for individuals to thrive. 2 credits.

- 30 clock hours/2.0 PDUs

EDIC 9028 The Tragedy of Non-Ness

In this course, we will look closely at how language and other forms of representation can be used to marginalize people and groups. Exclusionary descriptors are embedded in language and undermine our ability to create inclusive and equitable relationships, organizations and communities. An example of exclusionary language, we describe someone as not being something (ex. "non-White"), which results in the excluded listener feeling "othered," "less than," "inadequate" and "unseen." In this training, participants will discuss the prevalent forms of exclusionary language and representation and discuss appropriate, compassionate, personal and professional responses to its use. 2 credits.

- 30 clock hours/2.0 PDUs

Health, Wellness and Science Programs

Recognizing the need for a well-trained, healthcare-focused workforce, The School of Extended Education provides courses and certificate programs for those currently in health and wellness and other science-focused career paths, those interested in entering these fields, and those simply interested in increasing their own knowledge base. Programming is available for academic credit as well as CEUs for professional development. Much of the programming is also approved for continuing education for recertification credits or licensure renewal with Board of Behavioral Sciences, Board of Registered Nurses, and other certifying agencies.

- Behavioral Health (p. 214)
- Health Coach Training Certificate (p. 215)
- Science of Obesity (p. 215)
- Survival Spanish: Culture and Language for Healthcare Professionals (p. 215)
- Health and Medical Administrative Services (p. 216)

Behavioral Health

University of Massachusetts Global is recognized by the (BBS) California Board of Behavioral Sciences to provide continuing education credit per BPC Section 1887.4.3.

XHWU 9002 Effective Communication for Behavioral Health Professionals

Within our present society, there are many different challenges that impact our ability to connect within an interpersonal manner. This course will review the essential features of the communication process, methods of communication enhancement, and learning strategies to effectively use communication technologies within our ever-changing world. In addition, you will work to identify three areas of growth within your interpersonal communication abilities and develop a specific plan of action to address these areas in your life. 6 credits.

- 6 Clock hours
- 6 CE*s*

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CEs approved by the Board of Behavioral Science are calculated at one contact hour per one CE. Learners who successfully complete the course can earn 6 CEs/contact hours recognized by the Board of Behavioral Science.

XHWU 9003 Emotional Intelligence for Behavioral Health Professionals

Emotional Intelligence (EI) has been found to be an essential component in areas related to emotional regulation, conflict resolution, stress reduction and within interpersonal relationships. Behavioral health professionals who are knowledgeable regarding the tenets of emotional intelligence will be able to use effective strategies to assist within their own growth and the growth of others. In this course, you will study the theories and concepts of the EI model. Specifically, you will review the EI through the behavioral lens and review ways you can use the EI model to allow for success within your role as a behavioral health professional. 6 credits.

- 6 Clock hours
- 6 CE*s*

*

CEs approved by the Board of Behavioral Science are calculated at one contact hour per one CE. Learners who successfully complete the course can earn 6 CEs/contact hours recognized by the Board of Behavioral Science.

XHWU 9004 Conflict Resolution for Behavioral Health Professionals

Conflict is unavoidable. Areas of conflict occur within our personal and professional lives. As a result, it is important to develop the capacity to recognize, assess and address areas of conflict to allow for growth and success. In this course, you will review different types of conflict and recognize appropriate strategies for resolving conflict in your role as a helping professional. While the focus of this course is in your occupational role, these same methods can be applied to any conflict. 6 credits.

- 6 Clock hours
- 6 CE*s*

*

CEs approved by the Board of Behavioral Science are calculated at one contact hour per one CE. Learners who successfully complete the course can earn 6 CEs/contact hours recognized by the Board of Behavioral Science.

XHWU 9005 Suicide Risk Assessment and Intervention for Behavioral Health Professionals

The content in this course provides students with 1) identification of factors involved with suicide risk; 2) recognition of relevant laws that pertain to harm to self; 3) explanation of relevant information pertaining to the necessity of initial assessment, monitoring, and re-assessment of suicide risk; and 4) summation of the strategies presented that focus on therapeutic interventions primary prevention of suicide. 6 credits.

- 6 Clock hours
- 6 CE*s*

*

CEs approved by the Board of Behavioral Science are calculated at one contact hour per one CE. Learners who successfully complete the course can earn 6 CEs/contact hours recognized by the Board of Behavioral Science.

XHWU 9006 Law and Ethics for Behavioral Health Professionals

This course is intended for professionals working in the mental health care field (therapists, social workers, psychologist) in addition to individuals working in public health, education, and criminal justice. The Law and Ethics course will review the ethical and legal matters that clinicians face on a daily basis. Specifically, the course will meet the 6-hour CEU Ethics requirement for individuals that are renewing their license in the state of California with the Board of Behavioral Sciences. This course also satisfies the California BBS Law and Ethics training requirements under (1887.3) for LMFT, LPCC, LCSW, and Educational Psychologists, in addition to the BOP requirements for Psychologists. 6 credits.

- 6 Clock hours
- 6 CE*s*

*

CEs approved by the Board of Behavioral Science are calculated at one contact hour per one CE. Learners who successfully complete the course can earn 6 CEs/contact hours recognized by the Board of Behavioral Science.

Certificate Program: Health Coach Training Certificate

Efforts to reduce healthcare costs by teaching people about healthy habits and behaviors have created rapid growth and need for health coaches. Health coaching is a collective and highly individualized service that concentrates on enhancing wellness and health. It develops a person's ability to attain short-term and extended health objectives. This is an emerging field with growing demand. Health coaches work in medical centers, HR departments, insurance companies, and in private practice. These scientifically based courses covers health coaching from expecting mothers to seniors. Participants seeking the certificate must complete all three courses. Courses may also be taken individually. Each course is 15-30 clock hours/1.5-3.0 CEUs. Certificate 60-90 clock hours/6-9 CEUs.

XHWU 8000 L.E.A.N. Start and Essentials - Families

Dr. Sears' L.E.A.N. Expectations Health Coach Training & Certification course consists of direct instruction (66%) and self-study and/or on-line study (33%) for a total of 15 or 30 hours. Upon completion of this course, participants will be able to effectively equip pregnant and nursing moms for a healthier pregnancy and baby, a smoother delivery and recovery and implement optimal pre/post-natal nutrition practices. Participants will successfully demonstrate how lifestyle, exercise, attitude and nutrition choices can positively or negatively affect women before, during and after pregnancy. 1-2 credits.

- 15-30 clock hours
- 1-2 PDU's

Provider approved by the California Board of Registered Nursing, Provider Number 15531 for 30 contact hours.

XHWU 8001 L.E.A.N. Expectations - Pregnancy

Dr. Sears' LEAN Training & Certification course consists of 20 hours of direct instruction with 10 hours of self-study and/or on-line study for a total of 30 hours. Upon completion of this course, participants will be able to demonstrate how lifestyle, exercise, attitude, and nutrition choices can positively or negatively affect children's learning, behavior, attention, attitude and performance both in school and at home. Additionally, participants will demonstrate how choices made by both children and parents play a crucial role in a child's education experience. 1,2 credits.

- 15-30 clock hours
- 1-2 PDU's

Provider approved by the California Board of Registered Nursing, Provider Number 15531 for 15 or 30 contact hours.

XHWU 8002 Prime Time Health - Adults and Seniors

Dr. Sears' Prime-Time Health Coach Training & Certification course consists of direct instruction (66%) and self-study and/or on-line study (33%) for a total of 15 or 30 hours. Upon completion of this course, participants will be able to empower adults and seniors to prevent age-related diseases, sharpen thinking, boost energy, and take charge of their health. Topics in this course include basic and extended nutrition, opening our internal pharmacy, making healthy our body, moving waste from our waist, and living without pain and inflammation. Additionally, body systems including cardiology, the digestive system, blood sugar and insulin, the brain, inflammation and inflammatory response are included to provide a deeper understanding of these complex body systems. 1,2 credits.

- 15-30 clock hours
- 1-2 PDU's

Provider approved by the California Board of Registered Nursing, Provider Number 15531 for 15 or 30 contact hours.

Students can expand their knowledge in this area; see the undergraduate Nutrition and Wellness certificate.

Science of Obesity

FSNU 335 Science of Obesity

This course will cover the role of diet and exercise in weight loss and body weight maintenance. Discussion of metabolic and physiological changes occurring during weight gain and loss will be covered. The course will look into the current trends in obesity and the relationship between body weight, obesity and disease risk. Research comparing popular diets used for weight loss and disease treatment will be covered along with recommendations for optimal weight loss and weight maintenance programs. 3 credits.

- 3 academic credits/45 clock hours

Provider approved by the California Board of Registered Nursing, Provider Number 15531, for 45 contact clock hours.

Survival Spanish: Culture and Language for Healthcare Professionals

SPNU 100 Survival Spanish: Culture and Language for Healthcare Professionals

This course is designed to provide basic Spanish communication skills and an understanding of Latino culture for Health Professionals. Students will explore the history and culture of the monolingual Latino population. They will also learn and practice necessary language skills to communicate with Spanish speaking clients in the health care environment about health-related issues. No previous Spanish language experience is required. 3 credits.

- 3 academic credits/45 clock hours

Provider approved by the California Board of Registered Nursing, Provider Number 15531, for 45 contact clock hours.

Health and Medical Administrative Services

HAUC 201 Fundamental Business Skills and Workplace Behaviors in the Healthcare Setting

Working in an office environment presents some unique challenges and requires fundamental business skills, strategies and behaviors to be successful. Demonstrating business skills and workplace behaviors, including problem solving, fostering positive communication and engagement, are key components for high-level performance in the fast-paced medical environment. This competency provides office workers with strategies for time management, planning, organizing, collaborating, and problem-solving. Ultimately, through this competency, students will explore and cultivate important business skills and practices to foster a more effective, fulfilling, and rewarding work experience. 3 academic credits

HAUC 202 Fostering Cultural Competency in Effective Customer Service Practices in the Healthcare Setting

In this competency, students will explore and develop fundamental skills to deliver exceptional customer service and create positive patient experiences. Topics covered in this competency include how to create a welcoming environment for patients, communicating effectively with empathy and understanding to build trust and meet their unique needs. Additionally, this competency explores how to cultivate an inclusive and culturally competent health care program that values diversity in different cultures, health beliefs, and spiritual practices. Participants will have the opportunity to explore beliefs and values in their own culture as well as the cultures of others. Emphasis will be placed on self-reflection, and how the medical practice assistant can assess a situation and approach interactions with empathy according to the cultural and spiritual needs of individual patients and populations. 3 academic credits

HAUC 203 Communication Essentials in the Healthcare Setting

Effective communication and conflict management skills are essential for every leader and aspiring leader in the healthcare setting. Effective communication skills can help promote a healthy workplace culture and become a competitive advantage. In this competency, learners will explore active listening strategies. This competency analyzes terminologies and best practices for effectively communicating and addressing concerns from all sides, while implementing proven effective approaches to achieve resolutions and strengthening relationships. Students will also analyze both verbal and non-verbal language cues and apply this understanding to effectively navigate challenging conversations with patients, healthcare providers, or peers where emotions are high and positive outcomes are critical. Learners will leverage these effective communication skills to effectively collaborate and manage/diffuse challenging issues that frequent the healthcare setting. 3 academic credits

Technology & Telecommunication

Recognizing that successful information technology employees and entrepreneurs must have business process understanding and soft skills to effectively work within various organizational structures, the School of Extended Education offers programming that business owners and other key business decision makers require for specific IT-focused career paths.

All programming can be taken as certifications or certificates described below.

- Technology (p. 216)
- Certifications (p. 217)
- Telecommunications (p. 218)

Technology

- TECU 8032 UMass Global Software Engineering Bootcamp: 765 clock hours/51.0 PDU's
- TECU 8033 UMass Global Cyber Security Bootcamp: 349 clock hours/23.0 PDU's
- TECU 8035 UMass Global Data Analytics Bootcamp: 362 clock hours/24.0 PDU's
- TECU 8036 UMass Global Data Science Bootcamp: 537 clock hours/35.5 PDU's
- TECU 8037 UMass Global UI/UX Design Bootcamp: 716 clock hours/47.5 PDU's
- TECU 8038 Machine Learning Engineering & AI Bootcamp: 444 clock hours/29.5 PDU's

The Bootcamp programs listed above may qualify as academic credit or substitute for specific courses in the University of Massachusetts Global degree programs, emphasis areas, and/or academic certificate programs. For more information, please contact Extended Education at exed@umassglobal.edu.

Cisco CCNA Routing & Switching

- TECU 8027 Networking Essentials: 30 clock hours/2.0 PDU's
- TECU 8001 Introduction to Networks: 30 clock hours/2.0 PDU's
- TECU 8028 Switching, Routing & Wireless Essentials: 30 clock hours/2.0 PDU's
- TECU 8029 Enterprise Networking, Security & Automation: 30 clock hours/2.0 PDU's

Cisco CCNP Security

- TECU 8017 Implementing Security Core Technologies: 30 clock hours/2.0 PDU's
- TECU 8018 Securing Networks with Firewalls: 30 clock hours/2.0 PDU's

CCNP Enterprise

- TECU 8021 Implementing Enterprise Core Technologies: 30 clock hours/2.0 PDU's
- TECU 8022 Implementing Enterprise Advanced Routing: 30 clock hours/2.0 PDU's

CCNP Data Center

- TECU 8023 Implementing Data Center Core Technologies: 30 clock hours/2.0 PDU's
- TECU 8024 Designing Data Center Infrastructure: 30 clock hours/2.0 PDU's

Cisco CCIE

- TECU 8025 CCIE Enterprise Infrastructure Written: 30 clock hours/2.0 PDU's

- TECU 8026 CCIE Enterprise Infrastructure Practical: 30 clock hours/2.0 PDUs
- TECU 8030 CCIE Collaboration Written: 30 clock hours/2.0 PDUs

Microsoft Office Suite

- BUSU 0040 Microsoft Word: 24 hours/2.4 CEUs
- BUSU 0041 Microsoft Excel: 24 hours/2.4 CEUs
- BUSU 0042 Microsoft PowerPoint: 24 hours/2.4 CEUs
- BUSU 0071 Microsoft Outlook: 30 hours/3.0 CEUs

Certifications

CSCC 8001 CompTIA A+ 1 (Core 1 Exam 220-1101) Certification

Gain the necessary training to prepare for the CompTIA A+ Certification (Core 1 Exam 220-1101). In this course, students will learn the fundamental concepts of computer systems architecture including the CPU, memory, computer Input and Output, operating systems and file management. Students will gain an understanding of how computer systems architecture can be implemented and properly maintained to support the needs of an organization. At the end of this course, students will be ready to sit for the exam and take the first step to become CompTIA A+ certified. 3 credits.

- 45 clock hours/3.0 PDUs
- Successful completion of this exam may substitute for a course in a University of Massachusetts Global degree program

CSCC 8004 CompTIA A+ 2 (Core 2 Exam 220-1002) Certification

Gain the necessary training to prepare for the CompTIA A+ Certification (Core 2 Exam 220-1002). In this course, students will learn operating system basics and operating system administration. Students will gain an understanding of how computer systems architecture can be implemented and properly maintained to support the needs of an organization. Throughout this course, students will gain an understanding of how operating systems are installed and configured and used in various business settings and review how to troubleshoot common computer and operating system issues and identify common security threats to computer resources. At the end of this course, students will be ready to sit for the exam and take the next step to become CompTIA A+ certified. 3 credits.

- 45 clock hours/3.0 PDUs
- Successful completion of this exam may substitute for a course in a University of Massachusetts Global degree program

CSCC 8000 CompTIA Cloud+ Certification

Gain the necessary training to prepare for the CompTIA Cloud+ Certification. In this course, students will learn how to develop, maintain, and deploy cloud computing and virtualization technologies. This course will help students as an IT professionals understand the business value of cloud computing and learn about industry best practices to deploy cloud technologies. Students will also learn about security in the cloud and how to manage the virtual components of the cloud. This knowledge will help students in projects dealing with cloud computing and virtualization. At the end of this course, students will be ready to sit for the exam and take the next step to become CompTIA Cloud+ Certified. 3 credits.

- 45 clock hours/3.0 PDUs
- Successful completion of this exam may substitute for a course in a University of Massachusetts Global degree program

TECU 8039 Project+

This course is centered on information technology (IT) projects. The course will provide you with the concepts and processes involved in project management. There four major domains covered in this course: Project Management Concepts, Project Life Cycle Phases, Tools and Documentation, and Basics of IT and Governance The course maps to the CompTIA Project+ exam. 3 credits.

- 48 clock hours/3.0 PDUs

TECU 8040 Security+

This course provides the basic knowledge needed to plan, implement, and maintain information security in a vendor-neutral format; this includes risk management, host and network security, authentication and access control systems, cryptography, and organizational security. The course maps to the CompTIA Security+ SYO-701 exam. 3 credits.

- 45 clock hours/3.0 PDUs

TECU 8020 Cloud Networking Specialist

Cloud Networking Specialist equips the student with the knowledge and skills needed to prepare for entry-level cloud-based networking careers. This course is a hands-on, career-oriented e-learning solution that emphasizes practical experience. Cloud Networking Specialist aims to develop an in-depth understanding of cloud-based networking principles as well as the tools and configurations required to design a cloud-based network. Various types of hands-on labs provide practical experience, including procedural and troubleshooting labs, skills integration challenges, and model building. All hands-on labs in the course can be completed via Packet Tracer. Most chapters include Packet Tracer-based skills integration challenges that are cumulative throughout the course. The course prepares students to take an optional Cisco Cloud Collaboration Solutions (CCS) 500-301 certification exam on the last day of class. 1.5 credits.

- 20 clock hours/1.5 PDUs

TECU 8034 Cloud Computing Essentials Level 1

Cloud Computing Essentials Level 1 equips the student with the knowledge and skills needed to prepare for entry level cloud-based networking careers. This course is a hands-on, career-oriented e-learning solution that emphasizes practical experience. It is a blended curriculum with both online and classroom learning. Cloud Computing Essentials Level 1 aims to develop an in-depth understanding of cloud-based networking principles as well as the tools and configurations required to design a cloud-based network. 1.5 credits.

- 24 clock hours/1.5 PDUs

TECU 0033 IT Fundamentals

In this introductory course, students will learn the basics of computer hardware, software, mobile computing, networking, troubleshooting, and emerging technologies. Students will learn about configuring operating systems, file and folder management, networks and network configuration, and the role of the OSI model in networking and troubleshooting. This course will also prepare students for the CompTIA IT Fundamentals Certification exam. 4 credits.

- 40 clock hours/4.0 CEUs

TECU 8019 Network+

Network+ equips the student with the knowledge and skills needed to prepare for entry-level networking careers. This course is a hands-on, career-oriented e-learning solution that emphasizes practical experience. Network+ aims to develop an in-depth understanding of networking principles as well as the tools and configurations required to design a network. Various types of hands-on labs provide practical experience, including procedural and troubleshooting labs, skills integration challenges, and model building. All hands-on labs in the course can be completed via Packet Tracer. Most chapters include Packet Tracer-based skills integration challenges that are cumulative throughout the course. The course prepares students to take an optional CompTIA Network+ certification exam on the last day of class. 2.7 credits.

- 40 clock hours/2.7 PDUs

Telecommunications

Courses, programs, and certification tracks are available for those entering the workforce as well as the more seasoned professional. Individuals and companies interested in telecom, broadband, fiber optics, and much more will find applicable offerings.

Basic Electricity & Electronics

- TECU 0021 Basic Electricity: 28 clock hours/2.8 CEUs
- TECU 0022 Basic Electronics: 28 clock hours/2.8 CEUs
- TECU 0023 TKT II: 40 clock hours/4.0 CEUs

FCC Licensure

- TECU 0009 FCC General Radio Operators License (GROL): 30 clock hours/3.0 CEUs

Fiber Optics Communications

- TECU 0046 Fiber Optics Installer: 30 clock hours/3.0 CEUs
- TECU 0065 Fiber Optics Technician: 30 clock hours/3.0 CEUs
- TECU 0092 Fundamentals of SONET Maintenance: 30 clock hours/3.0 CEUs
- TECU 0024 Fiber Optic Technician - Outside Plant: 24 clock hours/2.4 CEUs

5G

- TECU 0019 Wireless Communications with Intro to 5G: 28 clock hours/2.8 CEUs
- TECU 0020 5G Technician: 28 clock hours/2.8 CEUs

Data Communications

- TECU 0097 Data Communications: 30 clock hours/3.0 CEUs

Smart Homes

- TECU 0014 Smart Home Systems: 28 clock hours/2.8 CEUs

Coding Languages

- TECU 0016 Python Coding Basics: 40 clock hours/4.0 CEUs

English as a Second Language

EDEU 8002 Academic English 1:

The AC Live Academic English 1 course is designed to develop students' listening, speaking, reading, and writing skills. The course combines in-class practice from classroom texts with online self-study. Students learn skills to express and support their ideas and use information from different sources. They move beyond simple expressions to use language with more creativity. Students practice identifying and communicating main ideas and details by writing and speaking on a range of subjects. These subjects include information technology, philosophy, marketing and nutritional science. Students learn to read and listen actively by taking and organizing notes and developing them into paragraphs or speeches. They also learn and practice conversation skills so that they can participate more confidently in conversations and class discussions. Outside of class, students will practice extensive reading using an online platform. 1 credit.

- 20 Clock hours/1.0 PDU

EDEU 8003 Academic English 2:

The AC Live Academic English 2 course is designed to develop students' listening, speaking, reading, and writing skills. The course combines in-class practice from classroom texts with online self-study. Students learn skills to express and support their ideas and use information from different sources. They move beyond simple expressions to use language with more creativity. Students practice identifying and communicating main ideas and details by writing and speaking on a range of subjects. These subjects include information technology, philosophy, marketing and nutritional science. Students learn to read and listen actively by taking and organizing notes and developing them into paragraphs or speeches. They also learn and practice conversation skills so that they can participate more confidently in conversations and class discussions. Outside of class, students will practice extensive reading using an online platform. 1 credit.

- 20 Clock hours/ 1.0 PDU

EDEU 8004 English for Academic Purposes 1:

The English for Academic Purposes 1 synchronous online course is designed to develop students' academic listening, speaking, reading, and writing skills. The course combines student-centered, communicative activities with reading practice and online self-study that reviews and expands on the classroom material. In this high intermediate course, students develop the ability to read and listen critically and efficiently and to incorporate ideas they have learned about into academic discussions and short essays. Students increase their listening competence and notetaking abilities by previewing and discussing short academic conversations and talks. They also develop reading and critical thinking skills as they evaluate the organization and ideas presented in targeted paragraphs and authentic texts. In regular discussions, students practice specific phrases, questions and conversation techniques, increasing their ability to join discussions, express ideas and participate with fluency and spontaneity. Using notes based on talks and readings, students synthesize ideas in short presentations and short essays from a variety of genres. Topics covered in the course come from a range of disciplines, including business, psychology, education, and anthropology. 0.5 credits.

- 10 Clock hours/0.5 PDU

EDEU 8005 English for Academic Purposes 2:

The English for Academic Purposes 2 synchronous online course is designed to develop students' academic listening, speaking, reading, and writing skills. The course combines student-centered, communicative activities with online reading practice and online self-study that reviews and expands on the classroom material. In this high intermediate (CEFR B2-B2+) course, students further develop their ability to read and listen critically and efficiently and to incorporate ideas they have learned about into academic discussions and essays. Students increase their listening competence and notetaking abilities by previewing and discussing academic conversations and talks. They also develop reading and critical thinking skills as they evaluate the ideas presented in authentic texts and learn to select credible sources during their research. Students practice discourse skills, such as relating their ideas to those of others in discussions. Using notes based on talks, readings, and internet research, students synthesize ideas present them academically with appropriate citation. Topics covered in the course come from a wide range of academic disciplines. 0.5 credits.

- 5 Clock hours/0.5 PDU

Corporate Training and Business Services

Customizable, high-impact training tailored to your organization's needs.

Providing highly relevant professional development is a strong incentive for employees to stay and grow within your business. For over 50 years, University of Massachusetts Global has been collaborating with organizations to create educational partnerships that meet the company's unique needs and budget.

WHAT MAKES US DIFFERENT?

1. One source for all your training solutions - From individualized executive coaching to one-time or ongoing professional development, we collaborate with you to deliver your ideal educational program through all steps from initial needs assessment to final evaluation, **saving you time and money.**

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Accounting (ACCU)

ACCU 201 Principles of Accounting I

This course is designed to introduce the student to accounting principles, practices, and techniques. Emphasis is placed on accounting for a sole proprietorship. The accounting cycle, financial statements, control of cash, inventories, plants assets, current liabilities and payroll accounting are covered. 3 credits.

ACCU 202 Principles of Accounting II

Prerequisite: ACCU 201.

This course is a continuation of Principles of Accounting I with an emphasis on corporations, financial analysis and managerial accounting. Content includes corporate organization and operations, earnings per share and dividends, long-term obligations and investments, statement of cash flows, analysis of financial statements, accounting for departments and branches, cost accounting systems, cost-volume-profit analysis; budgeting and standard cost, and decision making. 3 credits.

ACCU 301 Intermediate Accounting I

Prerequisites: ACCU 201.

A study of GAAP as it applied to current assets, revenue and expense recognition, current and long-term liabilities; and the organization, analysis, and reporting of financial information. Key accounting principles, concepts, and alternative accounting methods will be examined. Ethical impact on the preparation of financial statements will also be explored. 3 credits.

ACCU 302 Intermediate Accounting II

Prerequisites: ACCU 201, ACCU 301.

A study of GAAP as it applied to long-term liabilities and owner's equity; selected topics including the statement of cash flows and accounting changes; and the organization, analysis, and presentation of financial information. Course includes a comprehensive computerized financial statement project. 3 credits.

ACCU 325 Cost Analysis and Budgeting

Prerequisites: ACCU 201 and ACCU 202.

This course will examine basic cost accounting and budgeting principles, costing and decision-making models, application of variances analysis for planning and control and activity-based costing. Construction of a basic budget and construction of a model for decision-making will be demonstrated. 3 credits.

ACCU 360 Financial Statement Analysis

Prerequisites: ACCU 201 and ACCU 202.

Develop basic skills in financial statement analysis and appreciate the factors that influence the outcome of the financial reporting process. The use of computer applications for statement preparations and financial forecasting will be examined, as well as the ethical issues surrounding business reporting and exploitative practices. 3 credits.

ACCU 401 Advanced Accounting

Prerequisites: ACCU 301 and ACCU 302.

A study of the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations of financial reporting are examined. Special emphasis is given to identifying the main characteristics of government and nonprofit financial information. 3 credits.

ACCU 439 Accounting Information Systems

Prerequisites: ACCU 302.

A study of the important roles of accounting information; major components of accounting information systems; internal control; and flowcharting techniques. Discusses the evaluation of internal control and its integration into a computer-based accounting system. 3 credits.

ACCU 452 Income Taxation

Prerequisites: ACCU 201 and ACCU 202.

This course examines the federal income tax consequences of individuals and property transactions. Included is the history and development of the federal income tax system, the tax implications on influencing personal and business behavior, and the dispute resolution process. 3 credits.

ACCU 460 Auditing

Prerequisites: ACCU 301 or 302.

This course examines the auditing profession, the auditing process, and other assurance and nonassurance services. Students will learn the application of the audit process to the sales and collection cycle and other business cycles, such as accounts payable, and will apply various tests and analytical procedures for completing an audit. 3 credits.

ACCU 602 Financial Reporting & Analysis

Students will learn how to read, analyze and interpret financial accounting data to make informed strategic and tactical business decisions. Topics covered are the construction and reporting of financial statements, forecasting of financial statements, and business/accounting ethics. 3 credits.

ACCU 620 Contemporary Issues in Accounting

Prerequisite: ACCU 602.

This course is designed to teach students how to stay current in accounting after graduation. This process is known as applied research. The process of applied research starts with identifying a business problem and searching the accounting literature in order to provide a client or firm with a current, relevant, and accurate solution. This process requires judgment, resourcefulness and critical thinking. 3 credits.

ACCU 621 Accounting Ethics

This course will examine the concepts and principles of accounting ethics and accountants' professional responsibilities. Students will use an integrated ethical decision-making model to evaluate ethical cases and develop action plans and recommendations. Additional topics covered include fraud, ethical leadership, earnings management, and the professional obligations of auditors. 3 credits.

ACCU 625 International Accounting

Prerequisite: ACCU 602.

Discussion of how basic U.S. accounting rules and financial statement analysis differ from accounting practices in other countries; problems associated with using financial statement analysis for investing decisions; diversity of financial accounting reporting and disclosure practices worldwide; multinational consolidations; foreign currency translation; accounting information systems in the international arena; multinational performance evaluation; transfer pricing; international taxation; and emerging issues in international accounting. 3 credits.

ACCU 640 Strategic Cost Management

Prerequisite: ACCU 602.

This course emphasizes the integration of cost analysis and strategic analysis. Coverage includes activity based costing, target costing, value chain analysis, performance measurement matrices (e.g. balanced scorecard), strategic positioning, and product life cycle costing and management. 3 credits.

Art (ARTU)

ARTU 261 Renaissance to Modern Art

Surveys the monuments, movements, and artists of Western art from the Renaissance to the 20th century. Introduces the student to the ideas and issues which have characterized much of Western art for the past seven centuries and examines them in relation to the religious, social, political, and intellectual milieu that produced them. References and comparisons with the parallel cultures of Asia, Oceania, Africa, and the ancient Americas will be made whenever appropriate. 3 credits.

ARTU 322 Artistic Imagery and Storytelling

The right image has the rhetorical power to persuade and tell stories more effectively than words alone. The purpose of this course is to address image-making including inception, creation and interpretation. Students will gain a higher level of visual literacy as they analyze paintings, posters, monuments, photography and film. Additionally, students will produce their own image-based project useful in many areas including business, politics, arts and/or education. 3 credits.

ARTU 329 Experimental Topics in Art

An examination of selected topics in art relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

ARTU 450 Creativity and the Visual Arts

This course examines the visual arts as an essential means of communication and creative expression. Students create art demonstrating the elements and principles of the visual arts using a variety of artistic media. Students experience the process of creative practice: imagination, investigation, construction, and reflection. The focus is on developing artistic literacy and competence in creating, producing, and responding to visual arts. Brain-based learning theories and developmental stages in the cognitive, affective, and psychomotor domains are analyzed and applied to arts education. Students explore visual arts in culture and history, make connections between the visual arts and other academic disciplines, and design engaging art activities for children. 3 credits.

ARTU 464 Women in Art

An exploration of portrayals of women by both female and male artists. The primary focus is women as makers, subjects and muses of painting, sculpture and photography. 3 credits.

ARTU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet the specific needs of superior upper-division students. 1-3 credits.

Biology (BIOU)

BIOU 101 Introduction to Biology

This course introduces the principles and concepts of biology with an emphasis on the impact of the human footprint on our planet. Students will examine basic cell structure and function, metabolism, cell growth, and genetics. Students will also explore concepts of evolution and the interaction between living organisms and their environment. This course is only offered through the School of Extended Education. 3 credits.

BIOU 101L Introduction to Biology Laboratory

In this lab, students will learn about lab safety and investigate topics such as the microscope, cells, and the scientific method. Students will also gain an understanding of basic chemistry, cells structure, plant and animal dissections, energy systems, mitosis and genetics. This course is only offered through the School of Extended Education. 1 credit.

BIOU 201 Human Anatomy

Prerequisite: BIOU 101.

This course provides a study of the anatomical structure of the human body. Emphasis on gross and histological study of the skeletal, muscular, cardiovascular, respiratory, nervous, endocrine, lymphatic, digestive, urinary, and reproductive systems. This course is only offered through the School of Extended Education. 3 credits.

BIOU 201L Human Anatomy with Laboratory

Prerequisite: BIOU 101.

This is the laboratory part of Human Anatomy and is taken in conjunction with the lecture course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include human cadaver, anatomical models, histology slides, cat dissections, fetal pig dissections. This course is only offered through the School of Extended Education. 1 credit.

BIOU 202 Human Physiology

Prerequisite: BIOU 101 and BIOU 201.

Presents the physiology of human body systems with emphasis upon functions of muscular, cardiovascular, respiratory, nervous, endocrine, lymphatic, digestive, urinary, and reproductive systems. This course is only offered through the School of Extended Education. 3 credits.

BIOU 202L Human Physiology Laboratory

Prerequisite: BIOU 101 and BIOU 201.

This is the laboratory part of Human Physiology and is taken in conjunction with the lecture course. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include the physiology of cell transport mechanisms, skeletal muscle, nerve impulses, endocrine, cardiovascular, respiratory, digestion, renal, acid-base balance, blood analysis and serological testing. This course is only offered through the School of Extended Education. 1 credit.

BIOU 203 Microbiology

Prerequisite: BIOU 101.

This course is an Introduction to microorganisms as biological entities. Topics include microscopy, cell structures and functions, metabolism, genetics, disease transmission, host response to microbial invasion, control of infectious disease, impact of microbes on the environment and applications of microorganisms to industrial and environmental problems. This course is only offered through the School of Extended Education. 3 credits.

BIOU 203L Microbiology Laboratory

Prerequisite: BIOU 101.

This is the laboratory part of Human Physiology and is taken in conjunction with the lecture course. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include the physiology of cell transport mechanisms, skeletal muscle, nerve impulses, endocrine, cardiovascular, respiratory, digestion, renal, acid-base balance, blood analysis and serological testing. This course is only offered through the School of Extended Education. 1 credit.

Business Administration (BUSU)

BUSU 510 Career Development & Management

This course enables students to examine career options and assess career interests, values, skills and aptitudes to identify career goals and strategies to achieve them. Students create an electronic portfolio that highlights professional goals and accomplishments. Not offered 2024-2025. 3 credits.

BUSU 598 Graduate Experiential Learning

Prerequisite: Dean approval.

Students engage in a supervised experience with an activity of personal and public concern; the fieldwork component may comprise service-learning, internship, or other types of experiential learning. Students are required to complete the fieldwork component as well as threaded discussions, assigned readings, and written evaluations and reflections of the readings. Also, as a part of the reflection process, students will evaluate and analyze their fieldwork experience. Each learning experience project will require a minimum of 7 hours a week on site in addition to course requirements. May be repeated for a total of 6 credits upon Dean approval. 1-3 credits.

BUSU 610 Data Analysis for Decision Making

This course teaches foundational statistical methods for collecting, describing and analyzing data for the purpose of problem-solving and decision-making. Students will be tasked to rethink events and assumptions through available data, apply different statistical methods on datasets and design a project for management decision-making through data analysis. 3 credits.

BUSU 620 Economic Analysis for Managers

Economic theory is used to analyze supply and demand, firm behavior, market structure, competitive behavior, government regulation, and the global and domestic environment facing the firm. Topics include marginal analysis and elasticity, money supply, and international trade. 3 credits.

BUSU 630 Business Process Analysis and Innovation

This course examines the key processes businesses use to purchase, make, and deliver products and services successfully, and how these processes are integrated within a supply chain framework. Topics include Six Sigma methodology, Customer Relationship Management (CRM), and Process Performance Management. 3 credits.

BUSU 640 Business Strategy and Competitive Advantage Capstone

Prerequisite: ACCU 602, BUSU 610, BUSU 620, FINU 607.

This capstone course focuses on the development and implementation of business strategies that enable competitive advantage. A capstone report includes the following for the selected company: (1) mission and objectives; (2) analysis and forecast of social, technological, economic and political forces with attention to global aspects; (3) industry and competitive analysis on a global and domestic basis; and (4) financial and stock analysis; and (5) identification and evaluation of alternative strategies. 3 credits.

BUSU 650 Corporate Responsibility: Ethics and Sustainability

This course is designed to embrace the growing demand for ethical and sustainable business practices. Students will learn the impact of the sustainability imperative on core management decision-making; how social and environmental accountability is adopted in organizations; and how to create value through the implementation of sustainable and responsible business ideas. 3 credits.

BUSU 661 Data Analytics Toolkit

This course provides an overview of data analysis toolkits and programming techniques for storing, analyzing, summarizing, and presenting data accurately. Students will learn how to utilize a diverse array of tools used in the field of business data analytics. 3 credits.

BUSU 662 Programming for Business Analytics

This course will explore the fundamentals of programming and scripting techniques to support decision-making. Students will gain an introductory understanding of programming and data automation processes. Not offered 2024-2025. 3 credits.

BUSU 663 Database Solutions

Management, analytics and security of data have become critical issues for organizations in this data driven age. Well-designed and reliable database systems are key to most business information strategies. In this course, students will learn about tools and techniques for managing and analyzing data with database systems. Students will explore fundamental database concepts and benefits of using databases. This course will provide students with the skills to store, organize, visualize, query and analyze databases. Students will discuss issues such as "big data" management. 3 credits.

BUSU 664 Business Analytics Applications and Communications

In this course, students will apply business analytics skills toward problem-solving through effective means of visual, written, and verbal data communication. Students will learn how to communicate qualitative, quantitative, and geospatial data at different levels of the organization, taking into consideration diverse cultures and communities using a variety of data analytics tools. Not offered 2024-2025. 3 credits.

BUSU 670 Data Foundations

This course introduces how data impacts business decision-making and covers the foundations of data. Students will review and apply the knowledge and skills for data access, review, management, and mining. 3 credits.

BUSU 671 Data Visualization and Presentation

This course covers the communication of data to stakeholders. Businesses need employees who have the ability to explore the visual representation of massive data and detect meaningful patterns and trends. Students will review various data visualization techniques for large quantities of data in order to efficiently inform business decision-making. 3 credits.

BUSU 672 Project Planning and Data Modeling

This course provides an overview of project planning and data modeling, as they pertain to business communication and decision-making. Students will gain experience with applied data analysis, modeling, and reporting, while integrating project management concepts. 3 credits.

BUSU 673 Project Implementation and Analysis

The purpose of this course is to provide a framework for tracking project implementation through data analysis and research. Students will learn how to apply data and business intelligence leading to direct and measurable value to project effectiveness. 3 credits.

Chemistry (CHMU)

CHMU 102 Principles of Chemistry

Presents an introduction to chemistry and chemical laboratory techniques covering the basic principles and applications of chemistry. Designed for general education and students in programs that require a chemistry background. Topics include metric and English conversions, atomic theory, solution preparation and their properties, chemical reactions, inorganic chemical nomenclature, bonding, periodic table, mass relationships and acid/base theory. This course is only offered through the School of Extended Education. 3 credits.

CHMU 102L Principles of Chemistry Laboratory

This is the laboratory part of Principles of Chemistry and is taken in conjunction with the lecture course. An introduction to common laboratory techniques and the process of science is presented. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include density, osmotic pressure, chemical nomenclature, determining chemical change, titration, nuclear chemistry, and entropy. This course is only offered through the School of Extended Education. 1 credit.

CHMU 110 Introductory Organic and Biochemistry

A course demonstrating the basic elements of organic and biochemistry. Topics covered include the structure and function of essential biomolecules (proteins, enzymes, carbohydrates, lipids and nucleic acids) in relationship to biological and metabolic processes. Other topics include basic biology and chemistry, states of matter, bonding theory, solutions, acids, buffers, and pH, structure of biomolecules, membrane transport, metabolism of organic and biomolecules, biochemical energy, DNA processes and gene expression. This course is intended to be an introduction to basic organic chemistry and biochemistry for healthcare majors. Students will learn to relate organic chemistry to biochemistry which involves the study of reactions and processes that happen inside living organisms. This course is only offered through the School of Extended Education. 3 credits.

CHMU 110L Introductory Organic and Biochemistry Laboratory

This is the lab for Introductory Organic and Biochemistry and is to be taken concurrently with the CHMU 110 lecture course. This lab will introduce common laboratory techniques and the process of scientific experimentation. The laboratory experiments are designed to complement the topics presented in the companion lecture course. Topics include organic compounds, structural isomers, properties of carbohydrates, lipids and proteins, titration, crystallization, synthesis of fragrant esters, properties of enzymes, DNA and forensics. The laboratory component of this course is delivered using downloadable labs and simulations. This course is only offered through the School of Extended Education. 1 credit.

Communications (COMU)

COMU 101 Public Speaking I

The primary goal of COMU 101 is to provide students with the opportunity to improve their public speaking skills in the areas of preparation and delivery. The method of speaking emphasized is extemporaneous. Though public speaking is the primary focus of the course, other issues of communication, such as written, interpersonal and group, are also discussed. In addition, students will learn to be more critical consumers of communication. 3 credits.

COMU 300 Communications and Media: Challenges and Opportunities

This course serves as the gateway for the communications and media program. Students examine mediated communication and begin to analyze the relationship between culture, media, and technology. They consider the role of storytelling in multimedia and explore a variety of topics affecting and influenced by mass communication and media. This course provides a solid foundation to prepare students to create solutions in media environments upon completion of the communications and media program. 3 credits.

COMU 301 Advanced Public Speaking

Designed to provide a more in-depth study of classical and contemporary principles of rhetoric and rhetorical criticism, this course provides concentrated work in speech structure, delivery, and criticism. 3 credits.

COMU 315 Intercultural Communication

This course explores the communications process from a variety of interfacing cultures and subcultures. Special emphasis is given to each culture's worldview and its impact on intercultural communications, through utilizations of traditional and new media. Students will apply communication theory through case studies and consider the value-added aspects of expanding diversity, equity and inclusion. 3 credits.

COMU 329 Experimental Topics in Communication

An examination of selected topics in communication relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

COMU 330 History of Communication and Technological Revolutions

Prerequisite: COMU 300.

In this course, students will explain the historical context of communication and technological revolutions. They will explore topics such as technological trends, the foundation of mass media, modes of communication, theoretical context, and perceptions of media and how they have shaped communications. Ultimately, students will be able to draw parallels between past and contemporary communication methods. 3 credits.

COMU 360 Methods and Techniques of Persuasion

This course explores the methods, theories, techniques, and concepts of persuasive communication. Students will address scientific, humanistic, and behavioral aspects of persuasion. Content will include interpersonal persuasion, advertising, political campaigning, and use of persuasion techniques in mediated environments. 3 credits.

COMU 365 Multimedia Journalism

Prerequisite: COMU 300.

In this course, students will apply multimedia techniques to storytelling in the context of journalism. They will analyze diverse audiences and determine how that analysis influences story creation. Additionally, students will select the most appropriate medium for disseminating information. Students will complete a project that requires effective research and journalistic writing. 3 credits.

COMU 370 Principles of Public Relations

This course provides a thorough examination of the theories, practices, effects, and principles of public relations. Students will explore the roles and responsibilities of public relations, such as media relations, ethical considerations, and dissemination of information via technology and social media. They will engage in storytelling that achieves specific strategies and serves intended audiences. Additionally, they will address the role of public relations in civic, community, governmental and global contexts. 3 credits.

COMU 375 Media Ethics

In this course, students will address ethical issues in the context of media and communication. They will identify the historical foundations of ethics. They will also apply various approaches to case studies and dilemmas that may occur in a media-related environment. Students will consider how to balance the relationship between personal beliefs and professional behavior. 3 credits.

COMU 410 Organizational Communication

This course is a comprehensive review of effective written and oral communication in academic and professional settings. Students build knowledge and skills in the process of researching and writing reports and preparing presentations that clearly communicate the intended message. 3 credits.

COMU 420 Strategic Social Media

In this course, students will explore how organizations apply social media strategies to achieve their goals. They will seek out and evaluate case studies in social media that include best practices and blunders. Topics include social media content development and platforms as well as managing the rapid growth and change in this medium. Students will create a social media strategy for an organization or product. 3 credits.

COMU 485 Communications and Media Capstone

Prerequisites: COMU 365, COMU 370, COMU 420, SSCU 380.

As the capstone for the B.A. in Communications and Media, COMU 485 provides students with the opportunity to integrate knowledge and skills gained throughout the program. Students will identify a real world challenge and apply their understanding of culture, media, ethics, and technology as well as their skills in data analytics, presentation, and media creation to propose solutions to this challenge. 3 credits.

COMU 499 Independent Study

Prerequisite: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific need of superior upper-division students. 1-3 credits.

Computer Science (CSCU)

CSCU 200 Introduction to Computers and Data Processing

Students gain experience using word processing, electronic spreadsheet and database management software. The use, misuse, and abuse of computers will be discussed with examples from many fields. Different sections of this course may be offered on different hardware platforms, usually IBM-PC compatibles or Macintoshes, but the same concepts will be studied in each section and therefore the course may be taken for credit only once. 3 credits.

CSCU 240 Discrete Structures

Prerequisite: MATU 101 or MATU 104.

This course is designed for students in math or computer science. Logic is emphasized, and topics include: proof and theory including inductive proofs, propositional and predicate logic, set theory, algorithms including recursion, trees, relations and functions, counting & probability. Elements of the theory of directed and undirected graphs, and the application of these topics to various areas of math and computer science. Additionally, an introduction to complexity of algorithms and recurrence relations are included in the curriculum. This course is offered only through the School of Extended Education. 4 credits.

CSCU 251 Introduction to Computing Systems Organization

Students learn the major components and structure of the hardware and software of both a computer and of a networking system. Students will learn to describe the mechanism of information processing, transfer, and control within a digital computing systems and networks. 3 credits.

CSCU 270 Information System Security

Prerequisite: CSCU 251.

Students learn systematically the concepts, issues, challenges, and technological solutions of computer networks security and develop procedural and technological solutions with hands-on practice. 3 credits.

CSCU 301 Introduction to Programming

This course will introduce students to the basic components of programming; as well as, introducing students to applications of programming skills. This course is designed to introduce the fundamentals of designing, coding, and documenting programs using basic data structures. (Note: Equivalent to CSCU 205, Introduction to Programming for Business Majors, and CSCU 220, Object-oriented Programming I.) 3 credits.

CSCU 302 GIS Methods and Ethics

The purpose of this course is to teach students how to use multiple spatial research methods using Geographic Information Systems that includes both quantitative and qualitative approaches. The course addresses the ethical collection, handling and analysis of data including the sharing of spatial data analysis results that do not cause harm to the public. Students will learn how to assess which spatial research methods are most appropriate to investigate a problem and to generate solutions and better understanding of a situation. 3 credits.

CSCU 303 Foundations in Spatial Communications

The goal of this class is to learn how to most effectively communicate relevant information using spatial data analytics across a variety of formats-including digital and print media. Students will learn skills around the translation of data for a variety of stakeholders such as supervisors, business leaders, decision-makers and the community. Students learn how to create meaningful infographics, maps, images, charts and graphs using spatial thinking and GIS for appropriate audiences. 3 credits.

CSCU 304 Spatial Visualization and Data Analytics

Using diverse GIS tools and technology resources, in this course students will engage in multiple spatial visualization activities. Based on the type of data and outcomes of the data analyses, different conclusions will be drawn. This course will assist students as a professional to better assess which geospatial visualizations are most appropriate as a function of the analysis being conducted. 3 credits.

CSCU 305 Applied Data Wrangling

Approximately 80% of the time is spent finding data that is appropriate to completing a project. In this course students explore and develop skills in the arena of data wrangling. Data wrangling is the process of finding, extracting, storing and organizing data that is appropriate for a particular project. These are common activities for data analysts and data scientists across industries-who often rely on secondary or existing data for analysis. This course also explores the process of assessing data from the user with secondary data. Topics of metadata and appropriate data sourcing and evaluation are taught. 3 credits.

CSCU 315 Organizational Information Systems

Students explore the role of information systems in the operation of an organization. This course introduces the use of information technologies for the access and retrieval of information from internal information systems and from systems on the Information Superhighway. 3 credits.

CSCU 353 Data Communications and Computer Networks

Students explore the principles and techniques of data communications and give special emphasis to networks and distributed systems. The I.S.O. Reference Model for open systems interconnection will be investigated and the function and operation of each protocol layer analyzed. 3 credits.

CSCU 360 Web Design Technologies

Effective use of Internet connectivity and services is strategically critical to many organizations today, because many of their suppliers, customers, and competitors are Internet-based. In this course, students will review many of the associated technologies and some of the business processes used to manage those technologies. 3 credits.

CSCU 361 Operating Systems

The purpose of this course is to help students understand operating system basics and operating system administration. Throughout this course, students will gain an understanding of how operating systems are installed and configured and used in various business settings. Students will also review how to troubleshoot common computer and operating system issues and identify common security threats to computer resources. 3 credits.

CSCU 362 Fundamentals of Software Development

Within this course students will be presented with general aspects of software development, core programming concepts, algorithms, object oriented programming, web servers, database management system (DBMS), Structured Query Language (SQL), and developing desktop applications. Not offered 2024-2025. 3 credits.

CSCU 373 Introduction to Data Management

The purpose of this course is to teach how to plan and design relational databases. This course will help students as a working professional to understand relational database fundamentals and database design methodology. Students will also review Structured Query Language and relational algebra. This course will also highlight the areas of data governance and security. This knowledge will help to be a valuable member of projects dealing with databases. 3 credits.

CSCU 375 Data Encryptions and Information Security

Prerequisite: CSCU 270.

Students learn the concepts of data encryption, key of decryption, two-key encryption, and its application in data security; information systems security related issues and solutions are also described and experimented. 3 credits.

CSCU 383 Applied Project Management

Most business leaders are already aware of the dynamic nature of today's business environment. Every organization, big or small, has to take into account time, resource allocation, scope, and budget for each new opportunity it wishes to pursue. Project management as a discipline ensures effective communication, collaboration, reporting, forecasting, and risk identification and mitigation, through well-defined processes. This course will prepare future project management team members and leaders with essential skills necessary to help organizations use the standard project management processes in order to ensure that organizational goals are achieved. 3 credits.

CSCU 385 Project Work Structure and Resources Management

Students analyze the concepts of project scope work structure, units of work, variety of project resources, project cost estimation, dynamic allocations, schedule control, and management. 3 credits.

CSCU 397 User Experience and Interaction Design

As technology continues to advance there is a need to understand the multi-disciplinary field of interaction design and have a comprehensive overview of UX best practices. This course will assist as a professional to better assess user experience and interaction design to achieve business success. Students will also assess the effectiveness of user-centered end-to-end product development with consideration of sustainability and agile development. 3 credits.

CSCU 403 Security Threat Detection and Prevention

Students will be introduced to real-time cybersecurity methods and strategies to detect threats. Basic TCP/IP security techniques will be explained in the context of network security solutions. This course will also provide threat mitigation foundations through the design and configuration of firewall solutions to protect enterprise assets. In addition, strategies will be provided to protect IT resources from human flaws and risks. 3 credits.

CSCU 404 Digital Forensics and Incident Response

Through this course, students will learn digital forensics and incident response fundamentals. There will be an introduction to how digital investigations and evidence can be utilized; as well as, the techniques and methods applied in the digital forensics field. Students will learn data recovery and evaluate risks and vulnerabilities to an organization's resources. 3 credits.

CSCU 405 Security Policies and Procedures

Security policies are well-defined plans, rules and practices that support the regulation of access to an organization's system. Students will learn how to develop and apply effective security policies and procedures, related to both technical security and administrative security. In addition, this course will cover IT auditing with respect to the IT infrastructure, policies and operations. 3 credits.

CSCU 407 Wireless and Mobile Security

New security issues have emerged with the growth of the Internet, and it is important to understand vulnerabilities and how to properly secure a network and mobile devices. In this course, students will learn skills to understand mobile device security strengths and weaknesses. Wireless and mobile security methodologies, policies, and procedures will be evaluated to mitigate breaches. 3 credits.

CSCU 408 Database Management

Students learn data management concepts and the representation and structure of data in the context of applications and system software. The emphasis is on design of databases and developing applications in a client-server environment using SQL as the query language. 3 credits.

CSCU 410 Structured Systems Analysis and Design

Prerequisite: CSCU 408.

Overview of the system development life cycle. Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical methodologies for dealing with complexity in the development of information systems. Not offered 2024-2025. 3 credits.

CSCU 415 Systems Quality Assurance and Testing

Prerequisites: CSCU 315 or CSCU 410.

This course provides an overview of the principles of Quality Management, framework of ISO 9000:2008, and methods for Software Testing. Students will produce a Quality Assurance Plan as part of a case study. Not offered 2024-2025. 3 credits.

CSCU 453 Network Implementation

Prerequisite: CSCU 353.

Students explore the principles and techniques for implementing TCP/IP based networks using Microsoft Window servers and clients, including the skills to configure, customize, optimize, troubleshoot, and integrate networks. This course assists with preparing students to meet the Microsoft certification requirements. For Computing Technology majors only. Not offered 2024-2025. 3 credits.

CSCU 458 Advanced Web Based Database Systems

Prerequisites: CSCU 408 and CSCU 453.

This course explores the principles and techniques for managing web-based systems. Students will utilize scripting languages to configure, customize, optimize, and develop interactive web solutions. Not offered 2024-2025. 3 credits.

CSCU 483 Project Risk Management

This course explores the principles and techniques of dealing with uncertainty and risk in real-world project situations. Students will learn mathematical models of uncertainty, scenarios of disaster, recovery planning, and methods for business continuity. 3 credits.

CSCU 495 Security Capstone Project

Prerequisite: CSCU 270, CSCU 405, CSCU 407.

Students will develop a comprehensive and well-developed cybersecurity plan utilizing a diverse array of security methodologies and tools. This project will display applied learning and integrated learning through a security systems analysis, design, and implementation plan. Students will display an understanding of industry best practices and effective policies and procedures to support organizational security. 3 credits.

CSCU 498 Capstone Project

Prerequisite: CSCU 270, CSCU 301, CSCU 353, CSCU 360, CSCU 361, CSCU 408 (One core course may be taken concurrently).

Students create a complete set of systems analysis, design, and implementation documents for a selected field of emphasis. 3 credits.

Counseling & School Psychology (CSPU)

CSPU 500 Introduction to Counseling and Interpersonal Relations: Concepts and Skills

Candidates are introduced to the philosophical, psychological, socio-cultural, legal, and historical foundations of School Counseling/Psychology. This course provides an introduction and overview of basic counseling and interpersonal relations skills and concepts. While several different theories will be discussed, this course will focus on the development of basic solution-building skills needed by individuals working in a variety of counseling, educational, and professional settings. Simulated experiences will seek to improve candidates' understanding of and ability to use these skills in professional settings. Also covered will be professional and ethical issues germane to candidates in various disciplines. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 510 Introduction to the Ethical Practice of School Psychology

This is the introductory course to the graduate program in school psychology. It introduces candidates to the various roles of school psychologists have in the public schools, ethical and legal guidelines that shape the profession and emergent practices in assessment, crisis intervention, personal & social counseling, behavior management, consultation, and systems change. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 511 Introduction to the Ethical Practice of School Counseling

This is the introductory course to the graduate program in school counseling. It introduces candidates to the roles school counselors have in the public schools, the ethical and legal guidelines that shape the profession, and emergent practices in individual and group assessment, academic advisement, career counseling, crisis intervention, personal & social counseling, consultation, and systems change. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 512 Advanced Counseling and Intervention

Prerequisites: Admission to the School Counseling Credential Only Program or CSPU 500 or equivalent.

This course focuses on a time-limited or brief approach to counseling and intervention with children and adolescents. Major units of study include skills for establishing goals, evaluating progress in counseling, crisis intervention, drug and alcohol problems, and the use of art and play techniques with children. Emphasis is placed on using these skills with children and youth of various age levels and in multicultural settings. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 513 Group Leadership and Intervention

Prerequisites: Admission to the School Counseling Credential Only Program or CSPU 500 or equivalent.

This course provides the theoretical foundation and strategies in the design and implementation of groups in the school setting at various grade levels that are consistent with national and state models of comprehensive developmental school counseling within a multicultural context. This course is designed to provide candidates with methods, materials, leadership skills, and counseling techniques appropriate for small group work. It is also intended to promote ethical awareness. In addition to the didactic coursework, candidates participate in an experiential group where they will participate as a group leader and a group member. Candidates will be expected to gain sufficient field experience to design, implement, and evaluate a group intervention with children, youth or parents in a school or agency setting. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 514 Cultural and Community Issues in Counseling and School Psychology

Prerequisites: Admission to the School Counseling Credential Only Program or CSPU 500 or equivalent.

This course focuses upon the unique challenges diversity brings to the provision of counseling and psychological services to children, adolescents, and parents. Candidates will learn the history, culture, and expectations of different ethnic and cultural groups and develop the cross-cultural communication skills necessary to effectively work with families of varying cultural and socio-economic backgrounds. Candidates will also explore how issues such as immigration, poverty, sexism, and racism affect counseling practices and the development of effective interventions. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 515 Practicum in Counseling and Intervention

This course provides opportunities for school counseling candidates to observe and examine intervention skills under close supervision. Candidates will analyze the knowledge and techniques learned in previous course work toward real world resolution of individual, group, and systems level problems. Sixty of the required 100 practicum fieldwork hours must be done in a variety of approved public schools under the guidance of credentialed school counselors. 3 credits.

CSPU 516 Children and Youth in Developmental Context

Prerequisites: Admission to the School Counseling Credential Only Program or CSPU 500 or equivalent.

This course examines the processes of individual development in the context of family, school, and culture. Candidates will review DSM-5, major theories of developmental psychology, and learn effective assessment and intervention skills for disturbances and disorders of childhood and adolescence. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 534 Practicum in School Psychology I

This is the first of two practicum courses providing opportunities for school psychology candidates to practice counseling, assessment, and other intervention skills under close supervision. Candidates will apply knowledge and techniques learned in previous coursework to the resolution of individual, group, and systems level problems. A minimum of 100 practicum fieldwork hours must be completed of the 450 practicum hours required in the program. The additional 350 practicum fieldwork hours will be completed in the other CSPU courses. The 450 practicum fieldwork hours must be accomplished prior to beginning the final fieldwork/internship hours in CSPU 622 and CSPU 623. 3 credits.

CSPU 535 Practicum in School Psychology II

Prerequisites: CSPU 534 and CSPU 637.

This course is a continuation of CSPU 534 and will provide opportunities for school psychology candidates to practice counseling, assessment, and other intervention skills under close supervision. A minimum of 100 practicum fieldwork hours is required in this course. All practicum fieldwork hours must be completed prior to beginning the final fieldwork/internship hours in CSPU 622 and CSPU 623. 3 credits.

CSPU 616 Leadership and Systems Change

Prerequisites: Admission to the Credential Only Program or CSPU 500 or equivalent.

This course will focus on the designing, implementing, coordinating, and evaluating effective counseling and school psychology programs. Topics include principles of collaboration and team work; facilitating teams of pupils, teachers, administrators, parents, and community members to meet pupil needs; program development and evaluation; and enhancing organizational climate and staff morale through consultation and in-service education. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 617 Transition to Work and Career

Prerequisites: CSPU 511.

This course focuses upon the process of post K-12 outcome choice, including the skills of decision-making, goal setting, vocational assessment, post K-12 outcome information, and post K-12 outcome education programs. Candidates will learn school-to-career/college systems appropriate for all students, including those with disabilities. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 618 Best Practices in Counseling

Prerequisites: CSPU 617.

School counselor candidates will review the knowledge, skills, and standards of the graduate program in counseling in final preparation for their employment as school counselors. Candidates will prepare for the Praxis examination in school counseling, complete their program portfolios, and develop a capstone project as a part of this course. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 619 Practicum and Supervision in School Counseling

Candidates complete their practicum experience during the course and transition into the fieldwork process. Fieldwork provides Candidates a transitional school counseling experience by engaging the candidate in a practical and realistic work schedule in schools. Emphasis is on supervised fieldwork experiences leading to competencies in the following areas: social/emotional counseling, college/career counseling, academic counseling, program leadership and coordination, supervision, consultation, and laws and ethics pertinent to the profession of school counseling. In addition to the required practicum and field experiences, candidates participate in a minimum sixteen hours of group supervision each term. By the completion of CSPU 619, candidates are required to complete 100 hours of practicum experience. Candidates will begin to accrue the minimum of 800 hours of post-practicum fieldwork or internship, including a minimum of 600 hours completed at an approved California public school setting at two different levels. A minimum of 150 hours of total hours accrued will meet requirements for the Child Welfare and Attendance (CWA) authorization. A portion of the 150 CWA hours will be accrued in inter-disciplinary experiences in a setting that is outside the field of education. Graded on a pass/no pass basis. 3 credits.

CSPU 620 Supervision and Mentoring in School Counseling I

Prerequisites: CSPU 619.

The fieldwork courses provide a traditional school counseling experience by engaging the candidate in a practical and realistic work schedule in schools. Emphasis is on supervised fieldwork experiences leading to competencies in the following areas: social/emotional counseling, college/career counseling, academic counseling, program leadership and coordination, supervision, consultation, and laws and ethics pertinent to the profession of school counseling. In addition to the required field experiences, candidates participate in a minimum of sixteen hours of group supervision each term. Candidates will continue to accrue the minimum of 800 hours of post-practicum fieldwork or internship, including a minimum of 600 hours completed at an approved California public school setting at two different levels. A minimum of 150 hours of total hours accrued will meet requirements for the Child Welfare and Attendance (CWA) authorization. A portion of the 150 CWA hours will be accrued in inter-disciplinary experiences in a setting that is outside the field of education. Graded on a pass/no pass basis. 3 credits.

CSPU 621 Supervision and Mentoring in School Counseling II

Prerequisites: CSPU 620.

The fieldwork courses provide a traditional school counseling experience by engaging the candidate in a practical and realistic work schedule in schools. It is understood that the candidate will achieve a level of competence commensurate with a Master's level degree. Emphasis is on supervised fieldwork experiences leading to competencies in the following areas: social/emotional counseling, college/career counseling, academic counseling, program leadership and coordination, supervision, consultation, and laws and ethics pertinent to the profession of school counseling. In addition to the required field experience, candidates participate in a minimum of sixteen hours of group supervision each term. By the completion of CSPU 621, candidates are expected to complete their minimum of 800 hours of post-practicum fieldwork or internship, including a minimum of 600 hours completed at an approved California public school setting at two different levels. A minimum of 150 hours of total hours accrued will meet requirements for the Child Welfare and Attendance (CWA) authorization. A portion of the 150 CWA hours will be accrued in inter-disciplinary experiences in a setting that is outside the field of education. Graded on a pass/no pass basis. 3 credits.

CSPU 622 Supervision and Mentoring in School Psychology I

Prerequisites: A passing score on the CBEST or verification of Basic Skills, CSPU 510, 512, 513, 514, 535, 638, 639.

Also required are a valid Negative TB test, a valid Certificate of Clearance, and 450 hours of practicum logged and approved. At least 300 hours of fieldwork/supervision must be completed in this course. This may also be done on a part-time basis over the period of two consecutive academic years with the approval of the full-time faculty. Emphasis is on fieldwork/internship experiences leading to competencies in assessment for intervention, counseling, behavior management, consultation, and systems change. In addition to the required field experience, candidates are expected to participate in 15 lab hours of group supervision. The site supervisor of candidates must hold a valid PPS credential in school psychology and have a minimum of three years experience in the field. Graded on a Pass/No Pass basis. 3 credits.

CSPU 623 Supervision and Mentoring in School Psychology II

Prerequisites: CSPU 622 Also required are a valid Negative TB test, a valid Certificate of Clearance, and 450 hours of practicum logged and approved.

At least 300 hours of fieldwork/supervision must be completed in this course. This may also be done on a part-time basis over the period of two consecutive academic years with the approval of the full-time faculty. Emphasis is on fieldwork/internship experiences leading to competencies in assessment for intervention, counseling, behavior management, consultation, and systems change. In addition to the required field experience, candidates are expected to participate in 15 lab hours of group supervision. The site supervisor of candidates must hold a valid PPS credential in school psychology and have a minimum of three years experience in the field. Graded on a Pass/No Pass basis. 3 credits.

CSPU 624 Supervision and Mentoring in School Psychology III

Prerequisites: CSPU 623 Also required are a valid Negative TB test, a valid Certificate of Clearance, and 450 hours of practicum logged and approved.

At least 300 hours of fieldwork/supervision must be completed in this course. This may also be done on a part-time basis over the period of two consecutive academic years with the approval of the full-time faculty. Emphasis is on fieldwork/internship experiences leading to competencies in assessment for intervention, counseling, behavior management, consultation, and systems change. In addition to the required field experience, candidates are expected to participate in 15 lab hours of group supervision. The site supervisor of candidates must hold a valid PPS credential in school psychology and have a minimum of three years experience in the field. Graded on a Pass/No Pass basis. 3 credits.

CSPU 625 Supervision and Mentoring in School Psychology IV

Prerequisites: CSPU 624 Also required are a valid Negative TB test, a valid Certificate of Clearance, and 450 hours of practicum logged and approved.

At least 300 hours of fieldwork/supervision must be completed in this course. This may also be done on a part-time basis over the period of two consecutive academic years with the approval of the full-time faculty. Emphasis is on fieldwork/internship experiences leading to competencies in assessment for intervention, counseling, behavior management, consultation, and systems change. In addition to the required field experience, candidates are expected to participate in 15 lab hours of group supervision. The site supervisor of candidates must hold a valid PPS credential in school psychology and have a minimum of three years experience in the field. By the completion of CSPU 625, candidates will have totaled at least 1,200 supervision and mentoring hours in the program. Graded on a Pass/No Pass basis. 3 credits.

CSPU 636 Cognitive and Neuropsychological Assessment for Intervention

Prerequisites: Successful completion of CSPU 637.

CSPU 636 is the second course in a three-course assessment strand and will introduce students to the study of cognition from a school neuropsychological perspective. The Cattell-Horn-Carroll model of cognitive abilities, the cross-battery model of assessment, and Patterns of Strength and Weaknesses (PSW) will be discussed. Candidates will be introduced to psychometric concepts and laws and ethics related to assessment and psycho-educational testing, and practice administering standardized tests and other assessment procedures to volunteers outside of class. Students will also practice presenting assessment results to parents, teachers, and writing assessment reports. Application of these skills in multicultural settings will be accentuated. A minimum of 50 hours fieldwork is required for this course. This course has two required Saturday in-person sessions at the beginning and end of the term for assessment training. 3 credits.

CSPU 637 Psychoeducational Assessment for Intervention I

CSPU 637 is the first course in the assessment three-course strand. The course will emphasize psycho-educational assessment practices and the laws and ethics related to psycho-educational testing. Candidates will utilize the Cross Battery model and the Patterns of Strengths and Weaknesses (PSW). The focus of the course is on current best practices in the use of both standardized tests and non-standardized assessment methods in addition to interviews and observations to assess children and youth. Emphasis is placed on using the systematic interpretation of assessment results to develop academic and behavioral interventions. Candidates will practice administering standardized tests, conducting interviews and observations, and presenting assessment results to parents and teachers. Application of these skills in multi-cultural settings will be accentuated. A minimum of 50 hours fieldwork is required for this course. This course has one required Saturday in-person session at the beginning of the term for assessment training. This course requires a fee upon enrollment for assessment materials. Please see tuition and fees section of the catalog for the corresponding program fee for CSPU 637. 3 credits.

CSPU 638 Psychoeducational Assessment for Intervention II

Prerequisites: Successful completion of CSPU 636.

CSPU 638 is the final course in the three-course assessment strand. The focus of CSPU 638 is to gather comprehensive assessment data and use this data to develop academic and social/emotional and behavioral interventions for children and youth with school-related problems. Application of these skills in multicultural settings will be emphasized. Candidates will practice developing accurate referral questions, combining data from a variety of sources to arrive at fair and accurate conclusions, developing effective intervention strategies, and preparing written comprehensive psycho-educational reports of assessment findings. A minimum of 50 hours of fieldwork is required for this course. 3 credits.

CSPU 639 Advanced Positive Behavioral Supports

Prerequisites: EDUU 602.

The purpose of this course is to provide candidates with knowledge and skills to (a) identify and assess problem behavior in school settings, (b) design and implement behavioral interventions, including physiological and pharmacological variables, (c) design and implement comprehensive behavior support plans, (d) monitor and evaluate implementation of behavior support plans, and (e) apply behavioral procedures on a school-wide basis. Candidates will learn to develop both systems level and individual behavioral intervention plans for persons with serious behavioral problems. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 640 Consultation and Indirect Intervention

This course introduces candidates to collaborative models of individual and team consultation. The emphasis of this course's major study units focuses on learning to work with individuals and groups to identify problems, design interventions, and monitor their effectiveness; facilitating collaborative problem-solving teams, and conducting educational programs for parents and school staff. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

CSPU 641 Best Practices in School Psychology

Candidates will view knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as school psychologists. Candidates will prepare for the Praxis examination in school psychology, prepare a draft of their program portfolio, and complete the capstone project as part of this course. 3 credits.

Criminal Justice (CJCU)

CJCU 300 Contemporary Criminal Justice Applications

This course provides an overview of the criminal justice system in the United States. Students will identify the different components of the criminal justice system including, policing, courts, and corrections. Students will also differentiate between theories of crime and assess special issues in the criminal justice system. 3 credits.

CJCU 320 Selected Topics in Criminal Justice

An examination of selected topics in the area of criminal justice. Courses that examine different topics may be repeated for credit. 3 credits.

CJCU 329 Experimental Topics in Criminal Justice

An examination of selected topics in Criminal Justice relevant to evolving areas in the field. Syllabi must be approved by Dean and announced to the Curriculum and Academic Committee prior to be offered. May be repeated for credit provided that the course content is different. 3 credits.

CJCU 380 Correctional Systems

Prerequisite: CJCU 300.

Criminals and institutional personnel involved in corrections at all levels will be reviewed in depth. History, politics, and contemporary corrections issues such as punishment theories, sentencing alternatives, prison experience and prisoner rights, female and juvenile incarceration problems, overcrowding, and 21st century corrections will be examined. 3 credits.

CJCU 403 Police and Society

Prerequisite: CJCU 300.

This course focuses on law enforcement and its interaction with society. Various perspectives will be explored including police subcultures, use of force and authority, selective enforcement and discretion, community reactions and media relations with police, dissent and conflict management. 3 credits.

CJCU 408 Crime Scene Investigation

This course is designed to provide students with an understanding of proper crime scene investigation techniques. Students will analyze basic investigative responsibilities, including preparing cases for court. Additionally, students will explore the historical perspective of criminal investigations. The course provides information about how technological advances support the work of crime scene investigators. 3 credits.

CJCU 411 Gangs and Gang Behavior

The purpose of this course is to sensitize students to the issues surrounding gangs and gang behavior. Students will analyze race, gender, age and demographics of gang make up. The course provides insight into gangs and gang behavior historically and in contemporary times. Students will analyze law enforcement strategies to deter and address gang activity. Additionally, students will evaluate theories of gang behavior. 3 credits.

CJCU 414 Organized Crime

This course examines the structures, organization, typologies and operations common to organized criminals. Students will analyze the effects of intra-ethnic and inter-ethnic rivalries and cooperation between criminal groups and organized criminal enterprises. Finally, students will assess law enforcement efforts at combating organized crime in the United States and abroad. 3 credits.

CJCU 415 Ethics in Criminal Justice

This course provides an overview of ethical dilemmas faced by criminal justice professionals. Students will examine different ethical systems used in decision-making related to criminal justice issues. Biological influences and psychological theories used to explain individual behavior will be explored in the context of criminal justice. Students will also analyze the exercise of discretion by criminal justice professionals, and analyze methods to resolve ethical dilemmas in real-world scenarios. 3 credits.

CJCU 416 Domestic Violence

This course provides an overview of the criminal laws and sanctions specifically applied to domestic violence. Students will address various types of court proceedings including family court, juvenile court, and civil trials. They will also consider incidence, research, and theories of domestic violence and their influence on criminal justice response and intervention. 3 credits.

CJCU 418 Victim Advocacy

This course provides an overview of the Victim Advocacy system from a criminal justice perspective. Student will address the history of advocacy, specifically substance abuse, homelessness, mental health patients and diseases, physically impaired people, and victims of crime. They will have the opportunity to explore intervention techniques and determine local, state, and federal resources available to practitioners and clients. 3 credits.

CJCU 425 Evidence

This course addresses general principles of evidence law in the United States, together with comparative study of French evidence law. Students will examine foundational principles of evidence law including materiality, relevance, competence, hearsay, judicial notice, the roles of the judge and jury, and standards of proof. Students will also analyze jurisdictional issues surrounding digital evidence and the handling of crime scene forensic evidence. The Federal Rules of Evidence serves as the framework of inquiry throughout the course. 3 credits.

CJCU 430 Applied Criminology

Prerequisite: CJCU 300.

This course is designed to teach students to apply criminological concepts and theories to contemporary crime issues and debates. Students will study the nature, causes, extent, and control of criminal behavior in both individuals and groups. The course provides students with the opportunity to analyze why some individuals adopt 'deviant' lifestyles or make criminal choices. Students will explore the theories, principles, techniques, materials, and methods commonly employed in the discipline of criminology and criminal justice. 3 credits.

CJCU 432 Communication and Conflict Resolution for Criminal Justice

This course surveys the communication process within the context of criminal justice. Students will examine theories of communication as they relate to police external interactions with the public and internal interactions within their organizations. They will compare the effectiveness of verbal and nonverbal communication in police investigations and evaluate communication techniques used for diverse groups in multiple settings. Students will also analyze processes for resolving conflict, de-escalating potentially violent situations, and using effective communication to build effective relationships between the public and criminal justice professionals. 3 credits.

CJCU 434 Diversity, Conflict, and Crime

This course is designed to sensitize students to diversity issues in criminal justice. Students will analyze gender, race/ethnicity, age, sexual orientation, religion, and social class issues as well as theoretical perspectives on diversity and crime. They will also explore the influence of diversity on the relationship between criminal justice professionals and citizens, victims, suspects, and co-workers. 3 credits.

CJCU 435 Contemporary Issues in Criminal Justice

This course examines contemporary societal issues that impact and influence the criminal justice system in the United States. Students will analyze criminal justice issues such as drug use and policy, bail reform, asset forfeiture, police-community relations, juvenile justice and the use of drones by law enforcement. Real-world cases will be examined, and potential solutions to current criminal justice issues will be discussed. 3 credits.

CJCU 438 Mental Health Issues in Society

This course presents a comprehensive review of the origins of mental health/illness issues as they relate to the criminal justice system. Key concepts, such as criminalization, deinstitutionalization and crisis response, will be addressed within the context of mental illness. Students will focus on mental health issues from a cultural, social, historical, legal and institutional framework. They will investigate the roles that social class, gender, family, race, culture, and ethnicity play in the development of maladjustment. Access to resources such as mental health services and continuity of care will also be addressed. 3 credits.

CJCU 440 Drugs and Society

This course examines the treatment of drugs in the United States from both the public policy and criminal justice perspectives. Students will analyze public policy decisions to address drug use and addiction through the criminal justice system rather than through the public health apparatus. Consideration will be given to why certain drugs are banned and why other drugs, though controlled, are not banned. The historical underpinnings of drug prohibition will also be identified. Finally, students will critique the current public debate over the merits of drug legalization versus prohibition. 3 credits.

CJCU 450 Homeland Security

This course studies the structure of the newest federal cabinet level agency, the Department of Homeland Security (DHS) in terms of prevention and response capability. It studies the capacity of the agency to respond to terrorist events, natural disasters, man-made emergencies, safety of US transportation systems and protection of US borders. It also explores the relationships, sharing and cooperation of all federal agencies in regard to intelligence gathering capability to support DHS counter-terrorism missions as well as the impact of counter-terrorism has on civil rights. 3 credits.

CJCU 460 White Collar Crime

This class examines the underlying theories, changing definitions and diverse nature of white-collar crime. These crimes may include offenses perpetrated by "the rich," corporations and businesses, and/or individuals. Topics may include embezzlement, political corruption, employee theft, fraud, "con games," and emergent areas such as computer crime and environmental crime. 3 credits.

CJCU 465 Management in Criminal Justice Organizations

This course applies management and financial principles to Criminal Justice organizations. Emphasis is placed on budgets, personnel issues, organization and management, as well as discipline procedures and EEO practices. Constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are also discussed. 3 credits.

CJCU 474 Counterterrorism

The study of counterterrorism necessarily entails the study of terrorism itself. Terrorism is about the struggle to gain power. This course presents a look at the historical background of terrorism, modern terrorist tactics, counterterrorism tactics, and the social, economic, and political factors that foster terrorism. Students will examine modern terrorist and counterterrorist tactics. An evaluation and assessment of how best to formulate responses to violent Islamist extremism will be an important focus of the course. 3 credits.

CJCU 475 Domestic Terrorism

This course focuses on the study of the foundations of domestic terrorism, including an examination of its historical origins. Topics include active domestic groups, organizational structures, networks, modes of operation and philosophies. Students will consider religious, economic, political and social underpinnings of domestic terrorism. 3 credits.

CJCU 495 Criminal Justice Capstone Course

Prerequisite: CJCU 300.

This course examines the criminal justice system in the United States from a critical perspective. Students will apply critical analysis and prior learning to address various legal, ethical, and community-based issues relevant to the criminal justice process from investigative detention through verdict. Students will also devise collaborative approaches to solve various problems related to the criminal justice system. 3 credits.

CJCU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

Curriculum & Instruction (EDCI)

EDCI 631 Differentiated Instruction in Multicultural and Multi-Ability Classrooms

Prerequisite: EDUU 600.

This course is designed to provide candidates with an understanding of differentiated instruction and a strong rationale for its implementation. While teaching methodology will be a focal point of this course, it will be situated within the broader discourse of social and intellectual conditions defining teaching and learning in the new millennium that have advanced the need for differentiated instruction. Candidates will explore the diverse needs of students and determine the best strategies to differentiate by learning style, language proficiency, special needs, cultural influences, gender, physical and psychological development. Practical applications of professional collaboration, classroom management skills, assessment strategies and instructional planning within a differentiated instructional environment will be introduced and practiced. 3 credits.

EDCI 633 Instructional Leadership for Practitioners

Prerequisites: EDUU 600, EDCI 631.

This course is an interactive examination of the theoretical and practical aspects of leadership for educational practitioners. Content focuses on a facilitated exploration of the knowledge, skill, and understanding necessary to be an effective practitioner instructional leader. Through examination, investigation and direct application of various theories of leadership correlating to the rights, roles, and responsibilities of educators today, candidates will craft a personal 21st Century Practitioner Instructional Leadership Action Plan. This plan will illuminate how the application of effective instructional leadership can create opportunities for positive, transformational change in their schools, districts, and beyond. 3 credits.

EDCI 634 Issues and Trends in Contemporary Curriculum: Expertise Paper Development

Prerequisites: All MAE core courses, and EDCI 633.

This culminating class focuses on a study of current issues surrounding curriculum, instruction, and assessment. Research across a wide spectrum of opinions and perspectives is examined in order to prepare the learner to develop an area of expertise relating to one particular contemporary issue in education today. 3 credits.

Doctor of Nursing Practice (DNP)

DNP 699 Independent Doctorate Special Topic

Prerequisite: Admission to graduate studies.

This course allows students to take an additional independent special doctoral-level topic credit as determined by gap analysis or degree audit. This course is graded on a Pass/No Pass basis. Permission of Program Director or DNP Project faculty chair is required. 1 credit.

DNP 700 Healthcare Policy, Organization and Delivery

This course comprehensively reviews the U.S. healthcare delivery system in the following areas: history, policy, population characteristics, trends in health services access and utilization, structure, financing, organization and delivery of services, civility in healthcare services, advancing medical technology, and the changing policy environment. Students will explore current medical issues such as increased competition, major organizational restructuring and consolidation, a rapidly changing science base, and increased government regulation. 3 credits.

DNP 701 Biostatistics for Clinical Practice

This course will provide students with the skills to evaluate the statistics reported in research and evidence-based practice that are being used to determine a course of treatment for a select population. Students will examine the principles of statistical inference and their application to the analysis and interpretation of epidemiological, psychosocial, medical, nursing, and other healthcare data. 3 credits.

DNP 702 Innovations in Technology and Information Access

This course will examine the principles of effective information and communication systems with a focus on evaluating and using emerging technologies in innovative clinical practice and health care management. The ethics behind the changing role of technology, the barriers to implementation and utilization of technology in Interprofessional teams will be explored. 3 credits.

DNP 703 Leading through Innovation

This advanced leadership course focuses on the theories and practices needed to effectively lead innovative change to transform health care in the context of evidence-based thinking. Students are given the opportunity to develop an innovation philosophy for leading organizations using evidence-based practices now and in the future. Characteristics of the intuitive leader will be discussed. The course emphasizes the role of the DNP in the creation of an organizational context for innovation. Students will explore strategies for diffusion of innovation in complex, adaptive healthcare organizations. 3 credits.

DNP 704 Evidence-Based Thinking for DNP-Prepared APRN Scholarship and Practice

This course will provide foundational knowledge in evidence-based practice and skills in appraising evidence. The focus will be on the critical and analytical evaluation of existing literature, research reports, and clinical documents in order to use evidence in clinical practice, quality improvement, program evaluation, risk management, and other research translation activities. Students will develop the idea for the DNP clinical project, and select tools for data collection. This course requires students to attend a virtual Immersion (for some cohorts this will also include an orientation to the program) and there is an associated nursing fee. 3 credits.

DNP 705 Health Communication

Students explore the history and development of health communication. The course will review theory and practice, formative research, data collection, and data analysis relating to emerging trends in the field of health communication. The course cuts across multiple levels of communication, different communication channels, and the use of diverse communication media and technologies to address far ranging issues within the field. 3 credits.

DNP 706 Transforming Health Care through Outcomes Management

This course focuses on the proactive management of clinical and service outcomes at all organizational levels to provide students with the ability to integrate outcomes into the routine flow of service delivery. Emphasis will be placed on understanding how measurement and data can be used to balance quality services and financial viability. Students will learn a framework that synthesizes theory and practice from the areas of continuous quality improvement, organizational learning and institutional organizing. This framework will focus on the organizational operating environment, to include input, throughput, output, and outcomes. Students' learning will include building a framework for manipulation and analysis of service, cost, systems and outcome data. The course culminates with the creation of an outcomes measurement and management plans for the problem-focused DNP Project in which students address actual outcomes management problems encountered in the field. 3 credits.

DNP 707 Clinical Residency I for PM-DNP Clinical Project

Prerequisites: DNP 700 through 706.

This course is a synthesis of previous didactic courses in the PM-DNP curriculum, and allows application of knowledge in clinical and other professional settings. This is the first of two clinical residency courses in the Post-Masters to DNP program. Students will accumulate 255 clinical hours that may be attained in a variety of settings appropriate to their advanced practice nursing specialty area and DNP Project to demonstrate practice and mastery of the first four (4) AACN (2006) Essentials of Doctoral Education for Advanced Nursing Practice (I-V). This course is graded Pass/No Pass. 3 credits.

DNP 708 Application of DNP Clinical Project

Prerequisites: DNP 700 through 707 and for PM-DNP Base only DNP 709 and 710 and for PM-DNP adding specialty and BSN-DNP, DNP 700 through 706, DNP 710, DNP 711.

This final DNP course synthesizes the experience of implementing an evidence-based practice investigation, including data analysis, evaluation, and application to the American Association of Colleges of Nursing (2006) Doctor of Nursing Practice Essentials. Students will complete a comprehensive manuscript of the DNP clinical project or White Paper position, as well as deliver a live oral defense presentation to faculty and peers. Dissemination plans and development of a poster and/or abstract to a peer review journal is also required. This course is graded Pass/No Pass. 3 credits.

DNP 709 Clinical Residency II for PM-DNP Clinical Project

Prerequisites: DNP 700 through 707.

This course is a synthesis of all previous didactic courses in the PM-DNP curriculum, and allows application of knowledge in clinical and other professional settings. This is the second of two clinical residency courses in the Post-Masters to DNP program. Students will accumulate 255 clinical hours that may be attained in a variety of settings appropriate to their advanced practice nursing specialty area and DNP project. Students will demonstrate practice and mastery of the last four (4) AACN (2006) Essentials of Doctoral Education for Advanced Nursing Practice (V-VIII). This course is graded Pass/No Pass. 3 credits.

DNP 710 Seminar in Evidence-Based Thinking for Scholarship and Practice

Prerequisites: DNP 701, 704 and 706.

This course will provide students with the opportunity to develop a tailored plan of study relevant to the student's DNP Project or White Paper. There is an emphasis on University IRB submission and approval, implemented DNP project methodology or White Paper activities and development of an Individualized Learning Plan (ILP) timeline for DNP project or White Paper completion and degree conferral. This course is graded Pass/No Pass. 3 credits.

DNP 711 Clinical Residency for DNP Clinical Project for BSN-DNP & Post-Masters adding a Specialty

Prerequisites: DNP 700 through 706.

This course is a synthesis of previous DNP didactic courses in the BSN-DNP and PM-DNP adding a specialty curriculum and allows application of knowledge in clinical and other professional settings. Students will accumulate 255 clinical residency hours that are attained in a variety of settings appropriate to their DNP Project to demonstrate practice and mastery of all eight (8) AACN (2006) Essentials of Doctoral Education for Advanced Nursing Practice (I-VIII). This course is graded Pass/No Pass. 3 credits.

DNP 799 Independent Practicum for DNP Project Completion

Prerequisite: Admission to graduate studies.

This course allows students to complete the required DNP Project hours and/or manuscript. Students are expected to maintain communication with their DNP Project faculty chair and update them on the progress of the DNP Project. Permission of the DNP Project faculty chair is required and there is a continuing DNP candidacy fee. This course is graded Pass/No Pass. 0 credits.

Doctorate in Education Organizational Leadership (EDOL)

EDOL 700 Transformational Leadership

In this foundational course, the relationship between personal transformation and organizational transformation will be explored. Students will analyze their emotional intelligence, personal values, beliefs, personality type and leadership style and engage in a 360 degree assessment to identify strengths and growth areas, which will be incorporated into a comprehensive Transformational Leadership Development Plan which becomes part of their Transformational Leadership Portfolio. The latest leadership theories and best practices will be used in developing a personal leadership philosophy and vision statement. Students will explore potential areas of transformational change and what drives them. 3 credits.

EDOL 705 Organizational Communication and Conflict Management

This course examines the theories, structure, and processes of communication and conflict management found in effective organizations. Students will reflect on their own communication behaviors and learn strategies for engaging others in crucial conversations and coaching conversations as a means to manage conflict and improve relationships, accountability, performance, and morale. A communication audit and plan will be developed based on a selected organization and will be included as part of their Transformational Change Project. 3 credits.

EDOL 706 Team and Group Dynamics

This course explores the characteristics of effective teams, special considerations for virtual teams, the stages of group development and team processes such as motivation, group cohesion, role assignment, and norms. The importance of the task and relationship continuum and the role of conflict will be examined. Students will analyze team behaviors and evaluate team effectiveness based on these concepts. Students will apply the principles of group development and team building as they begin to build the leadership team for their Transformational Change Project. 3 credits.

EDOL 707 Organizational Theory and Development

This course examines the body of organizational concepts and theories to build the students' capacity to discover or invent effective means for creating transformational change. Major Organizational Development (OD) themes such as planned change, consultation, organizational culture, and action research will be explored. During this course, students must complete an application that identifies the organization in which they will be conducting their TCP and have it signed off by the cohort mentor and the organization's representative. 3 credits.

EDOL 708 Strategic Thinking

Each student works with a selected organization, and the respective leadership team, to develop a strategic implementation plan for their Transformational Change Project. Development of the plan is based on systematic assessment of external and internal environments, future trends, input from stakeholders throughout the organization, development of goals, strategies and implementation plans in a collaborative environment built on trust. Additionally, this course requires the student to examine their strategic thinking skills, to apply strategic leadership principles, and gain insights for improvement. 3 credits.

EDOL 709 Assessment, Evaluation, and Accountability

Students will examine methods to develop, implement, and support a variety of evaluation plans and assessment efforts to determine the degree to which initiatives, programs, strategies, and interventions are implemented effectively and as intended. The influences of culture, political interests, stakeholder needs, organizational resources and ethical considerations will be explored. In addition factors associated with plan implementation and accountability will be addressed. Students will focus on developing an Evaluation Plan based on the Transformational Change Project. 3 credits.

EDOL 720 Creativity, Innovation, and Sustainable Change

Theories of innovation and creativity will be explored to initiate new forms of entrepreneurship and intrapreneurship. Case studies and other readings offer an examination of how creativity, insight and innovation work together to create and sustain authentic change. Students will learn strategies to harness the power of meaningful innovation through collaboration, divergent and convergent thinking, planning, and action. 3 credits.

EDOL 721 The Ethics and Politics of Decision Making

This course explores the role of organizational politics, power, values and ethical standards in decision-making. Significant focus is placed on various contemporary theories and practices for effective decision-making. Various models and frameworks for analyzing problems are examined in depth. 3 credits.

EDOL 722 Intercultural Aspects of Leadership and Diversity

The role that leadership plays in addressing issues of diversity, equity and inclusion in the workplace will be examined in depth. Topics include social equity, theoretical frameworks for diversity leadership, power dynamics, and social justice. A personal philosophy of diversity and intercultural aspects of leadership will be designed along with an action plan that leads to transforming an organization into one that is equitable, respectful, inclusive and responsive to diversity. 3 credits.

EDOL 723 Innovation in Resource Management

Students will survey innovative strategies in Human Resources (workforce development and training, management, motivation and creativity, assessing performance/compensation, and collective bargaining/labor-management relations) and Financial Resources (budgeting strategies, reallocation of resources to achieve strategic balance, maximizing assets/limiting liabilities). Students will explore, develop, and present an entrepreneurial plan for expanding resources within their organization. 3 credits.

EDOL 724 The Leader as Change Agent

Prerequisite: Successful completion of EDOL 780.

In this course, students will use their experience with the implementation of their Transformational Change Project (TCP) as the basis for a seminar on transformational change and the role of the leader as a change agent. Change models and organizational development (OD) intervention strategies will be analyzed in the context of the TCP experience to determine best practices. The course will emphasize the importance of individual leadership development and reflection as a tool for continuous improvement. Students will examine their experiences with transformational change. Students will develop findings, conclusions, recommendations for further change efforts related to their TCP and share those in a scholarly manner. A final analytical paper, and creation of a Portfolio documenting the student's growth, is required for Advancement to Candidacy. 3 credits.

EDOL 750 Writing for Research and Publication I

This course introduces students to the dissertation process early in their program. It will focus on academic writing, APA guidelines, topic selection strategies and advanced research skills necessary for designing and crafting a dissertation. Students will engage in library research and will learn how to critique research. 2 credits.

EDOL 751 Writing for Research and Publication II

Building on the material presented in EDOL 750, students will continue to work on developing their academic writing skills and develop a brief Review of the Literature. Students will also examine multiple routes for developing a dissertation focus and strategies for successful completion. 2 credits.

EDOL 752 Quantitative Research Methods I

The purpose of Quantitative Methods I & II is to develop students into informed users and consumers of scholarly quantitative research and statistics. The focus of these courses is upon the development of an understanding of the elements and structure of quantitative research, the statistical methods and processes that support it, and the development of basic skills necessary to analyze, develop, and complete quantitative research projects. This course will specifically focus on the types of quantitative methodologies, research design, types of data, research question development, population and sample. Critical research evaluation and analysis will also be presented. 2 credits.

EDOL 753 Quantitative Research Methods II

This course builds on the learning from Part I and moves more deeply into descriptive and inferential statistics, understanding and use of tools for statistical tests of difference and correlation. Matching statistical tests to data and research design will also be presented culminating in a quantitative Chapter III Methodology Chapter draft. 2 credits.

EDOL 754 Qualitative Research Methods I

This course will provide an introduction to qualitative methods of research. Theoretical foundations for qualitative research will be reviewed such as case study, grounded theory, phenomenology, and ethnography. Methods for qualitative data collection such as interviews, observation, document analysis, and Internet research will be covered. 2 credits.

EDOL 755 Qualitative Research Methods II

This course will provide a continued introduction to qualitative methods of research. Qualitative data analysis procedures such as coding data, generating themes, triangulation of data, and use of technology will be introduced and applied. Reliability, validity, and generalizability of qualitative data will be evaluated. 2 credits.

EDOL 780 Transformational Change Field Experiences

This project presents an opportunity for students to demonstrate mastery of competencies in program-wide learning objectives through field experience. Students implement their Transformational Change Project (TCP) within a specific organization. Students will apply theory learned in all coursework to date in the implementation of their TCP in a real world setting. This clinical practice will be conducted under the supervision of a Cohort Mentor. The TCP is a comprehensive, culminating experience that must be successfully completed in order to Advance to Candidacy. This course is a prerequisite for EDOL 724. Graded on a Pass/No Pass basis. 3 credits.

EDOL 790 Developing the Dissertation Prospectus

This course will guide students in developing a dissertation prospectus. Based on a review of literature, students will develop a proposed Chapter 1 and a tentative plan for methodology of their proposed dissertation. This is a prerequisite for Advancement to Candidacy. Graded on a Pass/No Pass basis. 3 credits.

EDOL 791 Dissertation I

After successfully completing the requirements for Advancement to Candidacy, students are eligible to secure a Dissertation Chair to guide their progress in developing an original research project. Building on the prospectus they produced in an earlier class, students will create a dissertation proposal that includes the purpose and research questions in Chapter I, synthesize a review of the literature in Chapter II, and a proposed plan for the methodology in Chapter III. The student's Chapters I-III must be approved by Quality Review prior to receiving approval to schedule the Proposal Defense. Students will prepare for the proposal defense, and successfully defend the proposal. This course is graded with an SP grading option until successful completion of EDOL 791. Upon successful completion, grading is on a Pass/No Pass basis. 3 credits.

EDOL 792 Dissertation II

In this course, students will complete and submit BUIRB application and implement the research methodology. They will complete Chapters IV and V of the dissertation through the collection, analysis and interpretation of data, write up their findings, develop conclusions, recommendations for further research and implications for practice based on results of the study. They will defend their dissertation in an oral defense and make all revisions required by their Dissertation Chair in consultation with their committee. Following the oral defense, students will send the dissertation to the University of Massachusetts Global Library for publication. This course is graded with an SP grading option until successful completion of EDOL 792. Upon successful completion, grading is on a Pass/No Pass basis. 3 credits.

EDOL 799 Dissertation Extension

This course allows students additional time to complete the dissertation elements beyond EDOL 792. Students will continue to be enrolled in this course each session until successful completion of EDOL 792. Please see Tuition and Fees section of the catalog for the corresponding Ed.D. Continuing Candidacy fee. Graded on a Pass/No Pass Basis. 0 credits.

Early Childhood Education (ECED)

ECED 100 Child Growth and Development

This course examines the major physical, psychosocial and cognitive/ language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. Eight hours of field experience is required. 3 credits.

ECED 110 Child, Family, and Community

An examination of the developing child in a societal context focusing on the interrelationships of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of reciprocal relationships that support and empower families. Five hours of field experience is required. 3 credits.

ECED 120 Principles and Practices of Teaching Young Children

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for children. This course includes a review of the historical roots of early childhood programs and the evolution of professional practices promoting advocacy, ethics and professional identity. 3 credits.

ECED 130 Introduction to Curriculum for Young Children

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age six. Student will examine teachers' role in supporting development and fostering the joy of learning for all young children. In addition, observation and assessment strategies and the role of play are highlighted. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, art and creativity, math and science. Ten hours of field experience are required. 3 credits.

ECED 200 Observation and Assessment in Early Childhood Education

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios and multiple assessment methods are explored. Ten hours of field experience is required. 3 credits.

ECED 210 Practicum in Early Childhood Education I

Prerequisites: ECED 100, ECED 110, ECED 120, ECED 130, ECED 200 or approval of Associate Dean Students are encouraged to have taken ECED 200 and ECED 230.

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment, and knowledge of curriculum content areas will be emphasized as practicum students design, implement and evaluate experiences that promote positive development and learning for all young children. Graded on a Pass/No Pass basis. Sixty hours of field experience is required. 3 credits.

ECED 220 Health, Safety, and Nutrition

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children. 3 credits.

ECED 230 Teaching in a Diverse Society

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches to support all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. Three hours of field experience are required. 3 credits.

ECED 300 The Professional Early Childhood Educator **Prerequisite or Corequisite** LBSU 302.

This course provides a broad orientation to the profession of early childhood education, including ethical responsibilities and effective communication. Students will conduct an ethical analysis in which they will analyze beliefs, values, and social codes to understand communication, evaluate behaviors based on the NAEYC Code of Ethics, and reflect on actions and learning. Five hours of field experience is required. 3 credits.

ECED 301 Effective Support for Children with Exceptional Needs and Their Families

This course introduces students to the legal basis and research supporting inclusive services for young children who have disabilities. Students will examine a variety of disabilities and at-risk conditions and develop accommodations for serving them in the natural environment based on the child's age (home, childcare, inclusive preschool). They will explore ways to collaborate with families and other professionals to improve educational outcomes for young children with exceptionalities, disabilities and/or the gifted. Students will identify a family who has a young child with a disability, observe that child across environments and interact with their family members and teachers. Five hours of field experience required. 3 credits.

ECED 302 Social and Emotional Competence in Early Childhood Education

This course focuses one understanding and implementing evidence-based practices for promoting children's social and emotional development and preventing challenging behaviors. Students will examine the critical nature of emotional support and responsive relationships while creating a social and emotional development action plan based on self-assessments and data collection. Five hours of field experience is required. 3 credits.

ECED 303 Integrating Learning Standards in Early Childhood Settings: Language & Literacy

In this course, students will enhance their understanding of language and literacy development and use this knowledge to develop lessons and activities that promote language and literacy development and skills. They will examine learning foundations or standards, which describe the knowledge and skills that young children can be expected to demonstrate at various age ranges and use these competencies to intentionally plan environments, activities and instruction. Five hours of field experience is required. 3 credits.

ECED 304 Integrating Learning Standards in Early Childhood Settings: Science, Technology, Engineering, Math

In this course, students will deepen their understanding of science, technology, engineering and mathematics concepts through active inquiry exploration and analysis. Students will examine and integrate learning foundations or standards in science, engineering and mathematics. They will use their increased knowledge and understanding to intentionally plan environments and inquiries that promote mathematical and scientific learning for young children. Students will also learn to make developmentally based decisions about integrating technology for young children. Five hours of field experience is required. 3 credits.

ECED 326 Infant and Toddler Care and Education

This course applies current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally and culturally appropriate curriculum for children birth to 36 months. Emphasis on establishing and facilitating supportive reciprocal relationships. Five hours of fieldwork are required. 3 credits.

ECED 330 Dual Language Learners and Their Families

In this course, students will build their competency in establishing reciprocal relationships with culturally and linguistically diverse families, promoting authentic family and community engagement, and implementing culturally and linguistically responsive practices. Students will plan environments and routines; interactions, and learning experiences that authentically integrate the cultures and languages of the children in their care. In addition, plans for learning experiences will integrate research-based scaffolding strategies to support the development and learning of children who are dual language learners. Five hours of field experience is required. 3 credits.

ECED 398 The Intentional, Reflective Teacher

Prerequisites: ECED 300, ECED 301, ECED 302, ECED 303, ECED 304 and ECED 330.

Co-requisite: ECED 399.

In this course, candidates focus on effective practices in early care and education. Candidates will explore the Classroom Assessment Scoring System (CLASS) and the ways the CLASS domains and dimensions connect with CA Early Childhood Educator Competencies. They apply knowledge from previous coursework and develop skills in planning developmentally appropriate learning experiences, integrated instruction and engaging learning environments. Field experience for this course is satisfied through work in ECED 399. 3 credits.

ECED 399 Integrated Practice-Practicum II

Co-requisite: ECED 398.

Also required are a valid Negative TB test and a valid and active Certificate of Clearance or a Child Development Permit. In this course, students apply knowledge from previous coursework and develop skills in planning and implementing developmentally appropriate learning experiences, integrated instruction and learning environments. Candidates complete 60 hours of fieldwork in an Early Childhood Education setting. Candidates who are employed as ECE teachers may complete the fieldwork in their own classrooms with the support of a Supervising Professional at the site. Candidates who are not employed in an ECE setting will select a practicum site and complete their fieldwork in a Supervising Professional's classroom. An Early Childhood Education University Supervisor will observe and evaluate candidates regularly. Students will use the CA Early Childhood Educator Competencies and Classroom Assessment Scoring System (CLASS) domains—Emotional Support, Classroom Management and Instructional Support—to plan and reflect upon their practices. Graded on a Pass/No Pass basis. 3 credits.

ECED 401 The Early Childhood Educator as Decision Maker-Capstone

Prerequisite: ECED 398 and ECED 399.

During this course, students will integrate understandings of child development, learning theory, assessment and learning foundations to develop and maintain healthy, safe, supportive and challenging learning environments and instruction for young children. Students will analyze research and develop and implement a transformational change project to address a challenge they have identified within the early childhood setting. Ten hours field experience required. 3 credits.

ECED 410 Engaging Interactions and Environments Providing a Solid Foundation for Young Children's Development

This course is designed to increase participants' knowledge about the importance of high quality early childhood education and the specific types of environments and interactions that support the development of social-emotional, cognitive, and early academic skills. Students will engage in practice-based coaching experiences that enable them to explore multiple ways to design well-organized, materials-rich environments and to implement warm, responsive, and instructionally supportive interactions with children. Course content is aligned with NAEYC Standards 1, 4 and 7 as well as the following CA Early Childhood Educator Competencies: Child Development and Learning; Relationships, Interactions & Guidance; and Learning Environments & Curriculum. 3 credits.

Economics (ECNU)

ECNU 201 Principles of Macroeconomics

The study of economics necessitates an understanding of the principles that govern the operation of the economic system. This course focuses attention on the aggregate (macro) relationships and gives attention to the central problems of economic organization, the functioning of the price system, the economic role of government, the determination of national income and a brief glance at economic policy. 3 credits.

ECNU 202 Principles of Microeconomics

This course covers the theory and application of microeconomics. Topics include competition and monopoly, pricing, consumer demand, and producer supply. Labor markets, global economies, and regulations/antitrust policies are described. 3 credits.

Ed.D. in Education Organizational Leadership (EDDP)

EDDP 700 Transformational Leadership

Formerly EDOL 700. In this foundational course, the relationship between personal transformation and organizational transformation will be explored. Students will analyze their emotional intelligence, personal values, beliefs, inclusive leadership style, and engage in a 360 degree assessment to identify strengths and growth areas, which will be incorporated into a comprehensive Transformational Leadership Portfolio. The latest leadership theories and best practices will be used in developing a personal leadership philosophy and vision statement. Students will explore potential areas of transformational change and what drives them. 3 credits.

EDDP 705 Organizational Communication and Conflict Management

Formerly EDOL 705. This course examines the theories, structure, and processes of communication and conflict management found in effective organizations. Students will reflect on their own communication behaviors and learn strategies for engaging others in crucial conversations and coaching conversations as a means to manage conflict and improve relationships, accountability, performance, and morale. A communication audit of the student's selected organization will be conducted, and a communication plan related to a current change effort will be developed. 3 credits.

EDDP 706 Team and Group Dynamics

Formerly EDOL706. This course explores the characteristics of effective teams, the stages of group development and team processes such as motivation, group cohesion, role assignment, and norms. The importance of the task and relationship continuum and strategies for addressing dysfunctional behavior will be examined. Students will apply the principles of group development and team building and evaluate team effectiveness. 3 credits.

EDDP 707 Organizational Theory and Development

Formerly EDOL 707. This course examines the body of organizational concepts and theories to build the students' capacity to discover or invent effective means for creating transformational change. Major Organizational Development (OD) themes such as planned change, consultation, organizational culture, and meaning centered leadership will be explored. During this course, students will engage in an internal environmental process, employ future scanning techniques, and utilize appreciative inquiry methodologies to develop a compact change project within their existing organization. 3 credits.

EDDP 708 Strategic Thinking

Formerly EDOL 708. Each student will work within a selected organization, to develop a strategic plan to address a significant current issue or opportunity. Development of the plan will be based on systematic assessment of external environment, future trends, input from stakeholders throughout the organization, development of goals, and strategies using a collaborative process. Additionally, the course requires the student to examine their strategic thinking skills, to apply strategic leadership principles, and gain insights for improvement. 3 credits.

EDDP 709 Assessment, Evaluation and Accountability

Prerequisite: EDDP 708.

Formerly EDOL 709. Students will examine methods to develop, implement, and support evaluation and assessment efforts to determine the degree to which initiatives, programs, strategies, and interventions are implemented effectively and achieving the outcomes as intended. In addition, factors associated with plan implementation and accountability will be addressed. Students will focus on developing a Program Evaluation Plan based on a current change effort in their selected organization. 3 credits.

EDDP 720 Creativity, Innovation, and Sustainable Change

Formerly EDOL 720. Theories of innovation and creativity will be explored to initiate new forms of entrepreneurship and intrapreneurship. Case studies and other readings offer an examination of how creativity, insight and innovation work together to create and sustain authentic change. Students will learn strategies to harness the power of meaningful innovation through collaboration, divergent and convergent thinking, planning, and action. 3 credits.

EDDP 721 The Ethics and Politics of Decision Making

Formerly EDOL 721. This course explores the role of organizational politics, power, values and ethical standards in decision-making. A significant focus is placed on various contemporary theories and practices for effective decision-making. Various models and frameworks for analyzing political problems are examined in depth. 3 credits.

EDDP 723 Innovation in Resource Management

Formerly EDOL 723. Students will survey innovative strategies in Human Resources (workforce development and training, management, motivation and creativity, assessing performance/compensation, and collective bargaining/labor-management relations) and Financial Resources (budgeting strategies, reallocation of resources to achieve strategic balance, maximizing assets/limiting liabilities). Students will explore, develop, and present an entrepreneurial plan for expanding resources within their organization. 3 credits.

EDDP 724 The Leader as Change Agent

Prerequisite: EDDP 700.

Formerly EDOL 724. In this capstone course, students will use their experience leading transformational change projects as the basis for this seminar on transformational change and the role of the leader as a change agent. Change models and organizational development (OD) intervention strategies will be analyzed in the context of the change experiences to determine best practices. The course will emphasize the importance of individual leadership development and reflection as a tool for continuous improvement. Students will develop findings, conclusions, recommendations for further change efforts related to their organization and share those in a scholarly manner. A final analytical paper, and creation of a Portfolio documenting the student's leadership growth is required for Advancement to Candidacy. 3 credits.

EDDP 740 Writing for Research and Publication I

This course introduces students to the dissertation process early in their program and prepares them for success in writing assignments they will experience throughout the EDD coursework and dissertation development. It will focus on academic writing, APA guidelines, topic selection strategies, and advanced research skills necessary for designing and crafting a dissertation. Students will engage in library research to identify a researchable problem, develop a purpose statement, and write related research questions. Students will identify foundational theories related to their research topic, understand how to synthesize literature, and demonstrate proper citations of academic resources. 3 credits.

EDDP 741 Writing for Research and Publication II

Building on the material presented in EDDP 740, students will work on developing their academic writing and library research skills, as well as further exploring the literature to confirm researchable topics for their dissertation. Students will examine multiple routes for developing a dissertation focus and strategies for successful completion. Students will also identify a theoretical framework for their research and will create a related literature review outline and synthesis matrix to guide the development of the dissertation. 3 credits.

EDDP 742 Quantitative Research Methods

This course will enable students to become informed users and consumers of scholarly quantitative research and statistics. The focus of this course is upon the development of an understanding of the elements and structure of quantitative research, the statistical methods and processes that support it, and the development of skills necessary to analyze, develop, and complete quantitative research projects. Students will learn various types of quantitative methodologies, non-experimental research design, scales of measurement, quantitative purpose statement and research question development, population and sample, and statistical tools to analyze quantitative data. In addition, students will learn about reliability and validity measurements, data collection methods including survey development, and the application of ethical and legal standards to the quantitative research process. 3 credits.

EDDP 743 Qualitative Research Methods

This course will enable students to become informed users and consumers of scholarly qualitative research. The focus of this course is to develop an understanding of the elements and structure of qualitative research, methods and processes that support it, and the development of the skills necessary to analyze, develop, and complete a qualitative dissertation. Students will learn various types of qualitative methodologies, research design such as case study, grounded theory, phenomenology, and ethnography. Students will develop a qualitative purpose statement and research question(s), identify the population and sample, and use tools to analyze qualitative data. In addition, students will learn approaches for establishing reliability and validity, data collection methods including interview protocol development, and the application of ethical and legal standards to the qualitative research process. 3 credits.

EDDP 781 Developing the Dissertation, Chapter I

Formerly EDOL790. This course will guide students in choosing a research topic and beginning the process of writing their dissertations. Based on a review of literature, students will develop a proposed Chapter I of the dissertation. Students will write sections of Chapter 1, including the Introduction, Background, Research Problem Statement, Significance of the Study, Definitions, and delimitations tied to a Purpose Statement and Research Questions. This course is a prerequisite for Advancement to Candidacy. Graded on a Pass/No Pass basis. 3 credits.

EDDP 782 Developing the Dissertation Chapter II, Review of the Literature
Prerequisite: EDDP 781.

Upon fulfilling prerequisites for EDDP 781, students will collaborate with their Dissertation Chair to advance their research project. In EDDP 782, students will commence synthesizing a literature review for Chapter II. This entails crafting a concise and professional introduction to the topic, establishing a robust foundation for key variables, developing a conceptual/theoretical framework, conducting a meticulous literature review inclusive of seminal and contemporary works, and synthesizing the literature with support from a synthesis matrix. Upon completing this course, students will have produced a finalized Chapter II for their dissertation. Grading for this course will be Pass/No Pass. 3 credits.

EDDP 783 Developing the Dissertation Chapter III, Methodology

Prerequisite: EDDP 781.

This course provides an in-depth exploration of the essential components and principles underlying the methodology section of a dissertation. Through a comprehensive examination of research design, population and sample selection, data collection methods, and analysis procedures, students will develop the skills necessary to effectively outline and justify their chosen methodology. Emphasis will be placed on aligning the research questions, purpose, and hypotheses with appropriate research methods, as well as addressing ethical considerations and potential limitations. By the end of the course, participants will be equipped with the knowledge and tools to write a completed Chapter III. The course will be graded Pass/No Pass. 3 credits.

EDDP 791 Dissertation I

Formerly EDOL 791. After successfully completing the requirements for Advancement to Candidacy, students are eligible to secure a Dissertation Chair to guide their progress in developing an original research project. Students are required to complete an education and training program to receive a CITI or HIH Certificate to ensure that all research conducted exemplifies and promotes the highest level of scientific integrity, public accountability, social responsibility in the conduct of research. Building on Chapters I-III that they produced in previous courses (EDDP 781, 782 & 783), students will work with their chair and committee members to refine and update dissertation Chapters 1-3. In addition, students will develop all related data collection instruments, and prepare for appropriate field testing and coding for validity and reliability. Students will also prepare for the proposal defense by developing a presentation and an abbreviated abstract of their research. After successfully defending the dissertation proposal, the student will complete and submit an IRB application and prepare to conduct their dissertation research. This course is graded with an SP grading option until successful completion of the proposal defense. Upon successful completion of the proposal defense, grading is on a Pass/No Pass basis. 3 credits.

EDDP 792 Dissertation II

Formerly EDOL 792. In this course, students will implement the dissertation research methodology they developed after receiving IRB approval. Students will collect, analyze and interpret data, write up their findings, develop conclusions, recommendations for further research and implications for practice based on results of the study. Students will complete Chapters IV and V of the dissertation. They will defend their dissertation in an online oral defense and make all revisions required by their Dissertation Chair in consultation with their committee. Following the oral defense, students will send the dissertation to the University of Massachusetts Global Library for publication. This course is graded with an SP grading option until successful completion of the final dissertation defense. Upon successful completion, grading is on a Pass/No Pass basis. 3 credits.

EDDP 799 Dissertation Extension

Formerly EDOL 799. This course allows students additional time to complete the dissertation elements beyond EDDP 792. Students will continue to be enrolled in this course each session until successful completion of EDDP 792. Please see Tuition and Fees section of the catalog for the corresponding Ed.D. Continuing Candidacy fee. Graded on a Pass/No Pass Basis. 0 credits.

Education (EDUU)

EDUU 451 Educational Application of Computers: Level I

(Formerly EDUU 551) This course is designed to help students develop an understanding of effectively choosing and utilizing technology in the educational setting to engage and motivate learners and present content in a unique and comprehensive way. Specific attention is placed on best practices, specific teaching strategies, and assessment to be used in today's classrooms. Equity, justice, diversity, and inclusion will be explored as it relates to technology access and opportunities. This course also helps build a connection between the learning process, teaching learning with EdTech tools, and the California Common Core Standards and the International Society for Technology in Education (ISTE) standards throughout California's curriculum. The integration of STEM/STEAM will be explored. This course offers a "hands-on" learning experience where students interact with effective, teacher-approved technology in order to provide the best educational experiences to others. 3 credits.

EDUU 500 Selected Topics in Education

Covers special topics related to education. Experimental courses are developed subject to emerging student and/or employer demands. Topics vary. Courses that examine different topics may be repeated for up to nine credits. 3 credits.

EDUU 510 Introduction to Teaching

Prerequisites: 2.75 GPA or equivalent.

This course is designed for credential candidates. The course focuses on building an understanding of the teaching profession and provides candidates with an opportunity to examine their assumptions about teaching and learning. Candidates will explore philosophical, psychological, socio-cultural, legal and historical foundations of education in the United States and factors that influence the educational system. A major emphasis of the class will be an examination of classroom management theories and strategies for developing inclusive, safe and culturally responsive learning environments as well as techniques for establishing and maintaining communication with families. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDUU 511 Collaboration For Inclusive Schooling

This course is designed for teaching credential candidates. The course focuses on inclusive, evidence-based practices designed to meet the needs of a wide range of learners including students with disabilities, English learners, gifted students and students with other learning needs. Candidates will apply principles of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) as well as a variety of developmentally and ability-appropriate instructional strategies, resources and assistive technology to maximize learning opportunities and promote student access to the curriculum. Candidates will also explore school and community-based resources to support all learners and their families and work to become effective change agent in the schools. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDUU 512 The Art & Craft of Teaching

Prerequisites: EDUU 510 (may be taken concurrently).

This course is designed for credential candidates. The course fosters an understanding of learning theory, instructional models, and strategies for differentiating instruction and assessment to meet the diverse needs of learners. Candidates will be introduced to a variety of developmentally and ability-appropriate instructional strategies and design standards-based learning experiences that engage students and provide access to the curriculum for a wide range of learners. An emphasis will be placed selecting appropriate educational technologies to deepen teaching and learning, promote digital literacy and offer students multiple means to demonstrate learning. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDUU 515 Teaching the Adult Learner

This course offers a base upon which the individual will create an understanding of both the art and the science of teaching adult learners by providing basic background information on prominent learning theories and how they relate specifically to adult development and learning. A major emphasis of the class will be an exploration of scholarly works, contemporary theories, assessment and validity issues, appropriate activities, essential tools, and a multitude of resources all focused toward enabling a teacher of adult students to be a successful educational practitioner. 3 credits.

EDUU 516 Introduction to Planning and Assessment

Prerequisites: EDUU 510 & 511 (may be taken concurrently).

Candidates will develop the knowledge and skills necessary to create supportive learning environments, collaboratively plan effective instruction and instructional accommodations for students with mild/moderate and extensive support needs, while gaining an understanding of typical and atypical development. Candidates will understand how to utilize multiple assessment measures for eligibility, placement, goal formation, progress monitoring, service delivery, instruction, for informing accommodations, determining interventions, appropriate AAC, and collecting data on behavior and social skills. 25 hours of focused observations are required for each class in this program. Those hours will be completed through a combination of field-based assignments, video observations and interviews. A minimum of half of these hours will be completed at a school/field site. 3 credits.

EDUU 517 Communication, Health, and Mobility

Prerequisites: EDUU 516.

Candidates will develop the knowledge of typical and atypical development, appropriate and safe procedures, technology, and adaptive equipment, to meet the health and mobility needs of students with mild to extensive support needs, including medically fragile, deaf/blind, and traumatic brain injury students, to create and support access to safe and accessible learning environments that facilitate student learning and engagement with the core curriculum. Candidates will develop the knowledge and skills to collaboratively plan instruction that incorporates a range of communication strategies and age-appropriate, functional and meaningful activities to encourage student participation in learning, and utilizes assistive technology and AAC, including low- and high-tech equipment and materials, to promote curriculum access and skills development while addressing functional limitations of movement and/or sensation of students with disabilities. 25 hours of focused observations are required for each class in this program. 3 credits.

EDUU 526 Theories in Language Structure and Acquisition

This course teaches candidates about language functions and variation (e.g., social functions, dialectical variations), and about discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement. The course provides candidates with a broad and deep understanding of theories, models, and processes of second language acquisition, including the factors that affect second language acquisition. Candidates demonstrate their application of this knowledge to instructional planning and practices for teaching literacy to English learners. 3 credits.

EDUU 527 English Language and Literacy Development

This course provides candidates with a conceptual understanding of the historical and legislative foundations of instructional programs for English learners. This course builds candidates' knowledge of current research of various instructional program models and methods for English learners. The course focuses on current approaches and methods in English Language/Literacy Development (ELD) and content-based English Language Development instruction including SDAIE. 3 credits.

EDUU 528 Content-Based Instruction and Assessment for Linguistic Minority Students: SDAIE

Prerequisites: Successful completion of EDUU 527.

This course develops candidates' ability to utilize the methodology of ELD, content-based ELD, and SDAIE to scaffold student acquisition of language and grade-level content knowledge across the curriculum and to target listening, speaking, reading and writing skills. Candidates also learn how to differentiate and scaffold assessments for English learners and use the results of assessments to build on language proficiency. Candidates demonstrate their knowledge through the development of an integrated thematic unit. 3 credits.

EDUU 544 Student Teaching Seminar I

Co-requisite: EDMU 582, or EDSU 592, or EDTU 572 or EDTU 573.

This seminar course is taken concurrently with Directed Teaching I and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on lesson design and providing instructional support for students with diverse needs including English learners, students with special needs and advanced learners. The course also provides a forum for discussion and problem solving based on student teaching classroom experiences and contributes to candidates' preparation to complete the CalTPA Teaching Performance Assessment Cycle 1. 2 credits.

EDUU 545 Student Teaching Seminar II

Prerequisite: EDUU 544.

Co-requisite: EDMU 583, or EDSU 593, or EDTU 592 or EDTU 593.

This seminar course is taken concurrently with Directed Teaching II and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on formal, informal and self-assessment strategies that support all students in learning. The course also provides a forum for discussion and problem solving based on student teaching experiences and contributes to candidates' preparation to complete the CalTPA Teaching Performance Assessment Cycle 2. 2 credits.

EDUU 556 Intern Seminar A

This seminar course provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on lesson design and providing instructional support for students with diverse needs including English learners, students with special needs and advanced learners. The course also provides a forum for discussion and problem solving based on classroom experiences and contributes to candidates' preparation to complete the CalTPA Teaching Performance Assessment Cycle 1. 2 credits.

EDUU 557 Intern Seminar B

Prerequisite: EDUU 556.

This seminar course provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates focus on developing effective classroom management strategies, planning for and implementing differentiated instruction, and assessing student learning. An emphasis is placed on formal, informal and self-assessment strategies that support all students in learning. The course also provides a forum for discussion and problem solving based on classroom experiences and contributes to candidates' preparation to complete the CalTPA Teaching Performance Assessment Cycle 2. 2 credits.

EDUU 558 Advanced Internship Seminar I

Co-requisite: EDMU 580-D or EDSU 590-D, or EDTU 570 -D or EDTU 571-D or EDTU 560-D.

This seminar course is taken concurrently with Supported Teaching I and provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. The course focuses on researching and utilizing effective classroom management and teaching practices, designing curriculum, and using assessment data to inform instruction. An emphasis is placed on the candidate's ability to monitor the improvement of their own performance over time. The course also provides a forum for discussion and problem solving based on classroom experiences. 2 credits.

EDUU 559 Advanced Internship Seminar II

Co-requisite: EDMU 580-F or EDSU 590-F or EDTU 570-F or EDTU 571-F or EDTU 560-F.

This seminar course is taken concurrently with Supported Teaching I and provides interns with opportunities to engage in systematic inquiry into their own practice and conduct research on effective teaching practices that can be applied to the classroom. An emphasis is placed on engaging in professional development opportunities and expanding professional networks. The course also provides a forum for discussion and problem solving based on classroom experiences. 2 credits.

EDUU 570 Voice, Diversity, Equity, and Social Justice

This course helps develop candidates' understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. Students explore cultural similarities and differences in communication styles and utilize strategies for fostering positive interactions among culturally diverse students. Candidates examine their own cultural beliefs and assumptions and analyze how they impact student learning and achievement. Candidates demonstrate an understanding of multicultural education and how to implement strategies that reflect an inclusive approach with regard to students' cultural and language backgrounds. 3 credits.

EDUU 575 Introduction to Autism Spectrum Disorders: Etiologies and Characteristics

Candidates are introduced to the characteristics of Autism Spectrum Disorders (ASD), and current and reliable research and practice on ASD. Candidates will identify service providers and stakeholders who are involved with individuals with ASD. The impact of ASD on families, and how to collaborate to address those needs are discussed. Candidates will begin to create a website that will act as a resource for families and educators collaborating to meet the academic, behavioral, social, communication, sensory, and transition needs of individuals with Autism. Completion of 5 hours of observation of a child with autism is required. 3 credits.

EDUU 576 Education Specialist Student Teaching Seminar A

Corequisite: EDTU 550 or EDTU 552 or EDTU 554.

This seminar course is taken concurrently with Student Teaching I (EDTU 550 or EDTU 552 or EDTU 554) and provides student teachers with opportunities to reflect upon and connect their learning from clinical practice to the Teaching Performance Expectations. While focusing on the needs of students with disabilities, including students who are English Language Learners and who have had adverse life experiences, candidates strengthen their teaching skills as they plan instructional activities, teach academic content, and assess student learning. Candidates engage in continuous improvement by incorporating data from student assessments and feedback from their instructor and peers to modify their instruction and professional behaviors. The course activities and learning outcomes prepare the candidate to complete the CalTPA Teaching Performance Assessment Cycle 1. 2 credits.

EDUU 577 Education Specialist Student Teaching Seminar B

Prerequisite: EDUU 576.

This seminar course is taken concurrently with Education Specialist Student Teaching II and provides student teachers with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates will focus on the needs of students with disabilities (including students who are English Language Learners) by developing effective classroom management strategies, planning for and implementing differentiated instruction with high-leverage practices, and assessing student learning. Candidates will participate in critical thinking, inquiry, and problem solving, with an emphasis on personal reflection of their teaching, values, and implicit/explicit biases. Candidates establish professional learning goals and will prepare to complete the CalTPA Teaching Performance Assessment Cycle 2. 2 credits.

EDUU 580 Education Specialist Intern Seminar A

Co-Requisite: EDTU 575-A-B and/or EDTU 575-C or EDTU 565-A-B and/or EDTU 575-C or EDTU 567 A-B and/or EDTU 575-C.

This seminar course is taken concurrently with Education Specialist Supported Teaching I (EDTU 575 ABC; EDTU 565 ABC; EDTU 567 ABC) and provides interns with opportunities to reflect upon and connect their learning from clinical practice to the Teaching Performance Expectations. While focusing on the needs of students with disabilities, including students who are English Language Learners and who have had adverse life experiences, candidates strengthen their teaching skills as they plan instructional activities, teach academic content, and assess student learning. Candidates engage in continuous improvement by incorporating data from student assessments and feedback from their instructor and peers to modify their instruction and professional behaviors. The course activities and learning outcomes prepare the candidate to complete the CalTPA Teaching Performance Assessment Cycle 1. 2 credits.

EDUU 581 Education Specialist Intern Seminar B

Prerequisite: EDUU 580.

This seminar course is taken concurrently with Education Specialist Supported Teaching II and provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. Candidates will focus on the needs of students with disabilities (including students who are English Language Learners) by developing effective classroom management strategies, planning for and implementing differentiated instruction with high-leverage practices, and assessing student learning. Candidates will participate in critical thinking, inquiry, and problem solving, with an emphasis on personal reflection of their teaching, values, and implicit/explicit biases. Candidates establish professional learning goals and will prepare to complete the CalTPA Teaching Performance Assessment Cycle 2. 2 credits.

EDUU 588 Intern Continued Supervision

This course provides interns continued supervision and mentorship as they complete the requirements for a California teaching credential. Intern candidates are expected to enroll in this course if they are not ready to apply for their credential upon completion of EDMU/EDSU 561 and 562. Please see tuition and fees section of the catalog for the corresponding Intern Supervision Fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

EDUU 590 Education Specialist Advanced Internship Seminar A

Co-requisite: EDTU 565-D-E and/or EDTU 565-F or EDTU 567 D-E and/or EDTU 567-F or EDTU 575-D-E and/or EDTU 575-F.

This seminar course is taken concurrently with Supported Teaching I (Advanced Interns) and provides interns with opportunities to integrate and reflect on knowledge and skills acquired during clinical practice experiences. The course focuses on researching and utilizing effective classroom management and teaching practices, designing curriculum, and using assessment data to inform instruction. An emphasis is placed on the candidate's ability to monitor the improvement of their own performance over time. The course also provides a forum for discussion and problem solving based on classroom experiences. Candidates prepare to complete or revise and resubmit the CalTPA Teaching Performance Assessment Cycle 1 and/or 2. 2 credits.

EDUU 591 Education Specialist Advanced Internship Seminar B

Co-requisite: EDTU 566-B or EDTU 568-B or EDTU 576-B.

This seminar course is taken concurrently with Supported Teaching II (Advanced Interns) and provides interns with opportunities to engage in systematic inquiry into their own practice and conduct research on effective teaching practices that can be applied to the classroom. An emphasis is placed on engaging in professional development opportunities and expanding professional networks. The course also provides a forum for discussion and problem solving based on classroom experiences. Candidates prepare to complete or revise and resubmit the CalTPA Teaching Performance Assessment Cycle 1 and/or 2. 2 credits.

EDUU 599 Independent Study

Supervised independent study or research in a selected area of education. This course may be repeated for credit providing the content is different. 1-5 credits.

EDUU 600 Research and Evaluation Methods

This course examines qualitative, quantitative and mixed method research designs and methodologies. Students will learn to analyze and evaluate educational research and utilize research techniques. Topics include experimental, non-experimental and mixed research designs, methods of data collection and analysis, descriptive statistics, and threats to validity. Students learn to utilize APA formatting and examine issues related to plagiarism and academic integrity. 3 credits.

EDUU 602 Positive Behavior Supports

Prerequisites: for MMSN/ESN Special Education students: EDUU 516; for ECSE students: EDUU 665; School psychology and school counseling students have no Prerequisites for this course.

A study of theories, practices and ethical issues in modifying and remediating behavior with an emphasis on creating positive, productive school climates and implementing effective, positive and respectful applied behavior analysis techniques. A minimum of 25 hours of authentic field experience is required for this course. 3 credits.

EDUU 605 Democracy, Education and Social Change

Prerequisite: EDUU 600.

Students examine the relationship between democratic theory, educational practice, and social change. Specific attention is paid to theories of democracy, the democratic nature of historical and current reform efforts, the contradictions and dilemmas of schooling, and the ways in which schooling might influence social change. 3 credits.

EDUU 606 Seminar in Learning Theory

Prerequisite: EDUU 600.

This course helps students to develop an understanding of how people process information and learn; studies the history, content and educational applications pertaining to intelligence and thinking dispositions. Students study various learning theories and their implications for instruction. This includes the development of the mind and brain and their role in education. 3 credits.

EDUU 607 Seminar in Comparative Education - Equity and Equality

Prerequisite: EDUU 600.

An examination of various educational philosophies, methods, patterns of control, financing, organization and relationships with the larger society in multiple countries of the world, including the United States, through the lens of equity and equality for all learners. Comparison and a comprehensive social science methodology is emphasized. Students examine historical, political, economic, and social factors from an international, national, and local perspective. 3 credits.

EDUU 608 Seminar in the Social Foundations of Education

Prerequisite: EDUU 600.

A critical study of schooling, society and culture. Students explore the major ideological schools of thought regarding how the interactions between school and society can best be understood. Social science methodologies including quantitative, qualitative, and participation and application of both social science and humanities insights are important components of the course. 3 credits.

EDUU 609 Seminar in Curriculum Studies

Prerequisite: EDUU 600.

Historical, philosophical, and sociopolitical influences on the curriculum of American public schooling are examined. Curriculum design and evaluation strategies will be considered. The role of teachers and educational support staff in curriculum decision-making, and their potential role as leaders of educational change, are included. 3 credits.

EDUU 610 The Teacher As Scholarly Practitioner

Prerequisites: Acceptance in the Master of Arts in Teaching program or the MAE Professional Learning Community emphasis, a cumulative grade point average of 3.0 and EDUU 600, EDUU 606, EDUU 609.

Students who take this course are strongly advised to have either current or prior K-12 classroom teaching experience. Candidates in the MAT program must also have completed all credential coursework (including student teaching). The purpose of this course is to acquaint candidates with the concept of action research and to support them as they develop an action research proposal based on their own educational setting. The course is designed to enable candidates to understand the fundamental principles to a critical analysis of their own pedagogy and the learning outcomes of their students. The course will engage the participants in systematic inquiry into their own practice by helping them to frame appropriate questions, gather and interpret data, examine and analyze that data and attempt to find answers to the questions posed. 3 credits.

EDUU 611 Action Research Development

Prerequisite: EDUU 610.

The purpose of this course is to allow candidates who developed the design for their action research proposal in EDUU 610 to complete their proposal in the form of a written four-chapter paper. The action research proposal is the demonstration of mastery for the Master of Arts in Teaching program. 3 credits.

EDUU 612 Domestic Experiential Education

This course prepares students to utilize University and Governmental Agency field stations, or comparable learning sites, through an on-site residential program. Students will be surrounded by the local history, culture, and unique ecosystems of the region. Classroom observations within the local K-12 school system will culminate the experience. 3 credits.

EDUU 613 International Experiential Education

This course prepares students to utilize University and Governmental Agency field stations, or comparable learning sites around the world, through an on-site residential program at a field station. Additionally, it provides students with a limited immersion experience in the host country. Students will be immersed in the culture, language and history of field station's host country. Classroom observations within the K-12 school system of the host country will culminate the experience. This course is designed for K-12 teachers at all grade levels and disciplines, as well as students in the Master of Arts in Education program. EDUU 607 is recommended prior to participation in this course as it provides the student with a foundation of ethnographic and cultural information. Course can be repeated for a maximum of 6 credits as long as the course is taken at different locations. 3-6 credits.

EDUU 614 Data Driven Leadership in Educational Organizations

This course explores various leadership and organizational change theories with an emphasis on the relationship between theory and practice. Various strategies to bring these theories into practice through leadership will also be discussed. The skills and strategies for leading the creation of a compelling, shared vision and mission in educational organizations based on multiple sources of data will be explored. An emphasis is also placed on leading by example to promote the implementation of the shared vision. 3 credits.

EDUU 615 Engaging Stakeholders in Educational Organizations

In this course, collaboration, communication, and team development structures and theory will be emphasized so candidates can develop the skill set necessary to engage stakeholders in effectively implementing the shared vision and lead transformational change. Specifically, skills and strategies will be explored that candidates can use to nurture trust, build effective teams, engage in collaborative decision-making, facilitate conflict resolution and build capacity among all members of the educational organization. 3 credits.

EDUU 616 Leading Change in Educational Organizations

This course will further explore leadership change theories in order to prepare candidates to facilitate the change process required to continuously improve educational organizations. The complexities of leading transformational change will be explored with an emphasis on overcoming barriers to change. Aligning organizational systems with the mission and vision of the organization will be explored. Lastly, the importance of the leader serving as an agent of change will be emphasized. 3 credits.

EDUU 624 Foundations of 21st Century Teaching

Prerequisite: Active teaching credential or EDUU 510 or EDUU 515, and EDUU 451 or approved equivalent(s).

The purpose of this course is to create a foundational understanding of all that goes into being an effective teacher of online and blended learners. Relevant research into the pedagogy and andragogy of electronically mediated teaching and learning will be explored, examined, and applied to a variety of example situations. This work will empower students to craft a professional body of knowledge and skill necessary for facilitating learning in a 21st century learning environment. 3 credits.

EDUU 625 Design and Assessment of 21st Century Teaching

Prerequisite: EDUU 624.

The purpose of this course is to explore the connections within the design of online and blended instruction and assessments. Students will utilize performance data, legal requirements surrounding the Americans with Disabilities Act (ADA) and understandings of individual learning styles to inform assessment and ongoing instructional decisions. Formal and informal evaluations, along with synchronous and asynchronous methods of delivery, will be used to evaluate student performance to model the variety of methods available to measure achievement in the online and blended learning environment. 3 credits.

EDUU 628 Advanced Design and Assessment of 21st Century Teaching

Prerequisites: EDUU 625.

The purpose of this course is to build upon previous understanding of effective online and blended instruction, design, and assessment. Additional relevant research into the pedagogy and andragogy of electronically mediated teaching and learning will be explored, examined, and applied to a variety of example situations. Students will apply their growing knowledge and skill toward expert design and facilitation of learning environments of the 21st century student. 3 credits.

EDUU 629 Teaching the 21st Century Learner Capstone

Prerequisites: EDUU 628.

This capstone course completes the Teaching the 21st Century Learner series. The purpose of this course is to facilitate the application of knowledge and skills learned from previous courses to design and deliver an exemplary online and blended electronic portfolio. Students will develop a unit of study that models constructivist engagement with content, peers, and the electronically mediated environment. 3 credits.

EDUU 630 Leadership and Policy in Special Education

Prerequisite or Corequisite EDUU 600.

The purpose of this course is to create a foundational understanding of critical elements for effective leadership in special education. Issues of mentoring, social justice, and advocacy will be introduced and reviewed. Current research on effective leadership in special education will be used to assist in the creation of evidence-based curriculum and policy that addresses the needs of different groups. The foundation of a future action research project will be developed. 3 credits.

EDUU 631 Program Development and Organization in Special Education

Prerequisite: EDUU 600 and EDUU 630.

This course will prepare students to identify and implement evidence-based practices and interventions for students with a broad range of disabilities, including utilizing assistive technology and Universal Design for Learning, allowing the diverse population of students with disabilities to access and make progress in challenging curriculum and the Common Core State Standards (CCSS). 3 credits.

EDUU 632 Advanced Assessment and Program Evaluation in Special Education

Prerequisites: EDUU 631.

Students will develop an understanding of the theory behind educational assessment and program evaluation. Application of non-biased assessment for pre-referral, screening, placement/eligibility, and progress monitoring for students with disabilities in general education and special education settings will also be a focus. Students will conduct special education program evaluation and assessment evaluation via appropriate research techniques. 3 credits.

EDUU 633 Special Education Capstone

Prerequisites: EDUU 661 The purpose of this course is to complete a final project as the culminating activity in the Master of Arts in Special Education (MASE) program.

Choosing from an array of project options, and utilizing information and project components learned and developed in previous MASE coursework, the capstone project will be completed and presented. Students will discuss various evidence-based practices in special education and their own professional development as a practitioner and scholar. This course must be taken in the last term of the Master of Arts in Special Education program. 3 credits.

EDUU 639 Pedagogical Leadership in Early Childhood Education

Prerequisite or Corequisite ECED 330.

This course introduces students to content-specific knowledge and skills for promoting development and learning for all young learners in the early childhood education setting across all academic disciplines. Students will become familiar with early learning standards and how to apply universal design for learning; interpret English language assessments outcomes; manage classrooms; and adapt and modify curriculum and instruction for all learners. Students gain introductory knowledge required for consultation, co-teaching, supervision and mentorship in collaboration with families and other professionals. Students will spend up to 25 hours observing children Birth through K and completing field based assignments. 3 credits.

EDUU 640 Foundations of Leadership in Early Childhood Settings

In this course, candidates will examine leadership in early care and education from both theoretical and practical perspectives. Students will learn about current thinking on leadership in early care and education, including leadership competencies. Students will have opportunities to integrate and analyze current leadership theories through individual and collaborative projects. Students will develop a personal purpose and a personal leadership development plan. 3 credits.

EDUU 641 Public Policy and Fiscal Planning for Early Childhood Leaders

Candidates will examine the impact of policy, licensing and funding issues in Early Childhood Education at the International, National, State, County, and School District levels. Head Start, State Preschool and other relevant programs that serve all children including those who have been diagnosed as having disabilities or are considered at-risk for developmental delays will be examined. Additionally, this course provides candidates in-depth perspectives on advocacy, locating and securing funding, fiscal planning, marketing plan development and creating/maintaining inclusive environments. Candidates will develop understandings and skills which will assist in real world forecasting, funding, grant writing, marketing, and budgeting. 3 credits.

EDUU 642 Leadership and Human Resources in Early Childhood Settings

This course examines the roles of early childhood education leaders in human resources development. Candidates will explore recruitment, the interview process, selection, performance evaluation, and retention. The curriculum will include a broad overview of federal, state and local laws and regulations that affect the management of human resources. Topics covered in the course include employment regulations, creation and maintenance of inclusive settings, anti-discrimination laws, compensation, employee rights, health and safety, FERPA issues, and administrative requirements. Additional components will include staff development, in-service, teamwork, mentoring and reflective supervision. Candidates will analyze the nature, types and stages of conflict and conflict resolution among teachers, staff, parents and the community, with the goal of creating a peaceful community of learners. 3 credits.

EDUU 643 Leading Change in Early Childhood Programs: Capstone

Prerequisites: EDUU 640, EDUU 641 and EDUU 642.

This capstone course starts with an overview of program evaluation and transformational leadership strategies. Candidates will use the knowledge gained throughout their graduate coursework (the MAE core and LECE courses) to analyze the quality of a local preschool or infant/toddler program. Candidates will examine a program to evaluate its efficacy in providing an engaging, relationship-based, developmentally appropriate setting for young children, in its support of teachers and connections with parents and community. Based on this analysis, candidates will develop and lead a focused collaborative transformational change strategy to address one area of need. Candidates will reflect on their personal leadership roles, relationships and successes with motivation and peer collaboration, knowledge and implementation of public policies and professional ethics, and advocacy for equitable educational opportunities for all children. Candidates will demonstrate program mastery through this Capstone project. 3 credits.

EDUU 644 Development, Risk, and Resilience

Prerequisites: ECED 330.

For intern eligibility, EDUU 644 and EDUU 665 may be taken concurrently. This course introduces students to the interaction between risk and protective factors to promote resilience for children who have environmental and/or biological risk and those with established conditions leading to eligibility for special education services. Students will explore in depth the impact of a variety of disabilities on development and learning so that they can provide appropriate support and services for young children and their families. Students will spend up to 25 hours observing children Birth through K with and without disabilities and completing field based assignments. 3 credits.

EDUU 645 Consultation, Collaboration and Co-teaching in Early Intervention and Early Childhood Special Educ

Prerequisite: EDUU 668.

This course is designed for candidates to apply knowledge and skills in coaching, collaboration, consulting, and co-teaching in Early Intervention and Early Childhood Special Education. Students will practice shared decision making with service providers and families in implementing the Individualized Family Service Plan/Individualized Education Program. Students will demonstrate characteristics of lifelong learning including giving and receiving constructive feedback and self-reflection. Students will spend up to 25 hours engaged in field-based assignments. 3 credits.

EDUU 655 Individualized Education Plan Development and Special Education Law

Prerequisites: for special education students: EDUU 516.

School psychology candidates have no prerequisites for this course. The course is designed both for special education teachers and school psychologists. Candidates will develop the knowledge and skills necessary to communicate assessment results during the pre-referral and IEP process. Emphasis is placed on the development of appropriate educational and IEP decisions on the basis of a variety of standardized and non-standardized assessments and related services that are appropriate to the diverse needs of individual students. Candidates will learn to make appropriate recommendations both for report writing and for IEP goals and objectives. This course will also examine the history, law, and legal mandates of the IEP process to provide candidates with an understanding of the legal and ethical responsibilities for serving students with disabilities in California. Due process guidelines and procedures will be reviewed, as well as current trends and local policies. Candidates may be expected to observe an IEP meeting. 25 hours of fieldwork are required for this course. 3 credits.

EDUU 661 Collaboration in Special Education

Prerequisites: EDUU 632.

Collaboration is a necessary process which supports meeting the needs of all learners. This course focuses on professional collaboration among those working with individuals with disabilities in home, school, and community settings. Candidates will learn to use a variety of effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques, to enhance content and learning for individuals with disabilities. Ethical and legal issues, and culturally responsive practices in collaboration are addressed. 3 credits.

EDUU 662 Collaboration and Co-Teaching

Prerequisites: EDUU 517.

This course focuses on professional collaboration, co-teaching, and conflict resolution techniques for those working with individuals with disabilities in home, school, and community settings. Candidates will learn to use a variety of effective collaboration and co-teaching teaching strategies, problem solving methods, effective communication and negotiation techniques, to enhance content and learning for individuals with disabilities. Ethical and legal issues, and culturally responsive practices in collaboration and co-teaching are addressed. 25 hours of fieldwork will be required for each class in this program. 3 credits.

EDUU 663 Advanced Methods In Special Education

Prerequisites: EDUU 517.

Candidates will learn advanced methods and strategies for teaching students with a variety of disabilities. The course will focus on adapting, planning, and adjusting instruction that is standards-aligned and tailored to the unique needs of students and their families. Candidates will design learning experiences that encompass the monitoring and the assessment of student learning in a safe and effective learning environment. Additional emphasis will be placed on the importance of coordination, collaboration, co-teaching and effective communication with other service providers. Reflection on one's own teaching and the importance of professional development to one's practice will also be reinforced in the course. 25 hours of fieldwork will be required for each class in this program. 3 credits.

EDUU 664 Advanced Assessment in Special Education

Prerequisites: EDUU 517.

Candidates will develop the knowledge and skills necessary to use and communicate assessment results. A variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate and extensive support needs will be addressed. Emphasis will be placed on the skill of making appropriate educational decisions based on a variety of standardized and non-standardized techniques, instruments, and processes that are appropriate to the diverse needs of individual students. Candidates will learn to identify individual strengths and weaknesses and monitor progress of student achievement. 25 hours of fieldwork will be required for each class in this program. Those hours will be completed through a combination of field-based assignments, video observations and interviews. A minimum of half of these hours will be completed at a school/field site. This course has required assessment training. This requirement may be completed via an approved district or county assessment training. 3 credits.

EDUU 665 Historical, Philosophical, and Legal Foundations of Early Intervention/Early Childhood Special Ed

Prerequisites: ECED 330.

For intern eligibility, EDUU 644 and EDUU 665 may be taken concurrently. This introductory course to Early Childhood Special Education provides an overview of Early Intervention and Early Childhood Special Education including the theoretical, philosophical, legal and empirical basis for contemporary practice in the field. Candidates in the course will learn the roles, dispositions and expectations for Early Interventionists, Early Childhood Special Educators, Early Childhood Educators and Itinerant service providers. The legal requirements of IDEA for Early Intervention and Early Childhood Special Education from initial referral through placement and ultimate transition will be evaluated and compared to recommended and culturally appropriate practices. Candidates will spend up to 25 hours observing services for young children from birth through K with disabilities and completing field based assignments. 3 credits.

EDUU 666 Family Guided Practices in Early Intervention and Early Childhood Special Education

Prerequisites: EDUU 665.

This course emphasizes family systems theory and the impact of sociocultural, ethnic, racial and linguistic factors that shape families' values and beliefs surrounding child development, education and access to educational and community based services. Candidates gain skills in communicating effectively in a culturally and linguistically appropriate manner to strengthen family, professional and community partnerships. Candidates will develop skills in interviewing families to collect data on child and family routines, needs, concerns and interests toward the development of the IFSP/IEP and develop the ability to self-reflect on their family-guided practices. Candidates will spend up to 25 hours engaging with families of young children from birth through K with disabilities and completing field based assignments. 3 credits.

EDUU 667 Assessment in Early Intervention and Early Childhood Special Education**Prerequisite:** EDUU 666.

This course introduces the candidate to the different assessment and evaluation procedures used in Early Intervention and Early Childhood Special Education including eligibility, goal and IFSP/IEP development and progress monitoring. An emphasis is on understanding the different types of assessments, their purposes, interpreting assessment results and communicating those results using family appropriate language. Candidates will collaborate with families to conduct a curriculum based assessment to gather child information, translate assessment results into child outcomes and/or goals, and plan for progress monitoring. Candidates will spend up to 25 hours observing young children from birth through K with disabilities and completing field based assignments. 3 credits.

EDUU 668 Curriculum and Intervention in Early Intervention and Early Childhood Special Education**Prerequisite:** EDUU 667.

This course introduces candidates to a range of curricula used in early childhood settings including home visiting and center based programs. Candidates will develop an educational program plan based on a naturalistic approach that includes elements of Universal Design for Learning (UDL), accommodations and the embedding of child goals into routines, planned and child initiated activities. The course addresses collaborative teaming to implement instruction and intervention with families, caregivers, paraprofessionals and professionals to support a young child's success across environments such as the home, child care, public and community based preschool and more restrictive special education settings. Candidates will spend up to 25 hours engaging with young children from birth through K with disabilities and their families and completing field based assignments. 3 credits.

EDUU 670 Field Experience in Early Intervention and Early Childhood Special Education**Prerequisites:** EDUU 669 or EDUU 679, and a valid Certificate of Clearance on file with the CTC and a Negative TB Test.

This course is only required for candidates seeking the ECSE added authorization program. In this course, candidates reflect on their practice under the supervision of their instructor and complete a portfolio demonstrating skills in engaging families, assessing infants, toddlers and young children and planning and implementing effective interventions with young children to enhance the development of cognitive, social, learning and effective skills across settings. 3 credits.

EDUU 675 Assessing Students with Autism Spectrum Disorders**Prerequisite:** EDUU 575.

Identification of assessment tools to assess the various needs of students with ASD is the focus of the course. Collaboration with stakeholders to determine areas of need in academic, behavior, sensory, communication and social skills is emphasized. Completion of 5 hours of fieldwork with a child with autism is required. 3 credits.

EDUU 676 Autism Spectrum Disorders: Programming and Strategies, I**Prerequisites:** EDUU 675.

The third course in the sequence addresses the design of structured and organized learning environments that support the sensory and learning needs of students with ASD. How to determine, align, and implement behaviorally-based instructional strategies and interventions, including Positive Behavior Supports (PBS) are emphasized. Identification and implementation of programs and strategies that enhance, facilitate, and promote social interactions across a variety of educational settings for students with ASD will be thoroughly addressed. Completion of 5 hours of fieldwork with a child with autism is required. 3 credits.

EDUU 677 Autism Spectrum Disorders: Programming and Strategies, II**Prerequisites:** EDUU 676.

The final course in the sequence addresses how to determine, align, and implement instructional strategies and interventions appropriate for the spectrum of the unique academic, cognitive, transition, and communication and language needs of students with ASD. Integrating the input from multidisciplinary teams, including families, to build effective, integrated programs, monitor student progress and determine program adjustment and service recommendations are focused upon. Completion of 5 hours of fieldwork with a child with autism is required. The website that acts as a resource for families and educators collaborating to meet the academic, behavioral, social, communication, sensory, and transition needs of individuals with Autism will be completed in this course. 3 credits.

EDUU 679 Advanced Strategies in Early Intervention and Early Childhood Special Education**Prerequisite:** EDUU 668.

This course focuses on specific methods used across disciplines in Early Intervention and Early Childhood Special Education to meet the developmental and learning needs of children with a variety of special needs. Emphasis is placed on identifying specific developmental and learning characteristics and interventions associated with various severe disabilities, including autism, developmental delay, intellectual disability, multiple disabilities, visual impairment, hearing loss, deaf blindness, motor disabilities, and related needs, such as severe behavioral challenges. Candidates will gain knowledge and skills in advanced collaborative methods in instruction, adaptations, and individualized intervention leveraging assistive technologies in addressing IFSP/IEP goals. Candidates will spend up to 25 hours engaging with young children from birth through K with extensive support needs and their families and completing field based assignments. 3 credits.

EDUU 681 Cultural Diversity, Equity, & Global Perspectives in Education**Prerequisites:** Multiple Subject-EDUU 510, EDUU 511, EDUU 512, EDMU 520 Single Subject-EDUU 510, EDUU 511, EDUU 512, EDSU 532 Ed Specialist: EDUU 510, EDUU 511, EDMU 520, EDUU 516 Early Childhood Special Ed: EDUU 639, EDUU 644, EDUU 665, EDUU 666 **Exceptions will be determined on an individual basis and only when approved by Program Leadership.

This course will provide candidates an opportunity to evaluate and synthesize diversity, equity, inclusion, and social justice in educational settings from the local, state, national and global perspectives. Candidates will apply authentic personal and work-related experiences to their coursework as they learn how to navigate different intersectional, cultural, and global educational dilemmas. 3 credits.

EDUU 682 Paradigms, Practices, and Policies in Education

Prerequisite: Multiple Subject-EDUU 510, EDUU 511, EDUU 512, EDMU 520 Single Subject-EDUU 510, EDUU 511, EDUU 512, EDSU 532 Ed Specialist-EDUU 510, EDUU 511, EDMU 520, EDUU 516 Early Childhood Special Ed: EDUU 639, EDUU 644, EDUU 665, EDUU 666 **Exceptions will be determined on an individual basis and only when approved by Program Leadership.

This course explores the paradigm shifts that have shaped teaching methodologies over time. Candidates will examine the evolving roles of technology, teaching practices, and policies and identify systemic dilemmas and opportunities in global, national, and local landscapes of education. The course investigates the learner-centered education paradigm including empowered learning, personalized learning, and authentic learning opportunities. Candidates aspire to become change agents by developing a strategic plan that aligns with current educational trends and paradigms. 3 credits.

EDUU 683 Capstone: Exploring Problems of Practice in Education

Prerequisite: EDUU 682 **Exceptions will be determined on an individual basis and only when approved by Program Leadership.

The Capstone course allows candidates to showcase teaching mastery by investigating and addressing problems in practice. It involves analyzing theoretical foundations and developing strategies to systematically tackle instructional challenges. Candidates will create and share a well-designed and research-based course of action to address educational dilemmas as they relate to individual, local, national, and global challenges. 3 credits.

EDUU 692 The Science and Philosophical Underpinnings of Applied Behavior Analysis

EDUU 692 is the first in a 7 course sequence and addresses the BACB 5th task list items A1-5; B1-7 and E6. The class introduces students to the historical, philosophical, ethical and scientific foundations of Applied Behavior Analysis (ABA). Students in this class also learn, reflect upon and apply basic behavioral principles. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as observations and interviews. 3 credits.

EDUU 693 The Foundational Concepts and Principles of Applied Behavior Analysis

Prerequisites: EDUU 692.

EDUU 693 is the second course in a 7 course sequence and addresses the BACB 5th task list items B8-B14 and E1-E2. The class introduces students to behavioral principles that govern behavior and behavior change. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as environmental and behavioral analyses. 3 credits.

EDUU 694 Using and Analyzing Measurement, Data and Experimental Design in Applied Behavior Analysis

Prerequisites: EDUU 693.

EDUU 694 is the third course in a 7 course sequence and addresses the BACB 5th task list items C1-11, D1-6 and E9. This class introduces students to the various ways in which behavior is defined and measured, data analysis, and interpretation and research methodology with an emphasis on single case design research. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments that involve in-depth behavioral observations and data collection. 3 credits.

EDUU 695 Assessment to Guide and Evaluate Intervention in Applied Behavior Analysis

Prerequisites: EDUU 694.

EDUU 695 is the fourth course in a 7 course sequence and addresses the BACB 5th task list items F1-F9 and E3. This class introduces students to the various ways in which assessment data are collected, analyzed and used to identify targets for behavioral and academic intervention, develop methods of reinforcement, and evaluate intervention effectiveness. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as preference assessments and a functional behavior assessment. 3 credits.

EDUU 696 Selecting and Implementing Interventions for Behavior Change in Applied Behavior Analysis

Prerequisites: EDUU 695.

EDUU 696 is the fifth course in a 7 course sequence and addresses the BACB 5th task list items E2, G1-22 and H1-5. This class introduces students to intervention approaches and specific strategies that promote behavior change, generalization and maintenance. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as implementing specific and evidence based strategies within an intervention plan for behavior change. 3 credits.

EDUU 697 Program Oversight, Collaboration and Management in Applied Behavior Analysis

Prerequisites: EDUU 696.

EDUU 697 is the sixth course in a 7 course sequence and addresses the BACB 5th task list items E1, E5, E7, E10, H6-9 and I1-8. This class addresses program level expectations that include collaborating with families and other providers, program oversight and evaluating program effectiveness through the analysis data. Students also use behavioral principles and interventions for personnel training, supervision, and evaluation. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as evaluating program success and evaluating the delivery of interventions. 3 credits.

EDUU 698 Ethical Behavior and the Compliance Code for Applied Behavior Analysts

Prerequisites: EDUU 697.

EDUU 698 is the seventh course in a 7 course sequence and addresses the BACB 5th task list items E1-E10. This class addresses ethical responsibilities that applied behavior analysts have to their clients, colleagues, discipline, related disciplines and the Behavior Analyst Certification Board (BACB). Students work together to analyze case studies derived from the literature and practice through the lens of the compliance code for applied behavior analysts. Students in this course must be employed in a related field at least part time and have the ability to complete applied assignments such as interviewing supervisors in the field and reviewing program policies and forms. 3 credits.

Educational Leadership & Admin (EDAD)

EDAD 601 Introduction to Vision, Leadership, and Change

This course will explore the major theories in educational leadership and change and the relationships between theory and practice in the context of contemporary educational issues in California. Skills and strategies for facilitating the development of a collective, student-centered vision for equity, aligned with the district's goals will be emphasized. Public school governance in California, including the structure and organization of public schooling and the roles and responsibilities of various individuals and system components will be introduced. The relationships between federal, state, and local educational policies and practices that ensure equitable, democratic public education for all students within various contexts (political, social, economic, and cultural) will also be studied. A minimum of 25 hours of embedded clinical practice/fieldwork is required for this course. 3 credits.

EDAD 602 Applied Educational Research and Data Analysis

Co-requisite: EDAD 695.

Educational Leadership Seminar I. Candidates will analyze multiple measures of student and school data and collaboratively develop a school site plan to promote equitable access, opportunities and outcomes for all students consistent with the school's collaboratively developed vision. Strategies for engaging constituents in the identification of equity gaps, assessment of programs, and instructional strengths and needs will be emphasized and practiced. The importance of data-based decision making and ongoing plan monitoring, with an emphasis on continuous improvement practices to improve teaching and learning, will be explored. CalAPA Cycle 1 concepts will be introduced and practiced in this course and include a minimum of 25 hours of embedded clinical practice/fieldwork is required for this course. 3 credits.

EDAD 604 Community Perspective, Collaboration and School Culture

Prerequisite: EDAD 602 and EDAD 695.

Co-requisite: EDAD 696.

Educational Leadership Seminar II. Candidates will analyze the role of professional learning at a school site including collaborative professional learning or communities of practice among teachers, staff, students, and families within the context of school culture. A problem of practice will be collaboratively identified based on relevant student data and the school's mission, and vision, to form the basis for identifying an evidenced based strategy to implement in support of continuous improvement. Lastly, candidates will engage in effective, professional, and interactive communication (co-facilitation, public speaking, writing, and presentation skills) with various audiences and for various educational purposes, including advocacy, consensus building, and decision making. CalAPA Cycle 2 concepts will be introduced in this course with a focus on Step 1 and 2. A minimum of 25 hours of embedded clinical practice/fieldwork is required for this course. 3 credits.

EDAD 606 Change and Continuous Improvement

Prerequisite: EDAD 604 and EDAD 696.

In this course, collaboration, communication, and team development structures (norms, group decision making, consensus, and progress monitoring) will be emphasized so candidates can develop the skill set necessary to co-facilitate professional learning within a community of practice. Building on this knowledge, candidates will practice co-facilitating a community of practice, to continuously improve teaching and learning, through the implementation of a cycle of inquiry. CalAPA Cycle 2 will be emphasized and completed in this course. A minimum of 25 hours of embedded clinical practice/ fieldwork is required for this course. 3 credits.

EDAD 608 School Law, School wide Discipline and Safety

This course will explore federal, state, and local laws, regulations and guidelines relating to public schools and the educational process. Constitutional and related legal rights and protections for students and staff and the administrator's role in monitoring and ensuring compliance with these rights and protections are also covered. The importance of ensuring that school practices and procedures promote equity and access, meet legal, health and safety requirements are included in this course. An emphasis is placed on research-based, student-centered classroom management and positive behavior interventions and supports (PBIS), conflict-resolution and restorative justice. A minimum of 25 hours of embedded clinical practice/fieldwork is required for this course. 3 credits.

EDAD 610 Innovations in Instructional Leadership

Co-requisite: EDAD 697.

Educational Leadership Seminar III. This course will have candidates explore and analyze teacher evaluation systems grounded in the California Standards for the Teaching Profession (CSTP) and conduct a thorough review of a district's coaching, observation and instructional feedback processes. Candidates will promote equitable learning opportunities, grounded in TK-12 student academic content standards and appropriate instructional practices, through classroom observations and provide unbiased, evidence-based feedback on the effectiveness of classroom instruction. Candidates will also be required to coach an individual teacher and develop specific suggestions for teacher professional growth to improve student learning. CalAPA Cycle 3 will be introduced in this course. A minimum of 25 hours of embedded clinical practice/fieldwork is required for this course. 3 credits.

EDAD 612 Working with Diverse Populations

This course will prepare candidates to identify and access resources for historically underserved populations and advocate, nurture, and sustain a positive culture to ensure educational equity and access. Specifically, candidates will learn how to integrate Multi-tiered System of Supports (MTSS) and structures into instruction to systematically address barriers to access to support equitable learning for all students. Further, candidates will explore the effect of equitable educational placements, classroom structures, school and master scheduling, grouping practices and educational settings on student learning. An additional emphasis of this course is communication and collaboration with multiple constituencies to improve student learning opportunities and outcomes for all students, including English learners and students with special needs. A minimum of 25 hours of embedded clinical practice/fieldwork is required for this course. 3 credits.

EDAD 614 Aligning Resources and Systems for School Improvement

In this course, school finance in California, including relevant laws and regulations are covered to prepare candidates to work collaboratively with others in the school community to develop, implement, monitor, and report the school's budget in a transparent manner. Candidates will assess and analyze student and site needs as a base to support financial decision-making and prioritize expenditures aligned with the school site plan. Candidates will also learn to align, effectively manage, and integrate all the organizational systems, structures, and policies of a school system that impact the school's ability to implement the school site plan and achieve its vision and goals. These skills include an understanding of the regulatory and legal contexts involved with the management of human, fiscal and material resources. A minimum of 25 hours of embedded clinical practice/fieldwork is required for this course. 3 credits.

EDAD 616 Professional Growth and Learning

This course will cover adult learning principles and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional growth activities focused on improving student learning outcomes. Candidates will develop a comprehensive professional development session for teachers utilizing a learning management system (LMS) that includes both synchronous and asynchronous components. The use of badging systems to support, motivate, and provide recognition to staff will also be emphasized. A minimum of 25 hours of embedded clinical practice/fieldwork is required for this course. 3 credits.

EDAD 620 Educational Leadership & Administration Capstone

Prerequisites: This course must be taken as the last course in the program or be taken concurrently with the second to last course to complete the program requirements.

This capstone course completes the requirements for the Master of Arts in Educational Leadership and Administration and serves as the degree program's demonstration of mastery. Candidates must successfully complete a Demonstration of Mastery Project (DOM) that includes documented evidence they have obtained satisfactory knowledge and understanding of the Program Learning Outcomes. The candidate will formally present the DOM Project to a panel of their peers and instructor who will evaluate candidate competence and performance. A minimum of 25 hours of embedded clinical practice/fieldwork is required for this course. 3 credits.

EDAD 695 Educational Leadership Seminar I

Co-requisite: EDAD 602.

This seminar course is taken concurrently with EDAD 602 and provides candidates opportunities to integrate and reflect on the content knowledge, performance expectations and skills acquired during clinical practice/fieldwork experiences and their relationship to the CalAPA Cycles and rubrics. An emphasis is placed on the candidate's ability to master select California Administrator Performance Expectations (CAPE) under the supervision and guidance of their instructor and district field supervisor. Support will be provided to candidates on the completion of CalAPA Leadership Cycle 1 requirements including providing an overview of the cycle, developing a timeline and facilitating candidate peer-to-peer discussion groups. A minimum of 10 hours of clinical practice/fieldwork, in alignment with the completion of CalAPA Leadership Cycle 1 is required. Graded on a Pass/ No Pass basis. 1 credit.

EDAD 696 Educational Leadership Seminar II

Co-requisite: EDAD 604.

This seminar course is taken concurrently with EDAD 604 and provides candidates opportunities to integrate and reflect on the content knowledge, performance expectations and skills acquired during clinical practice/fieldwork experiences and their relationship to the CalAPA Cycles and rubrics. An emphasis is placed on the candidate's ability to master select California Administrator Performance Expectations (CAPE) under the supervision and guidance of their instructor and district field supervisor. The instructor will also provide support to candidates on the completion of CalAPA Leadership Cycle 2 requirements including providing an overview of the cycle, developing a timeline, and facilitating candidate peer-to-peer discussion groups. A minimum of 10 hours of clinical practice/fieldwork, in alignment with the completion of CalAPA Leadership Cycle 2 is required. Graded on a Pass/ No Pass basis. 1 credit.

EDAD 697 Educational Leadership Seminar III

Co-requisite: EDAD 610.

This seminar course is taken concurrently with EDAD 610 and provides candidates opportunities to integrate and reflect on the content knowledge, performance expectations and skills acquired during clinical practice/fieldwork experiences and their relationship to the CalAPA Cycles and rubrics. An emphasis is placed on the candidate's ability to master select California Administrator Performance Expectations (CAPE) under the supervision and guidance of their instructor and district field supervisor. The instructor will also provide support to candidates on the completion of CalAPA Leadership Cycle 3 requirements including providing an overview of the cycle, developing a timeline, and facilitating candidate peer-to-peer discussion groups. A minimum of 10 hours of clinical practice/fieldwork, in alignment with the completion of CalAPA Leadership Cycle 3 is required. Graded on a Pass/ No Pass basis. 1 credit.

EDAD 698 Educational Leadership Internship Seminar

Prerequisite: Completed and approved application for an Administrative Services Internship credential.

This seminar course is taken during initial administrative employment under an Internship Credential. The major duties and responsibilities authorized by the administrative services credential will be explored one on one using a coaching model. Discussions will focus on the day-to-day functions of administrators, long-term policy design and implementation. An emphasis is placed on assisting the candidate in making a successful transition in their role as an educational leader and administrator with focused guidance, coaching and feedback from an experienced administrator who serves as their coach and course instructor. Graded on a Pass/No Pass basis. 1 credit.

EDAD 760-A Professional Learning and Induction Coaching I-A

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate's knowledge and skills of leading by example to promote the implementation of a shared vision. This will include using multiple sources of data to develop their own job-related professional growth plan, the Individual Induction Plan (IIP), based on strengths and areas of needed growth. The importance of engaging stakeholders in developing, monitoring and revising plans or programs to ensure the vision is realized will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 760-B Professional Learning and Induction Coaching I-B**Prerequisite:** EDAD 760-A.

This course provides an opportunity for the candidate to continue the work completed in EDAD 760A and receive one-on-one coaching to support the candidate's knowledge and skills of leading by example to promote the implementation of a shared vision. This will include using multiple sources of data to develop their own job-related professional growth plan, the Individual Induction Plan (IIP), based on strengths and areas of needed growth. The importance of engaging stakeholders in developing, monitoring and revising plans or programs to ensure the vision is realized will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 762-A Professional Learning and Induction Coaching II-A**Prerequisite:** EDAD 760-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate's knowledge and skills of creating a trusting and respectful school climate. This will include facilitating and supporting diversity within teams in the school setting. In addition, building collaborative and shared leadership to build a professional learning culture will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded On a Pass/No Pass basis. 0.5 credits.

EDAD 762-B Professional Learning and Induction Coaching II-B**Prerequisite:** EDAD 762-A.

This course provides an opportunity for the candidate to continue the work completed in EDAD 762-A and receive one-on-on coaching to support the candidate's knowledge and skills of creating a trusting and respectful school climate. This will include facilitating and supporting diversity within teams in the school setting. In addition, building collaborative and shared leadership to build a professional learning culture will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 764-A Professional Learning and Induction Coaching III-A**Prerequisite:** EDAD 762-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate's knowledge and skills of decision-making processes. This will include identifying needs within the organization and creating action steps to address the need. The importance of understanding how to identify and mitigate any negative or unintentional consequences of the leader's actions will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 764-B Professional learning and Induction Coaching III-B**Prerequisite:** EDAD 764-A.

This course provides an opportunity for the candidate to continue the work completed in EDAD 764-A and to receive one-on-one coaching to support the candidate's knowledge and skills of decision-making processes. This will include identifying needs within the organization and creating action steps to address the need. The importance of understanding how to identify and mitigate any negative or unintentional consequences of the leader's actions will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 766-A Professional Learning and Induction Coaching IV-A**Prerequisite:** EDAD 764-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate's knowledge and skills of creating a culture of trust and mutual respect so that staff, parents, and families feel supported in sharing diverse thinking, ideas and problems. This will include identifying and implementing strategies that will ensure that all stakeholder voices are heard. The importance of reflecting on the leader's leadership practices and dispositions will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 766-B Professional Learning and Induction Coaching IV-B**Prerequisite:** EDAD 766-A.

This course provides an opportunity for the candidate to continue the work completed in EDAD 766-A and to receive one-on-one coaching to support the candidate's knowledge and skills of creating a culture of 12 trust and mutual respect so that staff, parents, and families feel supported in sharing diverse thinking, ideas and problems. This will include identifying and implementing strategies that will ensure that all stakeholder voices are heard. The importance of reflecting on the leader's leadership practices and dispositions will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 768-A Professional Learning and Induction Coaching V-A**Prerequisite:** EDAD 766-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate's knowledge and skills of decision-making processes that model ethics, equity, and integrity. This will also include exploring the leader's role as change agent in leading and facilitating improvement efforts at the school. The importance of using reflective practice to examine the leader's personal code of ethics will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 768-B Professional Learning and Induction Coaching V-B

Prerequisite: EDAD 768-A.

This course provides an opportunity for the candidate to continue the work completed in EDAD 768-A and to receive one-on-one coaching to support the candidate's knowledge and skills of decision-making processes that model ethics, equity, and integrity. This will also include exploring the leader's role as change agent in leading and facilitating improvement efforts at the school. The importance of using reflective practice to examine the leader's personal code of ethics will also be emphasized. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 770-A Professional Learning and Induction Coaching VI-A

Prerequisite: EDAD 768-B.

This course provides an opportunity for the candidate to receive one-on-one coaching to support the candidate's knowledge and skills of promoting collaborative inquiry and problem solving with stakeholder groups will be emphasized. This will include developing and implementing strategies that support greater public understanding of the education policies and practices. An emphasis is placed on the candidate's ability to monitor the improvement of their own performance over time. Candidates will identify areas for ongoing professional growth and self-improvement including monitoring of improvement and performance over time. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

EDAD 770-B Professional Learning and Induction Coaching VI-B

Prerequisite: EDAD 770-A.

This course provides an opportunity for the candidate to continue the work completed in EDAD 770-A and to receive one-on-one coaching to support the candidate's knowledge and skills of promoting collaborative inquiry and problem solving with stakeholder groups will be emphasized. This will include developing and implementing strategies that support greater public understanding of the education policies and practices. An emphasis is placed on the candidate's ability to monitor the improvement of their own performance over time. Candidates will identify areas for ongoing professional growth and self-improvement including monitoring of improvement and performance over time. The induction coach will focus on the candidate's situational and leadership development needs as they work to apply what they are learning to their work setting and analyze their performances based on the California Professional Standards for Education Leaders (CPSELs). Graded on a Pass/No Pass basis. 0.5 credits.

English (ENGU)

ENGU 099 College Reading and Composition

Provides a basic course in college reading and writing. Emphasis is on sentence structure, paragraph and essay structure, grammar, and critical thinking skills. This course is only offered through the School of Extended Education. 3 credits.

ENGU 102 Literature and the Art of the Narrative

This course will survey various narrative techniques across a broad spectrum of genres, including novels, short stories, graphic novels and comic books, television, and the movies. The student will examine how we tell stories, but also ask the question why narrative is so integral to the human condition. This course is only offered through the School of Extended Education. 3 credits.

ENGU 103 Writing and Rhetoric

The course provides instruction that focuses on the writing process, evaluating and explaining ideas, critical reading, conducting library and Internet research, developing a research paper, and documenting research. Students will learn that reading is a complex process. Students are required to complete a minimum of 10,000 graded words in essays that include a researched essay. All work shall be submitted as a part of a final writing portfolio. 3 credits.

ENGU 104 Writing About Literature

Prerequisite: ENGU 103.

English 104 develops a student's critical thinking, reading, and writing skills as they apply to the analysis of fiction, poetry, drama, and creative non-fiction. The readings for the course reflect the diversity of writers and perspectives. Through a variety of essays, students will demonstrate their understanding of a variety of literary devices and their ability to write persuasively about literature. Not only will students improve their ability to analyze and write about literature, but they will also increase their understanding of the world and its people. Students will complete five essays totaling at least 8,000 words. 3 credits.

ENGU 306 Creative Writing

This introductory course in creative writing focuses on the study and creation of fiction, poetry, and plays. Students analyze technique in the works of published writers and in their own original works. After submitting written work for feedback, students participate in a writer's workshop, which includes constructive criticism from the class and the instructor. Increased writing skills help students prepare for many careers, including communication, education, writing, advertising, sales, journalism, law, business, and government. 3 credits.

ENGU 329 Experimental Topics in English

Prerequisite: ENGU 104.

An examination of selected topics in English relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

ENGU 348 Writing and Producing for New Media in the 21st Century

In this course, students will explore the wide range of creative writing that addresses the convergence of and differences between traditional (print) with new (electronic) media. Students will participate in a number of hands-on experiences with creating, shaping and adapting stories for various media. The course emphasizes electronic publishing opportunities and the treasure trove of new media resources. 3 credits.

ENGU 350 Ethical Leadership through Literature

Prerequisite: ENGU 103 and 104 or their equivalent.

This course examines the meaning of ethical leadership through the analysis of literature. Students will consider and articulate their own ethical positions while evaluating the judgment and actions of fictional characters. The readings will challenge students to expand their understanding of the world and their place in it as leaders. 3 credits.

ENGU 380 Professional Writing

This course serves as an introduction to the primary genres and rhetorical strategies of professional writing. Students will learn write clear, grammatical, well-structured professional communications. Assignments will require creating both internal and external documents for a variety of audiences. 3 credits.

ENGU 420 Language Development and Acquisition

Prerequisite: ENGU 104.

This course introduces students to the fundamental components of language. An emphasis is placed on major theories of language development and language acquisition as well as the processes involved in learning language. Students will examine the interaction between primary language and second language acquisition and strategies that support language development. The course also addresses the implications that language development and language differences have on the processes of learning to read and reading to learn. 3 credits.

ENGU 450 Literature of Children and Young Adults

Prerequisite: ENGU 104.

This course will introduce the genres, history, themes, uses, and trends of children's literature and its role in a child's cultural socialization. Students will study children's literature from diverse cultures and classic works through exploration of illustrations, traditional literature, modern and animal fantasy, bibliotherapy, fiction and non-fiction works, poetry, informational text, and literary merit. Those who teach children's literature will benefit from this study of style, technique, and methods for introducing the young to the pleasures of literature and elements of literary quality. A focus on selecting appropriate, high-quality books for individuals and groups of children, as well as a discussion of ways to enhance a child's enjoyment of literature, will engage those who interact with children in the classroom, family, or community. 3 credits.

ENGU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

English Language Learning (EDEU)

EDEU 500 Theory/Foundations of ESL and Bilingual Programs

Explore how historical, political, sociocultural, and educational events, federal and local laws, and local policies combine to drive the services and supports for English Learners in schools. Theories of first and second language acquisition and bilingualism, ESL and Bilingual program delivery models, and current research related to developing, implementing, and evaluating ESL and Bilingual programs and services for English Learners, and their families are included. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

EDEU 501 Methods of Teaching ESL in Bilingual Programs

Develop an understanding of materials, methods, and approaches for implementing and managing standards-based ESL and content instruction for students served within bilingual programs. Topics will include language objectives, instructional methods, grouping strategies, selection and use of digital and print materials and resources, selection and use of linguistic supports, and assessment practices for promoting content and language learning for students at different levels of English language development within bilingual programs. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

EDEU 502 Cross Cultural Issues for Teaching ESL

Teachers analyze their personal attitudes, values, and beliefs about English, bi/multilingualism, language use, patriotism, power, privilege, and cultural norms. Explore implications for how these impact interactions with students and their families, instructional decisions, perceptions about student performance, teaching, learning, assessment, and evaluation of English Learners in multicultural educational settings. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

EDEU 503 Methods and Materials for Teaching ESL

This course will help teachers develop an understanding of the best practices, methods, and selection and use of print and digital materials and resources to support English Learners in developing listening, speaking, reading and writing skills in English. Emphasis is placed on developing interpersonal communication skills and academic language of beginning and intermediate ESL students. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

EDEU 504 Linguistics for ESL Teachers

Teachers deepen awareness about English phonology, phonemes, morphology, syntax, semantics, and pragmatics, the history of the English language, the constant evolution of the language, and the role of language in society. Explore similarities and difference between the structures of English and languages represented in the classrooms, schools, and communities of the participants as well as those of major groups in the US with consideration for teaching English Learners. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

EDEU 505 Assessment of Bilingual Students

Overview of procedures and instruments used to promote assessment of learning, assessment for learning, and assessment as learning in English learners and emerging bilinguals. Develop understanding of the purposes, characteristics, strengths, and limitations of formal assessments and informal structured and unstructured classroom assessments, strategies for using assessment data to plan and deliver instruction, and the impact of validity, reliability, and bias. Tools and practices for identifying, placing, and assessing language and content learning in English learners and emerging bilinguals at all levels of English language development will be included. A minimum of 20 clock hours of on-site activities in PK-12 schools is included. *This course is only offered through the School of Extended Education. 3 credits.

Entrepreneurship (ENTU)

ENTU 401 Introduction to Entrepreneurship

This course focuses primarily on the business plan and the start-up of a business. Topics include mission, vision, recognition of opportunities, business plan development, entry and operating strategies, obtaining financing, legal implications and the transition from starting a business to running one. 3 credits.

ENTU 410 Financing the Small Business

This course addresses issues related to financing small business enterprises and entrepreneurial ventures. Various sources of financing are examined: commercial banks, venture capital, angels, and government financing. In addition, collateralizing the firm's assets for financing, such as inventory and receivables financing, equipment financing, and real estate financing, is discussed. The Initial Public Offer (IPO) process is examined as a means for emerging enterprises to access public capital markets. 3 credits.

ENTU 420 Entrepreneurship Action Learning Project

Prerequisite: Dean approval.

Through the action learning project students will experience "entrepreneurship in action," allowing them to bridge theory and practice. During this course each student will work one-on-one with a successful entrepreneur on a substantial project of strategic importance to the business. 3 credits.

ENTU 610 Entrepreneurship

This course is designed to cultivate an entrepreneurial mindset to solve a problem or create a new endeavor. Students will learn how to explore, evaluate, and implement a new business based on research on consumer needs. 3 credits.

Environmental Sciences (ESCU)

ESCU 101 Introduction to Environmental Science

An introduction to the causes of environmental problems as well as strategies for potential solutions from both a natural science and a social science perspective. Scientific understanding of the environment is emphasized. The course gives an overview of major environmental problems and scientific principles, with a focus on managing environmental problems and important natural resources. 3 credits.

ESCU 329 Experimental Topics in the Physical Sciences

An examination of selected topics in the physical sciences relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

ESCU 401 Environmental Science, Policy, and Management

This course examines environmental science principles and policies that impact society and the management of the surrounding physical environment. Students will apply environmental and scientific literacy to the analysis of real-world problems. Specific topics include ecology, water resources, energy, pollution, biodiversity, food, and access to resources. (Not offered in 2024-25.) 3 credits.

Finance (FINU)

FINU 305 Business Finance

Prerequisites: MATU 203.

The central focus of this course is on the role of financial management in maximizing the value of the company. The course begins with a discussion of basic concepts and tools, including accounting statements, interest rates, taxes, risk analysis, time value of money, and the basics of security valuation. Thereafter, we will learn how a manager can help maximize his/her firms' value by improving decisions in such areas as working capital management, capital budgeting, and choice of capital structure. 3 credits.

FINU 410 International Finance

Prerequisite: FINU 305.

This course examines investment and financing instruments, markets, and tactics of international finance. Topics include international monetary systems and organizations, foreign exchange rate determination and exposure management decisions, international transaction and translation management, foreign direct investment, international financial markets, institutions and banking. Not offered 2024-2025. 3 credits.

FINU 417 Intermediate Financial Management

Prerequisite: FINU 305.

This course will examine the applications of financial theories and concepts including capital structure, capital budgeting, forecasting, working capital management, and lease/buy decisions. Analysis of firms will utilize the cash flow model, as well as exploring whether the company should undertake a capital budgeting project. 3 credits.

FINU 421 Investments

Prerequisite: FINU 305.

Students explore the simultaneous management of multiple securities, using statistical and other mathematical tools. Topics covered include: risk and return, allocation of risky assets, setting portfolio objectives and strategy, portfolio optimization, risk crafting, and portfolio performance evaluation. Through investment tools, projects, and readings, students will explore investment and portfolio theory and practice. 3 credits.

FINU 430 Financial Institutions

Prerequisite: FINU 305.

This is a basic finance course discussing various aspects of the U.S financial system, including consideration of monetary standards, the organization and functioning of both depository institutions and the Federal Reserve System. Issues related to the money supply, interest rates, and asset prices are emphasized. Recent banking conditions and trends in financial institutions are also emphasized. 3 credits.

FINU 607 Financial Management

Students will learn how firms make investment and financing decisions. The course topics include the time value of money, equity and debt financing, financial statement analysis, capital budgeting, risk and return, capital structure, dividend policy, and global finance. 3 credits.

FINU 610 Public Sector Finance

This course focuses on the economics of public sector budgeting and finance. The course includes analysis and practice of raising, financial reporting, management, and allocation of resources at the federal, state, and local levels of government. The use of maps and data analysis tools will be introduced to provide a more explicit and consistent experience. Not offered 2024-2025. 3 credits.

FINU 615 International Finance

Prerequisite: FINU 607.

Discussion of international monetary system; balance of payments concept; institutional and structure arrangements within the foreign exchange market; basic foreign exchange market products; importance of parity condition; exchange rate determination; Eurocurrency and Eurobond market; international equity market; foreign currency options and futures; hedging foreign exchanges exposure; international capital budgeting and working capital management; and cost of capital and capital structure in multinationals. 3 credits.

FINU 620 Investments

Prerequisite: FINU 607.

The course objective is to achieve an understanding of the various types of investments and their relative merits; security prices and yields; investment objectives, principles and standards for selection of specific investments; introduction to portfolio management. 3 credits.

FINU 630 Capital Markets

Prerequisite: FINU 607.

Study of the financial markets, instruments and the role of banks and other financial institutions in the economy. This course introduces tools to analyze the risks faced by investors and savers interacting with financial institutions and strategies to control and better manage these risks. 3 credits.

Food Science & Nutrition (FSNU)

FSNU 200 Human Nutrition

A study of food intake and utilization, nutrient sources, metabolism, and interactions. Human nutritional requirements and their relationship to various diseases are examined, as are facts and fiction about diets, "health foods," etc. Students learn about nutrition, the elements of a balanced diet, and modern food technology. 3 credits.

FSNU 201 International Nutrition: The World Food Crisis

Students review contemporary nutritional issues affecting the world. Social, cultural, political, economic, and scientific aspects of the world food problems are examined. Nutritional deficiencies affecting various regions of the world and the role of international agencies are covered. Students learn about food production and food supplementation programs, and examine possible solutions and the future. 3 credits.

FSNU 202 Human Nutrition

This course covers the basic concepts of nutrition for the human body. Topics included are electrolyte balance, carbohydrates, lipids, proteins, vitamins, minerals, and energy balance and eating disorders. Nutritional issues, as well as key information about essential nutrients, basic nutritional assessment, and nutrition across the human lifespan are other concepts covered in this course. We will also relate the various perspectives that nutrition and politics display in society. This course is only offered through the School of Extended Education. 3 credits.

FSNU 315 Nutritional Basis of Disease

This course is designed to provide students with a general introduction to the complexities of the human body as it is related to nutrition and the disease process. Particular emphasis will be on disease acquired through lifestyle and infection. The student will learn how the body works and how disease occurs and may be overcome. Additionally, social and ethical issues in the concept of health will be addressed. For example: will the removal of sweets from school vending machines really make a difference in child obesity rates? An in-depth look at cardiovascular disease, diabetes, cancer, aging, and HIV/AIDS will be explored. The course will conclude with an examination of the concept of social justice- what wealthy nations do or do not owe the rest of the world to promote global health. 3 credits.

FSNU 329 Experimental Topics in Food Science and Nutrition

An examination of selected topics in food science and nutrition relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

FSNU 335 Science of Obesity

This course will cover the role of diet and exercise in weight loss and body weight maintenance. Discussion of metabolic and physiological changes occurring during weight gain and loss will be covered. The course will look into the current trends in obesity and the relationship between body weight, obesity and disease risk. Research comparing popular diets used for weight loss and disease treatment will be covered along with recommendations for optimal weight loss and weight maintenance programs. 3 credits.

FSNU 338 Nutrition and Human Performance

Prerequisite: FSNU 200.

Designed to provide a more in-depth view of nutrition, metabolism, and human performance. Ergogenic aids, blood doping, nutritional needs of the athlete are emphasized. The methodologies and current topics related to nutrition and human performance are evaluated. Mechanisms of nutrition are presented to better understand the cause-and-effect relationships of human nutrition. 3 credits.

Geographic Information Systems (GIS)

GIS 505 GIS Research Methods

In this course, students will apply spatial thinking and Geographic Information Systems (GIS) technology to research design, data collection, analysis, and decision-making. Students will utilize multiple research methods to collect and analyze spatial data within an interdisciplinary environment. Using a spatial analysis lens, students will formulate policies and solutions. Not offered 2024-2025. 3 credits.

GIS 633 GIS for Emergency Preparedness and Planning

In this course, students will examine how geospatial information and GIS tools can be used to support advance planning for major emergencies related to natural disasters (such as earthquakes, wildland fires, hurricanes) or human-caused events (such as terrorism or large-scale civil unrest). Students will participate in activities based upon real-world scenarios and data. Examples of issues students will address include: projecting which communities and infrastructure are at greatest risk, and how to plan and prepare for community resilience before a disaster occurs. Not offered 2024-2025. 3 credits.

GIS 634 GIS for Emergency Response and Recovery

Students will examine how geospatial information and GIS tools can be used to support emergency response and post-event recovery operations. Students will develop the necessary data analysis skills and situational awareness to effectively respond to large scale threats to life and property and to contribute to post-event recovery efforts. Not offered 2024-2025. 3 credits.

GIS 637 Economic Development

This course focuses on concepts of economic development and the use of data in the decision making process. Additionally, students will explore strategies to provide safe, flexible, and stable economic growth. Students will employ methods of organizing, planning, and managing economic change to a specific region. They will apply Geographical Information System (GIS) and data analytics to data-driven decision making. Not offered 2024-2025. 3 credits.

GIS 638 GIS and Community Economic Development

In this course, students will explore the relationship between data analysis and Geographical Information System (GIS) and building strong communities and economies. This course covers topics related to community development, including small business development, affordable housing, and empowerment of local economies through effective geospatial allocation of social and financial resources. Students will consider strategies to apply multiple research methods and analysis to guide policy development, plans and practice. Not offered 2024-2025. 3 credits.

GIS 655 GIS Project Planning and Leadership

This course focuses on the essential leadership and technical skills necessary for effective Geospatial Information Systems (GIS) project management planning and implementation. Students will address key principles and analytical methods related to GIS, project management, leadership, and technology necessary for successful project outcomes. Students will create a real-world project integrating knowledge and skills acquired in this course. Not offered 2024-2025. 3 credits.

Healthcare Administration (HAUU)

HAUU 320 US Healthcare System

This course introduces students to the organization, structure, and components of health services delivery systems in the United States. It fosters a multidimensional understanding of how the healthcare system functions, how it has evolved, and how it compares to other countries. Students will examine issues about the population health in a particular state, and examine the use of location intelligence and geospatial data in healthcare. Trends and challenges associated with the healthcare system are explored and discussed in an engaging forum. 3 credits.

HAUU 321 Health Information Management Systems

The focus of this course is on data and information governance, electronic health records, data integrity, security and confidentiality, and coding. Emphasis is also placed on information technology that supports the delivery of services, including the collection, storage, retrieval, and communication of data, information systems safeguards, and ethical and legal issues. 3 credits.

HAUU 322 Quality Management in Healthcare

This course explains the basic principles and techniques of quality management in healthcare. Students will learn strategic approaches to exceeding patient expectations through application of performance improvements tools and practices; and through compliance with established internal and external standards, set by the organization, private and governmental agencies. 3 credits.

HAUU 410 Healthcare Finance

This course introduces the basic concepts and applications of healthcare funding, insurance, managed care, payments and reimbursement, costs and prices in healthcare, and the revenue cycle management. It covers comprehensive basic principles and applications of healthcare finance that are used by healthcare managers including the related regulatory and legal issues. 3 credits.

HAUU 412 Healthcare Operation Management

This course provides students with a system's look at hospital organizations and operations management. Students apply concepts and methods of operations management to health care organizational setting in real-life scenarios. Topics include process workflow improvement and patient flow, productivity, scheduling and capacity management, and supply chain strategies for hospitals and healthcare. 3 credits.

HAUU 640 Foundations of Healthcare Administration

In this course, students will examine different healthcare system models with emphasis on the U.S. health care delivery system in the following areas: population health, trends in health services access and utilization, structure, financing, system resources, and organization and delivery of services. Students will explore, discuss and analyze current and emerging issues such as increased competition, increased costs, the role of the public and private sector in healthcare administration, and healthcare reform initiatives. 3 credits.

HAUU 641 Healthcare Law and Ethics

This course provides an overview of legal, regulatory, and ethical issues in healthcare. Topics include patients' rights, privacy, confidentiality, torts, contract law, corporate liability, medical malpractice, antitrust, fraud and abuse, and ethics in healthcare delivery. Students learn to apply legal and ethical considerations in decision-making as a healthcare administrator by analyzing and resolving real-life situations and theoretical scenarios. 3 credits.

HAUU 642 Health Information Systems and Technology

This course examines the use and implementation of health information systems, technologies, and analytic methods to enhance patient care delivery and population health. This includes the basic structure and function of information retrieval, electronic health records, physician order entry, telemedicine, business intelligence, and decision support. It also discusses the evolution of Big Data and how it is revolutionizing the healthcare industry. 3 credits.

HAUU 643 Analytics in Healthcare Management

This course will introduce students to the core concepts of health analytics and the most common quantitative methods to solve healthcare problems. Students will learn how to organize, analyze, and interpret data to operate efficiently and make informed decision-making. 3 credits.

HAUU 644 Strategic Planning and Marketing for Healthcare Organizations

This course covers principles and concepts of healthcare marketing and strategic planning that are essential in today's dynamic healthcare environment. Students will learn how to critically examine healthcare organizations and formulate goals, objectives, and strategies. 3 credits.

HAUU 645 Healthcare Financial Management

This course gives students an overview of the healthcare system from an economic perspective. Students learn the basic health economic principles and techniques that managers need to strengthen their decision-making at work. Students will understand the dynamic between patients, healthcare organizations, insurance companies and the government, their influence on healthcare expenditures, and what makes health and its market in the US unique from other industries. 3 credits.

HAUU 651 Healthcare Quality and Safety

This course focuses on the principles of healthcare quality management, patient safety, continuous quality improvement, Lean Six Sigma and accreditation standards. The course focuses primarily on the practical application of systems, and teaches the student how to measure, assess, and improve organization's performance to ensure high quality care and patient satisfaction outcomes. 3 credits.

HAUU 652 Healthcare Management Professional Practice

Prerequisites: HAUU 640, 641, 643, 651, or 12 credits of Dean-approved graduate coursework in Healthcare Administration.

This course focuses on Healthcare Administration leadership issues, roles, and responsibilities. Emphasis is placed on identifying and applying solution-oriented practices that address contemporary issues through data gathering and analysis. Students will apply healthcare administration best practices and ethical considerations to a healthcare setting. 3 credits.

History (HISU)

HISU 101 United States History Survey I

This course traces the economic, social, political, and cultural development of the United States from the Age of Discovery through the end of the Civil War. Students will address colonization, British colonial policies, natural law, revolution, Republicanism, democracy, slavery, sectionalism, Manifest Destiny, and states' rights versus federal law. Students will have the opportunity to both explore historical events and analyze their influence over time. 3 credits.

HISU 103 United States History Survey II

This course highlights basic issues of American life, culture, society, and economics from the roots of Reconstruction to 9/11, while considering the following questions: Who is an American? How have we evolved as a nation? How has that definition changed over time? And how do we balance the fundamental diversity that is quintessentially American with the need for a common core of beliefs and institutions? 3 credits.

HISU 105 The Rise of World Civilizations I

The course covers world pre-history through the Middle Ages, emphasizing significant discoveries in paleontology, paleoanthropology, and archaeology, the earliest centers of civilization, the beginnings of civic culture in Asia and the Mediterranean world, the origins and impact of the great world religions, and the intellectual and artistic achievements of medieval India, China, and Japan, Europe, and pre-Columbian America. World physical and historical geography forms a major component of this course. 3 credits.

HISU 319 Modern European History

This course surveys the history of Modern Europe from the Age of Enlightenment to date. Students will explore a number of major events, including the French, Industrial and Russian Revolutions, the birth of capitalism and other ideologies, The Age of Imperialism, the World Wars, Decolonization, the Cold War, the end of Communism and the European Union. This course will focus the lives of people during eras of transition while examining demographic change, political and economic revolution and interrelationships of different nations within Europe. 3 credits.

HISU 329 Experimental Topics in History

An examination of selected topics in History relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

HISU 330 America and Its Revolution: The Bonfires of Change

Students examine one of the most tumultuous times in American history and analyze and interpret the events that form the foundation, not only of our system of democracy, but much of our identity as Americans. 3 credits.

HISU 337 World War II

This course examines the significant diplomatic, political, social, cultural, and military events of WWII from a global perspective. Students analyze fascism, capitalism, communism, colonialism, and the principal figures who advocated them. 3 credits.

HISU 355 History of the Vietnam Conflict

Plato wrote: "Only the dead have seen the end of war." This course is created to provide a well told story about the causes, main events and the impact of the Vietnam Conflict. Students will trace the events, decisions and results of America's involvement in Southeast Asia. Military, social, economic and political historical analysis of the era will be a key element in the research and assignments the students will produce. 3 credits.

HISU 358 United States History and Democracy

Prerequisite: ENGU 103.

This course provides an overview of United States history from pre-colonization until the Industrial Revolution. It focuses on the importance of democracy and the Constitution as they relate to events and trends in our nation's history. An emphasis is placed on the provisions of the U.S. Constitution and the democratic principles that serve as the foundation of our political system. Students will examine these principles and how they are applied in social, legal and political contexts. 3 credits.

HISU 360 World History and Geography

Prerequisite: ENGU 103.

This course is an overview of world history from antiquity to the early modern era. Students will examine ancient, medieval and early modern civilizations, the factors that influenced the development of these civilizations and the ways in which they have contributed to the development of our modern global world. Geography, as it relates to human settlement, migration, and cultural diaspora, is also explored. 3 credits.

HISU 372 California History

In this in-depth study of California from its discovery in 1542 to the present, students attempt to answer the question: How has the Golden State changed? The roles of mining, Indians, agriculture, high technology, Japanese/American relations, and the missions system are considered. 3 credits.

HISU 380 The American West: Miners, Cowhands, Homesteaders, and Gunslingers

This course presents the Westward Expansion of the United States beginning with 17th Century Colonial America up to the early 20th century. Topics to be covered will include the Trans-Mississippi Movement, cultural conflicts, myths and realities, religious factors, gender roles, economic development, technological advances, and political opportunities. 3 credits.

HISU 390 Modern Latin American History

This course surveys the history of Latin America from 1820 and examines the roots of social, economic, and political change in the region. Students will discuss the contradictions of liberalism, the widening gap between elite and indigenous populations, the attempt to compete globally, and the numerous military dictatorships of the modern era. 3 credits.

HISU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed readings and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

Human Resources (HRCU)

HRCU 349 Employment Laws and Regulations

Students will develop an understanding of the foundations of employment laws and regulations. In this course, students will learn the foundations of the U.S. Equal Employment Opportunity Commission beginning with its role and authority around hiring processes. There will be an exploration of federal and state regulations on diversity and the laws and compliancy that support diversity. Students will also assess EEO laws and regulations and be introduced to prohibited practices and discrimination laws. (Designed for transfer of MyPath coursework only.) 1 credit.

HRCU 350 Compensation and Benefits

This course is designed to provide an understanding of compensation and employee benefit programs and practices and how and why employers provide benefits as they do. Employee benefits are a significant component of total compensation and offers employers added flexibility in compensation design. Topics include indirect and direct compensation, legally required employee benefits and voluntary programs, governmental regulations, and external social factors affecting compensation. 3 credits.

HRCU 351 Workforce Planning and Employment

This course examines staffing, training, and organizational development techniques organizations use to build group and individual skills while tying anticipated results to improvement in organizational effectiveness. The course also focuses on policies and procedures for both short and long range human resources planning for a competent workforce, job analysis, legal compliance, recruitment and selection, employee separations' and retention, training and career management. 3 credits.

HRCU 352 Labor Relations

This course will generate an understanding of and appreciation for core elements of union-management relationships. A thorough review of a model for the labor relations process will focus on real-world situations and concerns. 3 credits.

HRCU 353 Performance Improvement

This course introduces performance improvement concepts and provides practice in the selection and development of strategies designed to maximize organizational performance. 3 credits.

HRCU 406 Legal Issues in Human Resources

Students study legal issues associated with the administration of human resources in public and private sector organizations. The course focuses on human resource matters such as affirmative action, grievance handling, hiring and firing, labor relations, and health and safety. 3 credits.

HRCU 415 Becoming an HR Strategist

This course focuses on developing the strategic capability of the HR professional. The course builds on 4 areas of HR strategy: 1) Pre-strategy blueprint, 2) Strategic HR Communications, 3) Integrating HR into the organization's vision and mission via the development of the HR vision and mission statement, and 4) the HR Scorecard. The course adds a component regarding HR leadership to assist the HR professional to acquire organizational leaders' acceptance of the HR strategies and bring added-value to their HR position. 3 credits.

HRCU 430 Conflict Resolution

Students analyze the nature, types and stages of conflict and conflict resolution. Focus is on conflict within and between persons, organizations, communities, and societies, with emphasis upon resolution techniques. 3 credits.

HRCU 445 Human Resource Studies

Students are introduced to the study of human resources in organizations. Topics include workforce planning, job analysis, recruitment, selection, staffing, performance evaluation, training, and compensation. 3 credits.

HRCU 600 Human Resource Foundations

This course provides a systems approach to managing human resources in organizations. Topics include recruitment and selection, diversity, employment law, training and development, performance management, and reward systems. The Professional in Human Resources (PHR) certification may be used as a substitute for either HRCU 445 of HRCU 600. The SHRM Senior Certified Professional (SHRM-SCP) certification may be a substitute for this course. 3 credits.

HRCU 602 Strategic Business Concepts and Human Resources

This course examines the strategic relationship between effective human resource management and core business functions through the application, analysis, best practices and evaluation of business and Human Resources partnerships. 3 credits.

HRCU 603 Globalization and Diversity

In this course students will analyze and evaluate the impact of globalization and multiculturalism on organizational policies and practices within organizations. Topics include best practices to manage multicultural locations, understanding global cultures, managing a multi-generational workforce, and developing cultural intelligence. 3 credits.

HRCU 604 Workforce Planning

In this course students will examine the role and responsibilities of human resource professionals in workforce planning strategies that align workforce capabilities with current and future organizational needs. Topics include workforce planning and design, employee recruitment, staffing, onboarding, and exit management. 3 credits.

HRCU 605 Talent Management

In this course students will examine the roles and responsibilities of human resource professionals in creating and implementing strategic approaches to managing employee performance as a means of maximizing productivity and retention. Topics include performance assessment, talent development, succession planning, and change management. 3 credits.

HRCU 606 Strategic and Legal Leadership

This course focuses on building strategic leadership skills needed to align business needs with ethical and legal best practices in managing human resources. Concentration is placed on understanding the complexity of ethical decision making, and ensuring legal requirements are met in organizational policies and practices. 3 credits.

HRCU 607 Total Rewards

This course focuses on the importance and value of total rewards programs that align with the organization's vision, mission and strategy. The design and implementation of total reward systems including competitive pay, benefit, recognition and work-life balance programs that attract, motivate and retain talent; are examined; contemporary trends and issues is emphasized. 3 credits.

HRCU 612 Human Resources Management in Public Administration

This course provides a systems approach to managing human resources in public and nonprofit organizations. The history, environment and roles of human resources in public service are discussed in depth. Specific areas of focus include; job design, analysis and classification; recruitment and selection; determining salaries, wages and benefits; managing performance; discipline and dismissal; managing risk; unions and the collective bargaining process. 3 credits.

HRCU 618 Career Management

Students learn how to design, implement, and sustain effective career development plans from the perspective of both the individual and the organization. Topics include creating and implementing a career development plan, linking career development with other systems within the human resources field, and the appropriate use of career assessment instruments as part of the self-assessment process. (Designed for transfer of military coursework only.) 3 credits.

HRCU 622 Labor Relations and Collective Bargaining

Students analyze the nature of industrial society and its changing dimensions as in the post-industrial era. Union organizing, collective bargaining and contract administration are emphasized. Problems related to technology, automation, environmental work/safety requirements, labor-management conflict, and affirmative action are discussed. 3 credits.

HRCU 630 Conflict and Negotiation

Students analyze the nature, types and stages of conflict and conflict resolution, focusing on conflict within and between persons, groups, organizations and societies. Negotiation and resolution techniques are examined and applied. 3 credits.

HRCU 650 Strategic Management of Human Resources

Prerequisites: HRCU 600.

The purpose of this course is to provide a framework for designing a competitive people strategy through data-driven decisions and value-added propositions. Students will learn how to apply Human Resource (HR) analytics, assess the contribution of HR practices to business results, and make strategic recommendations. 3 credits.

Humanities (HUMU)

HUMU 120 Global Studies Gateway: Global Citizenship

This course provides an introduction to global studies, a field that examines the interconnectedness of societies at the local, regional, national and international levels through the study of culture. We will investigate the following primary questions: What is a national identity? What is globalization? What are the cultural processes by which these identities shift or mutate across time and space? How is national life (politics, economics, religion, etc.) represented to people both inside and outside the nation, whether in political rhetoric or through cultural production (film, novels, visual arts, theater, graphic novels, etc.)? What is the function of language in the establishment of identity and power? The overall intended goal of Global Citizenship Course (GCC) is to increase students' cognitive, socio-emotional and behavioral engagement in global issues and to help them build leadership skills and motivation to use them to create positive change. This course is only offered through the School of Extended Education. 1 credit.

HUMU 200 Women's Realities: History, Perspectives, and Contemporary Issues

This course provides an overview of women's studies. Students examine the intersection of race, ethnicity, class, gender, and religion. Students explore historical and contemporary perspectives on a variety of topics, including feminist theory, sexuality, culture, and international issues. 3 credits.

HUMU 250 Humanities in a Digital Culture

This course examines the cultural and social impact of digital technologies from the perspective of the humanities. In education, business, medicine—in every part of our daily lives, they are the impetus of change. Students will analyze the ways in which digital technologies have and continue to transform the human experience. 3 credits.

HUMU 310 Contemporary Latin American Societies

This course is an overview of the cultures, populations, migration patterns, and societies of the Latin American region. Students will examine the widely varied cultures and social structures of people living in the geographic region stretching from Mexico and the Caribbean to Argentina and Chile. Topics include art, food, literature, politics, languages, and music. This course is recommended for anyone who has an interest in contemporary life in Latin America. 3 credits.

HUMU 329 Experimental Topics in the Humanities

An examination of selected topics in the humanities relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

HUMU 345 Art, Media Technology, and Culture

The goal of this course is to explore the particular ways that art transforms culture. Technologies, from ancient oral narratives through medieval cathedrals, geographical explorations, public theatres and the printing press to the nearly ubiquitous open access of current electronic media, will be studied as essential to both the creation of the works themselves as well as to their transmittal over space, time and peoples. The course historically contextualizes a number of critically important artistic units of cultural information [epiphanies or memes] in order to demonstrate the process of cultural evolution. The course also highlights the primacy of the imagination and the intertwining roles of creator/artist/adaptor, medium chosen and publisher/producer/promoter. 3 credits.

HUMU 347 Literature and Film

In this course, students will examine popular literature and culture as a way of critically analyzing society. They will analyze the interrelationship between literature, culture and society, as it has existed in America since post-WWII. Students will read popular genres such as post-modern literature, African American literature, Irish American literature, emergent ethnic literature, and gay/lesbian literature among other genres. Students will interpret the literature and analyze the role of culture and society on literature and vice versa. 3 credits.

HUMU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

Legal Studies (LEST)

LEST 300 Foundations of Law

This course provides an introduction to the United States legal system, the different courts and their roles, and major areas of law such as contracts, torts, and criminal law. Students will develop an understanding of common legal terminology and begin to explore current legal issues. 3 credits.

LEST 304 Constitutional Governance

This course focuses on the roles of the state government, the different branches of the Federal government, and the balance of power among them. Students will examine individual Constitutional rights such as free speech, freedom of religion, and search and seizure. They will then compare and contrast select individual rights on a global scale. Students will also explore the role of the U.S. Supreme Court in interpreting the Constitution, in regard to governmental powers and individual rights. 3 credits.

LEST 306 Business Organizations

This course focuses on the legal rights and responsibilities of business organizations in the United States. Students explore the most prevalent types of business organizations and the differences between them. Students also consider the major differences between public and privately held corporations and between limited and general partnerships. Additionally, students analyze the legal context of businesses activities and the distinction between principles of agency and fiduciary relationships. 3 credits.

LEST 320 Torts

From accidents to intentional assaults, when people sue one another, it is commonly within the realm of tort law. This course focuses on the tort system in the United States. Students will explore the most common types of torts, including negligence, strict liability, and intentional torts. Students will also consider the legal requirements and potential defenses for each tort. 3 credits.

LEST 322 Contracts

This course addresses general principles of contract law including formation, breach, defenses, and remedies. Students will examine principles of contract review and drafting with special attention given to issues that commonly lead to litigation. Additionally, students will explore the Uniform Commercial Code and its effect on contract rights. 3 credits.

LEST 324 Interviewing, Negotiation and Alternative Dispute Resolution

This course examines the art and science of interviewing and negotiation with additional emphasis on alternative conflict resolution. Through the use of case studies and associated readings, students will explore the basic models of communication through interviewing, bargaining and alternative dispute resolution. 3 credits.

LEST 402 Litigation and Trial Advocacy

This course will provide a complete overview of a civil trial from the filing of a complaint through the appeals process. Students will explore, in depth, each of the trial stages. Topics include initiating and defending lawsuits, gathering information from clients and from the opposing sides, trial preparation, and post-trial procedures. Students will analyze legal situations and develop their own trial strategies. 3 credits.

LEST 403 Legal Research and Writing

This course provides an introduction to the fundamentals of legal research and writing, including the ethical implications involved in performing legal research and writing. Students will analyze the role that clear communication plays in the legal environment. Additionally, students will explore the various databases legal professionals utilize. 3 credits.

LEST 410 Employment Law

This course examines common legal issues that can arise in an employment setting. It explores sources of employment law and regulation, including the Civil Rights Act, the Americans with Disabilities Act, and the Occupational Safety and Health Administration. It discusses common legal pitfalls such as discrimination in the workplace and wrongful termination. Finally, it leaves students with a better understanding of how to best protect the legal interests of both employers and employees on the job. 3 credits.

LEST 412 Intellectual Property

Prerequisite: LEST 300.

This course explores how the law assigns ownership interests to persons or entities in their artistic, academic, technological, or other creations. This course surveys the major categories of intellectual property to include copyright, trademark, and patent. Attention will also be given to the concepts of reverse engineering and independent discovery. Students will examine the history of intellectual property as well as the underlying public policy decisions, statutes, and court cases that form the basis of intellectual property law. 3 credits.

LEST 414 Transactional Law

This course provides an in-depth examination of the legal side of business transactions. Students explore the sales of goods and services and consider such issues as warranties, contracts, and payments. Legal topics such as consumer protection, product liability, and the Uniform Commercial Code are discussed. Emerging legal considerations in e-commerce are also explored. 3 credits.

LEST 416 Contemporary Legal Issues

Prerequisite or Corequisite LEST 300.

This course surveys a variety of timely legal issues that have significant legal, social, ethical, and political impact on the lives of everyday citizens. Students will examine the role of the courts in addressing unfolding social, cultural and political issues. In addition, students will confront and assess significant systemic issues facing the legal system. 3 credits.

LEST 418 Electronic Discovery and Legal Technology

This course will survey issues surrounding electronic discovery, including electronic discovery rules and case management systems in both civil and criminal litigation. Students will also assess confidentiality and ethical issues arising in the context of data management and other software-based technologies. Finally, students will analyze the use of technology and telecommunications in the courtroom. 3 credits.

LEST 420 Law Practice Management

This course provides the skill set needed to be a successful paralegal in a law office setting. Students will gain an understanding of business processes in a law office, including file management, legal fees, timekeeping, and client funds. Students will also focus on soft skills such as client relations, professionalism, and communication skills. 3 credits.

LEST 462 Ethics in a Legal Environment

This course provides an overview of the codes of ethics and ethical obligations encountered in a legal environment. Students will examine the model codes for attorneys and legal assistants. Students will also evaluate different ethical dilemmas, including the unauthorized practice of law, conflicts of interest, and breaches of confidentiality. 3 credits.

LEST 495 Legal Studies Capstone

Prerequisites: LEST 300; LEST 403; LEST 402.

As the capstone for the B.A. in Legal Studies, this course brings together student learning from all prior courses. Students will consider legal issues from a broad interdisciplinary perspective. They will be expected to set forth a method of systematically analyzing an unsettled legal issue and to ultimately construct a legally sustainable argument for the issue's resolution. 3 credits.

LEST 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

Liberal Studies (LBSU)

LBSU 100 Student Success Strategies

Students will explore and practice strategies designed to improve their success throughout their college experience. Topics include specific study skills, such as note-taking, critical thinking and test-taking. Students will also address goal setting, stress reduction and time management, to help them balance work and home life. Additionally, students will evaluate how their own learning styles guide their approaches to education, and they will formulate a personal strategy for success. 3 credits.

LBSU 105 Academic Foundations

This course introduces students to core intellectual concepts in a liberal arts education. The course focuses on a critical reading and interpretation of resources from a broad range of disciplines, including literature, history, philosophy, and social sciences. Students will be encouraged to develop an ability and desire to question, examine, and discover connections between course topics, their own lives, and the broader community. 3 credits.

LBSU 250 Education and Society in the 21st Century

Prerequisite: ENGU 103.

In this course students will consider the sociological origins, purposes and consequences of American education from multiple perspectives. A primary goal of this introductory course is to help students identify and debate educational issues that impact public policy and an individual's range of learning options in the 21st Century. 3 credits.

LBSU 302 Information Fluency and Academic Integrity

Prerequisite or Corequisite ENGU 104.

This course is designed to provide students with lifelong research and information literacy skills. Students will gain working knowledge of library resources as well as those within their profession. Coursework is designed to engage students as active researchers honing their ability to evaluate, analyze, organize, synthesize, and ethically use information. Emphasis will be placed on utilizing digital tools to locate information and present findings in a virtual environment. (Must be taken within first two sessions after matriculation if ENGU 103 and ENGU 104 are satisfied, or within the first two sessions after those requirements are completed.) 3 credits.

LBSU 304 Liberal Arts Core Foundations

Prerequisite or Corequisite ENGU 104.

LBSU 304 is the foundational course for students' experiences at the University. The course is designed to support students to achieve success in upper division courses and realize their academic goals. Students will explore and analyze the multiple perspectives in liberal arts and higher education. Through personal reflection, students will apply their understanding of a liberal arts education to their own career goals and lives. (Must be taken within first two sessions after matriculation if ENGU 103 and ENGU 104 are satisfied, or within the first two sessions after those requirements are completed.) 3 credits.

LBSU 306 Transition to Applied Studies

This is the gateway course for the Applied Studies program. It examines the relationship between occupational and academic competencies and values. Assignments will focus on applying theoretical knowledge in practical ways. 3 credits.

LBSU 310 Music, Movement and Drama: The Human Expression

Prerequisite: ENGU 104.

This course examines the connected relationships of movement, music and drama and their importance as a reflection of world culture and social expression. Students will learn to recognize, appreciate, and build upon music theory, acting principles and dance foundations as they apply to educational settings. 3 credits.

LBSU 329 Experimental Topics in Liberal Studies

Prerequisite: ENGU 104.

An examination of selected topics in the liberal arts relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

LBSU 350 Teaching and Learning

(Formerly EDUU 350) This course focuses on theories of learning, motivation, and development as they relate to the design of learning environments and instructional practices. Students will analyze physical, emotional, social, and cognitive factors that affect development and examine individual and group differences in learning. Behavioral, cognitive, social cognitive, and constructivist learning theories will be explored as well as the role that motivation plays in the teaching/learning process. Fieldwork experiences in public schools and other educational settings will provide students with the opportunity to explore key course concepts. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

LBSU 403 Liberal Studies Multiple Subjects Capstone

Prerequisites: Senior Status and all Education Foundations and Subject Matter courses in the BA Liberal Studies Program.

Students may take Education Foundations or Subject Matter courses as co-requisites with LBSU 403, as long as they complete all Education Foundations and Subject Matters courses at the same time they complete LBSU 403. This senior capstone course in Liberal Studies is designed to assess students' cumulative knowledge and integrative skills in analysis, synthesis, evaluation, and application of subject matter content to educational contexts. Students will examine issues relevant to modern education, including: approaches to schooling (homeschooling, charter schools, unschooling), learning theory and preferences, frameworks and standards, instructional design and assessment, and being equipped to be a teacher in the 21st century. 3 credits.

LBSU 413 Student Health and Safety

(Formerly EDUU 413 and EDUU 513) This course provides the content knowledge needed for a thorough understanding of how the promotion of a healthy and safe life-style impacts the development of students. Teacher candidates study and apply effective instructional methods that encourage a) life-long physical fitness, b) healthy living, and c) behavior that reflects concern for safety factors. 2 credits.

LBSU 414 Physical Education for Elementary Teachers

(Formerly EDUU 414 and EDUU 514) This course covers developmentally appropriate motor skills and physical education activities, knowledge of meaningful rules and strategies for games and sports, and strategies for building self-confidence and self-worth in relationship to physical education and recreation. 1 credit.

LBSU 487 Applied Studies Capstone

Prerequisites: ENGU 380 and LBSU 306.

This course provides students with the opportunity to reflect upon their experiences in the applied studies degree program and analyze the relationship between course content, experiences and future goals. They will demonstrate mastery of integrated learning by connecting experiences inside and outside the formal classroom in a formal portfolio of their work. 3 credits.

LBSU 492 Experiential Learning

Prerequisites: Approval of academic advisor and experiential learning coordinator.

University contracts must be signed by sponsor and student and submitted to the experiential learning coordinator two weeks prior to the beginning of the session in which the student wishes to enroll. Students engage in a supervised experience with an activity of personal and public concern that is both individually life-enriching and socially beneficial to the community. The fieldwork component may comprise service-learning, internship, or other types of experiential learning. Students are required to complete the fieldwork component as well as threaded discussions, assigned readings, and written evaluations and reflections of the readings and field experience. May be repeated for a total of 6 credits with approval of Internship Coordinator, as long as the experiential learning component is substantially different. 3 credits.

LBSU 499 Independent Study

Prerequisite: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

Management (MGTU)

MGTU 240 Selected Topics in Management

Prerequisite: Dean approval.

This course covers special topics related to management and/or business studies. This course may be repeated for up to 9 credits provided the course topics are different. 1-3 credits.

MGTU 301 Principles of Management

This course examines the general systems theory; evolution of management theory; and interpersonal behavior in business organizations. Specific topics include motivation, leadership, value attitudes and organizational development. 3 credits.

MGTU 310 Legal Environment of Business

This course is designed to provide business students with foundational knowledge about the legal and regulatory environment in which US businesses operate. Students will be tasked to (1) apply principles of law to different scenarios and real world cases; (2) reflect on the legal and ethical side of business decisions and express their ideas through verbal, oral and visual communication; and (3) develop a recommendations report on a business case. 3 credits.

MGTU 315 Operations Management

Prerequisite: MATU 203.

Operations management focuses on the systematic planning, design, and operation of all processes required for the production of goods and the delivery of services. Thus, operations management spans almost all the real value-added activities of an organization including product and process design, customer order management, production, and service delivery. 3 credits.

MGTU 320 Strategies Across the Supply Chain

Strategic management of supply chains is presented in this course with emphasis on the topics of supply chain capabilities, risk management, CSR principles, collaborative innovation, strategic sourcing, logistics strategy, and value network management. The concept of responsive or efficient supply chain design is developed, to prepare students for management challenges in a wide range of industries. 3 credits.

MGTU 321 Project Management and Supply Chain Leadership

Design of supply chain processes is presented in this course with emphasis on cross functional project management, management of supply chain processes, procurement management, logistics system design, risk management, performance management, analysis and improvement. Definitions and metrics are developed for success in driving continuous improvement in supply chain systems. 3 credits.

MGTU 340 Selected Topics in Management

Prerequisite: Dean approval.

This course covers special topics related to management and/or business studies. This course may be repeated for up to 9 credits provided the course topics are different. 1-3 credits.

MGTU 400 Global Environment of Business

This course will provide students with essential knowledge about globalization principles, diversity and cultural issues and trends that affect the way organizations enter the international market and become global players. Students will explore globalization through case and events analyses; research thoroughly a country of their choice; and develop a business proposal for global expansion of a US company. 3 credits.

MGTU 410 Strategic Management

Prerequisites: MATU 203, FINU 305 and MGTU 301.

This course is designed to support leaders to identify, achieve, and sustain a competitive advantage for their organizations. Students will learn how to perform various strategic analyses, how to make data-driven strategic choices, and how to assess the effects of strategic choices on the organization and its environment. 3 credits.

Marketing (MKTU)

MKTU 301 Principles of Marketing

Marketing orientation and concepts applied to marketing strategies and planning, pricing, product development and management, promotion and channels of distribution. Emphasis is on ethics in marketing practice and on global marketing. 3 credits.

MKTU 310 Marketing Research

This course examines the methods of collecting and interpreting marketing information and specific application to problems in marketing. Design and implementation of a marketing research plan, and its role in decision making are emphasized. 3 credits.

MKTU 320 Consumer Behavior

This course explores behavioral factors (such as perception, cognition, attitude, reference group and decision theories) affecting consumer decisions concerning purchase of products and services. In particular, emphasis is placed on the analysis of buyer behavior and marketing strategy development. 3 credits.

MKTU 410 International Marketing

This course introduces global marketing concepts and presents the differences between marketing in the US and internationally. Students will learn how companies across national borders apply marketing principles and how global marketing is used to support business strategy. Not offered 2024-2025. 3 credits.

MKTU 420 Marketing Strategy

This course will develop the student's ability to think strategically about marketing problems and potential solutions. To achieve this goal, the course focuses on the marketing process as the basic framework for integrating and coordinating marketing decisions. Specifically, students will develop skills in establishing and evaluating marketing opportunities, and developing marketing strategies, and programs to be better prepared to tackle the marketing problems encountered in the professional environment. As part of the course requirements, students will conduct environmental, competitive, and customer analyses to develop marketing strategies and programs. 3 credits.

MKTU 430 New Product Development

This course introduces and applies an integrated view of the process of designing, developing and launching new products. Aligning business strategy with product design, linking product development and product launch strategies, and competitive placement of new products are explored. 3 credits.

MKTU 440 Advertising and Promotional Strategy

This course focuses on how marketing professionals apply advertising and promotion strategies in an integrated marketing communication plan. Students will learn how to create, communicate, budget, and evaluate advertising and promotion plans for consumers and businesses. Not offered 2024-2025. 3 credits.

MKTU 605 Marketing Management

This course introduces marketing strategy, providing students with an overview of the role of marketing within specific companies and society. The course will provide students with the fundamental, conceptual and analytical tools essential for a comprehensive understanding of marketing. 3 credits.

MKTU 624 Seminar in Marketing Research

This course focuses on how marketing professionals identify and understand the preferences, attitudes, and behaviors of consumers in a market-based economy. Students will learn, in a seminar format, how to identify, collect, analyze, and share data to inform marketing decision-making. 3 credits.

MKTU 630 Seminar in New Product Development

New products and services are critical to successful growth and increased profits in many industries. If the product provides customers with highly valued benefits, that product will be profitable. Identifying customer perceived needs, and developing them into product concepts helps to build and manage products and brands. Competitive and segment analysis, idea generation and product launch are topics covered in this course. 3 credits.

MKTU 635 Seminar in Advertising and Promotion

This course provides an introduction to current processes and practices of advertising and promotion. The course focuses on the role of advertising and promotion in the marketing mix and the critical role advertising plays in marketing success. 3 credits.

MKTU 640 Seminar in International Marketing

Students will be introduced to global marketing environment concepts and theories that are required in order to analyze the global market and to develop global marketing strategies. The impact of such global influences as ethics, sociology, and culture will be evaluated as they pertain to international marketing activities. 3 credits.

Marriage & Family Therapy (MFT)

MFT 502 History and Foundations of Therapeutic Practices

In this course, students will explore the history of therapeutic practices and the conceptual foundation of systems therapy. Through a critical lens, students will examine the stages of therapy and the basic skills required of therapists. In addition, they will demonstrate the acquired knowledge of applying clinical decisions to clinical situations. 3 credits.

MFT 506 Ethical & Professional Issues

This course examines ethical, legal, and professional issues governing the practice of therapy. Depending upon the student's state of residence, ethical and legal responsibilities and liabilities will vary. Students will learn to apply ethical decision-making skills to resolving conflicts, practicing appropriate boundaries, and assuring that confidentiality is maintained. Students will learn how to apply the AAMFT Code of Ethics in the development of their clinical Identity. The course is designed to facilitate the development of ethical competencies for clinical practice including applying the AAMFT Code of Ethics, understanding legal responsibilities, and considering how therapist vulnerabilities may lead to compromises in ethical decision making. 3 credits.

MFT 510 Psychopathology & Diagnosis

This course is designed to provide students with an advanced understanding of current practices and methods of psychopathology and diagnosis. Students will take an evidence-based approach to understanding the etiology, diagnostic features, diagnosis, differential diagnosis, and treatment implications of clinical syndromes. Students will examine psychopathology from a biopsychosocial, theoretical, and ethnocultural perspective in addition to becoming educated on issues of ethical practice related to diagnosis and treatment of clinical syndromes. 3 credits.

MFT 512 Family Therapy Theories and Techniques: A Modern Emphasis

This advanced graduate marriage and family therapy course is designed to study the major systemic theoretical approaches linked to marriage and family therapy. Cybernetics family systems theory and therapy is emphasized. In addition, students will study several clinical models including Structural, Strategic, and Experiential Family Therapy and focus toward integration of these approaches in the conduct of therapy as a marriage and family therapist. 3 credits.

MFT 514 Couples Therapy

Students in this course will explore the constitution of marriage and the family. They will examine clinical models of marital or couples therapy along with the therapeutic process and specific theoretical interventions. Students will evaluate important contemporary issues such as relational interaction patterns, conflict, rupture of the relationship and domestic violence. They will develop an understanding of how societal factors influence the establishment of marriage and family. In addition, students will analyze and critique theories used in clinical settings to work with couples and families. 3 credits.

MFT 516 Assessment and Treatment of Substance Abuse

An overview of current theoretical and clinical approaches to the etiology, diagnosis and treatment of substance abuse and other addictive disorders. Students review current research and program design from a clinical perspective with the goal of increasing clinical skills in assessing and treating addictive disorders with individuals and/or families. Students address their own internal biases when working with this population group. Students also address ethical and cultural considerations when working with this population. 3 credits.

MFT 518 Child/Adolescent Psychopathology and Child Abuse Reporting

This course provides a comprehensive exploration of the theories, techniques, and practical applications involved in assessing, diagnosing and treatment of childhood and adolescent disorders as well as clinical needs. Students learn and apply therapeutic interventions for children and adolescents with a developmentally sensitive lens. Throughout the course, students will critically analyze various theoretical frameworks including play therapy, psychodynamic, cognitive-behavioral, family systems, and humanistic approaches, considering their relevance and applicability to therapeutic work with young clients and their families. Further, students will learn about child abuse and mandating reporting laws. 3 credits.

MFT 520 Advanced Individual Therapy I

In this course, students will learn evidence-based treatment approaches and demonstrate their understanding of working with individuals from a systemic/relational perspective. They will demonstrate their ability to conduct case conceptualizations, treatment planning and managing crises that can arise in therapy. Students will also show their ability to examine peer reviewed research and articulate how this research can inform assessment and clinical interventions. 3 credits.

MFT 522 Individual and Family Development

This course explores the developing individual within the context of the family system and the change that occurs in family systems over time. Students will examine theories and research pertaining to how individuals and families change throughout the lifespan. The course analyzes the relationship between basic needs and the biological, emotional, mental, cultural and social well-being of individuals and families within systems. 3 credits.

MFT 524 Clinical Issues in Human Diversity

An advanced therapy course with the study of multicultural counseling, emphasizing respect for the diversity of human beings, particularly in matters of race/ethnicity, gender, socioeconomic status, religion/spirituality, sexual orientation, disability, and more. This course analyzes the cultural constructions of mental health along with barriers to systemic/relational counseling services by non-majority groups. It seeks to deconstruct the sociohistorical implications of power, privilege, and oppression. Students will be challenged to consider their unique social location identity with the deliberate exploration of intersectionality aimed at increasing student competence in anti-racist practices. 3 credits.

MFT 526 Family Therapy Theories and Techniques: A Postmodern Emphasis

Prerequisite: MFT 512.

This course provides an advanced exploration of family systems theories. Students will explore theories and techniques of family therapy from a postmodern perspective. Topics include in-depth study of major postmodern models such as Collaborative Language System, Narrative Therapy, and Solution-Focused Therapy, as well as the contemporary model Emotionally Focused Family Therapy. Additionally, students will demonstrate understanding by applying the concepts to clinical vignettes and treatment plans. 3 credits.

MFT 528 Research and Bibliographic Methods

This course provides an overview of research methods and techniques that are used in explaining human behavior. The class will focus on understanding, interpreting, and evaluating research, applying evidence-based practice research to therapy, and practicing research skills that are applicable in a therapeutic setting. 3 credits.

MFT 530 Theory and Practice of Group Therapy

This course applies varying pedagogical methodologies (didactic and experiential) to introduce students to intricate and dynamic therapeutic practices utilized in group therapy. With a deliberate focus on group development, students will learn how to create and maintain a supportive therapeutic environment that fosters the clinical growth of clients. Students will learn how multiculturalism, the roles and behaviors of group members, and group leadership styles and approaches influence the group process. In addition, students will demonstrate their ability to identify and account for legal and ethical issues while applying theory-specific interventions. 3 credits.

MFT 534 Clinical Assessment

Prerequisite: MFT 510.

This course addresses the theory, development, and application of assessment in a multicultural society. Utilizing a relational/systemic philosophy, students will explore fundamentals of psychological assessment for individuals, couples, and families. Topics include test construction as well as selection, interviewing, and interpretation of instruments commonly used in the assessment of therapy. Students will become familiar with a wide variety of assessment instruments and procedures including those used to assess personality, behavior, relationships, psychopathology, and risk as an evaluative component of clinical practice in marriage and family therapy. This course also examines ethical and cultural considerations in assessment. 3 credits.

MFT 536 Psychopharmacology

Prerequisite: MFT 510.

This course examines the role of the nervous system, metabolic processes, and mechanisms of drug action. Students will explore fundamental concepts of pharmacology, major pharmacological categories of psychotropic drugs, adverse effects, treatment implications, and ethical considerations for mental health professionals. They will also examine the scope and role of clinical practice. 3 credits.

MFT 538 Gender, Intimacy, and Sexuality

This course prepares students to examine sexual dysfunctions, sexual disorders, and paraphilic disorders. Through the framework of systemic models, they will learn to assess and treat a range of sexual functioning and behavior, from optimal to problematic. Students will explore their own psychosexual development, implicit biases and values when working with diversities in sexual expression and lifestyles. The intersectionality of sexual issues related to sexual orientation and/or gender identity, health/medical factors that may influence sexuality intimacy skills, interpersonal relationships, and family dynamics will also be examined. 3 credits.

MFT 542 Community and Environmental Mental Health

The primary focus of this course is on the accessibility of mental health services by underserved populations and disenfranchised communities. Students will be exposed to community mental health agencies' general framework and the services provided, such as multidisciplinary care, case management, therapeutic services, and inpatient and outpatient care. Students will explore challenges specifically related to mental health disorders within diverse populations. In addition, environmental stressors and their negative impacts on mental health will be reviewed. Students will be introduced to interventions that model best practices, such as the recovery paradigm of treatment, which is relevant across the domain of community mental health. 3 credits.

MFT 660 MFT Practicum I: A Systemic Lens of the Developing Therapist

Prerequisites: Successful completion of MFT 502, 506, 510, 512, 514, 516, 518, and 520; completion of advancement to candidacy; and permission of Psychology Field Director or Assistant Field Director.

MFT Practicum I is an experiential course for the developing therapist-trainee. Students will review the American Association of Marriage and Family Therapy code of ethics and apply it in the clinical setting. As part of the development process of the novice therapist, the focus will be on acquiring and practicing basic therapeutic skills from the systemic lens. Students will provide recordings (audio or video) of their live clinical cases in order to demonstrate the application of clinical skills in the beginning stages of therapy. In addition, students will engage in the exploration of self-of-the-therapist. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

MFT 661 MFT Practicum II: Contextualizing the Content of Therapy

Prerequisite: MFT 660.

MFT Practicum II is designed for therapist-trainees to demonstrate their ability to clinically conceptualize cases from a systemic perspective. Students will demonstrate their ability to conduct comprehensive clinical assessments including identification and management of crisis-related issues. Students will focus on developing clinical assessments, treatment plans, and the ability to contextualize the content of therapy using clinically relevant documentation and progress notes. Students will also provide evidence of their clinical skills developed through the presentation of recorded (audio or video) clinical sessions. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

MFT 662 MFT Practicum III: Exploring the Therapeutic Process

Prerequisite: MFT 661.

MFT Practicum III is designed for therapist-trainees to utilize diagnostic assessment tools to conceptualize a clinical diagnosis and prognosis in the beginning and middle stages of treatment. Students will use objective measures in addition to the clinical assessment of clients' symptomology/impairments to formulate a diagnosis. Students are required to demonstrate their knowledge of diagnosis and treatment planning by completing a case synopsis presentation and submitting recorded (audio or video) clinical sessions. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

MFT 663 MFT Practicum IV: Theoretical Application and Capstone 1

Prerequisite: MFT 662.

MFT Practicum IV will provide therapist-trainees the opportunity to implement acquired theoretical knowledge and skills in the clinical setting. This course will focus on assisting students in developing clinical hypotheses, identifying and applying theories of choice and demonstrating an understanding of the application of different theoretical orientations. Students will conceptualize a treatment plan based on theories, rooted in a systemic perspective that includes beginning, middle, and end stages of treatment. This course is an introduction to the capstone paper process, and students are required to begin writing the capstone paper while in this class. Students will be required to present a recorded (audio or video) clinical case demonstrating specific therapeutic interventions based on theoretical orientations. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

MFT 664 MFT Practicum V: Social Context and Capstone 2

Prerequisite: MFT 663.

Practicum V will focus on therapist-trainees' ability to demonstrate knowledge of community mental health and client-centered advocacy. Students will engage in discussions reflecting on social contextual factors while demonstrating cultural humility and creating a safe space for clients to share their lived experiences. As a final project, students will collaborate with classmates to create a community resource manual to provide referrals to diverse and vulnerable populations. Students will complete their Capstone Case Study paper to demonstrate mastery of advanced clinical skills and competencies acquired throughout the program. Practicum courses are to be taken consecutively. In addition, students will be required to present a recorded (audio or video) clinical case demonstrating the application of their clinical skills. Graded pass/no pass. 1.5 credits.

MFT 665 MFT Practicum VI: Beyond the Classroom and Capstone 3

Prerequisite: MFT 664.

MFT practicum VI is the final practicum course for therapists in training. Students will demonstrate their ability to integrate clinical knowledge and skills acquired within their program through the submission of the Capstone Case Study paper. Students will demonstrate mastery of advanced clinical skills, application of systemic/relational therapeutic interventions, and competencies acquired throughout the program. They will synthesize concepts related to self-of-therapist by identifying the impact of their social location and environmental challenges when working with units of treatment, including vulnerable populations and communities. In this course, students will meet all practicum requirements and present a visual presentation of their Capstone Case study. In addition, students will be required to present a recorded (audio or video) clinical case demonstrating the application of their clinical skills. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

MFT 696 MFT Practicum Continuation

Prerequisites: Enrollment in MFT 660, MFT 661, MFT 662, MFT 663, MFT 664, and MFT 665.

This course allows students to complete the required practicum clinical hours when the hours have not been completed by the end of the session in which a student is enrolled in the final one and a half-credit course of their practicum course series (MFT 665). Please see Tuition and Fees section of the catalog for the corresponding Graduate Practicum Continuation Fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

MFT 699 Independent Study

Advanced supervised independent study or research on a special problem or in a selected area. 1-3 credits.

Mathematics (MATU)

MATU 085 Basic Math - Pre Algebra

This course was designed for students who need to build skills in Basic Math and Prealgebra. The course covers all the essential topics needed to be successful in Algebra. Topics include basic operations with integers and real numbers, fractions, decimals, exponents, order of operation, conversion of units, percents, radicals, linear equations, radicals, mathematical modeling, data interpretation and statistics, area, perimeter and volume of geometric figures, and the coordinate plane. This course is only offered through the School of Extended Education. 3 credits.

MATU 090 Elementary Algebra

This course was designed for students without any algebraic background. The course covers all the essential topics needed to be successful in Intermediate Algebra. Topics include algebraic techniques on real numbers, order of operation, exponents, absolute value, factoring, inequalities, polynomials, rational expressions and equations, radical expressions and equations, linear and quadratic equations, graphs of linear equations, graphs of inequalities, linear systems, systems of inequalities, and mathematical modeling. Upon completion, students will be able to solve real world applications and use appropriate models for analysis. This course is only offered through the School of Extended Education. 3 credits.

MATU 098 Plane Geometry

Prerequisite: MATU 090.

This course was designed to prepare students in the understanding of properties and applications in Euclidean geometry. Extensive use of definitions, postulates and theorems are used throughout this course to write proofs using deductive reasoning. Critical thinking skills are used in solving real world applications. Topics include angles, parallel and perpendicular lines, congruence, similar triangles, properties and applications of right triangles, introduction to trigonometry, constructions, transformations, polygons, circles, area, perimeter, surface area, volume, and three dimensional space. This course is only offered through the School of Extended Education. 3 credits.

MATU 099 Intermediate Algebra

Prerequisite: successful completion of basic algebra or equivalent.

This course focuses on topics such as linear, quadratic, exponential, and logarithmic functions and equations; rational expressions and equations, solving systems of equations in two to three unknowns, matrices and determinants, and conic sections. This course is only offered through the School of Extended Education. 3 credits.

MATU 101 College Algebra

Prerequisite: MATU 099.

Presents a study of College Algebra and Analytic Geometry with an emphasis on mathematical modeling. The student will analyze functions in depth including transformations, inverses and compositions, while paying particular attention to quadratic, polynomial, rational, exponential and logarithmic functions and their graphs. Other topics include complex numbers, the binomial theorem, arithmetic and geometric sequences, series, systems of equations and inequalities, matrices and determinants, partial fractions, algebraic equations and inequalities, conic sections and probability. The student will solve applications and modeling problems related to the above topics. Upon completion, students should be able to solve practical problems and use appropriate models for analysis. This course is designed to prepare students for Calculus. This course is only offered through the School of Extended Education. 3 credits.

MATU 102 Trigonometry

Prerequisite: MATU 101.

This course provides a study of the relationships between angles and sides of triangles, relationships between central angles and coordinate points on a circle, right triangles, circular functions, degree/radian measures of angles, trigonometric functions of angles, inverse functions, identities, graphic representations of trigonometric functions, law of sines and cosines, trigonometric equations, solutions of right and oblique triangles, vectors, complex numbers, and polar coordinates. Upon completion, students will be able to solve practical problems and use appropriate models for analysis. This course is only offered through the School of Extended Education. 4 credits.

MATU 103 Applied Mathematics

This course presents contemporary and historical topics in mathematics and discusses their use in modern business, science, social science, and other applications. Students will explore mathematical concepts in a real-world context. These concepts include problem-solving methods, set theory, graph theory, number theory, algebraic modeling, probability, statistics, voting methods, fair division, economics, and finance topics. 3 credits.

MATU 104 Pre-Calculus Mathematics I

Prerequisite: MATU 099.

Presents topics such as functions and transformations, linear and quadratic functions and inequalities, matrices and determinants, exponential and logarithmic functions. This course is only offered through the School of Extended Education. 3 credits.

MATU 112 Business Calculus

Prerequisite: MATU 101 and MATU 102 or MATU 104.

A study of calculus with emphasis placed on the applications and concepts relating to business and management problems. The course explores mathematical concepts, methods and applications from life issues, science, business, finance and environmental issues. Derivatives and integrals of functions including polynomials, rational, exponential and logarithmic functions are covered. This course is only offered through the School of Extended Education. 4 credits.

MATU 115 Calculus I**Prerequisite:** MATU 104.

This Calculus I course is designed for science and math majors, premed students, and MBA students and covers the following topic areas: limits, continuity, derivatives from definition, derivatives from graphs, rules of differentiation, Mean Value Theorem, applications of differentiation, basic differential equations, optimization, L'Hopital's Rule, curve sketching, Riemann integration, both parts of the Fundamental Theorem of Calculus and basic applications of integration. This course is only offered through the School of Extended Education. 4 credits.

MATU 116 Calculus II**Prerequisite:** MATU 115.

Presents a continuing study of integration techniques, applications to physics and engineering, improper integrals, transcendental functions, first order differential equations, series and sequences, parametric equations and polar coordinates. Each topic is taught geometrically, numerically, and algebraically. This course is only offered through the School of Extended Education. 4 credits.

MATU 117 Calculus III**Prerequisite:** MATU 115 and MATU 116.

Presents a study of differentiation and integration of functions of several variables, parametric curves and surfaces, and the calculus of vector fields. Topics are inclusive of, but not limited to, multivariable vector functions, partial derivatives, directional derivatives, surfaces and hyper surfaces, parametric equations, multiple integrals using several different coordinate systems, line integrals, Green's Theorem, the Divergence Theorem and Stokes Theorem. This course is only offered through the School of Extended Education. 4 credits.

MATU 203 Introduction to Statistics**Prerequisite:** MATU 099 or higher.

This course presents an introduction to statistics and its practical applications. Topics include methods of sampling, graphical representation of data, descriptive statistics, elementary probability principles, discrete and continuous random variables, probability distributions, Central Limit Theorem, confidence intervals, hypothesis testing, correlation and regression, goodness-of-fit, and contingency tables. Students will explore the use of data analysis and statistical methods in the disciplines of business, health sciences, education, and social sciences. Computer software for statistical analysis of application problems is required. 3 credits.

MATU 204 Introduction to Statistics & Probability**Prerequisite:** MATU 099.

A study of descriptive and inferential statistics and its applications to the fields of economics, business, ecology, psychology, education, mathematics and applied science. Topics are inclusive of, but not limited to, the analysis and classification of data, numerical summary measures, probability, discrete and continuous probability distributions, statistics and their sampling distribution, the Central Limit Theorem, point estimation, confidence intervals, hypothesis testing with one and two samples, correlation and regression, Chi-Test and the F-Distribution, Analysis of Variance, and Nonparametric Tests. Upon completion, students will be able to solve real world problems and use appropriate models for analysis. This course is only offered through the School of Extended Education. 3 credits.

MATU 206 Mathematics for Elementary School Teachers I

MATU 206 helps students develop an understanding of math concepts and techniques to teach them to elementary level students. This is the first course in a two-course series. Specific attention is placed on the Elementary Subject Matter Program Standards for the area of mathematics (first two domains of the California teacher preparation standards for mathematics): Domain 1-Number Sense and Domain 2-Algebra and Functions. This course also helps build a connection between the learning process, teaching/learning math, and the Common Core. 3 credits.

MATU 207 Mathematics for Elementary School Teachers II

MATU 207 helps students develop an understanding of math concepts and techniques to teach them to elementary level students. This is the second course in a two-course series. Specific attention is placed on the Elementary Subject Matter Program Standards for the area of mathematics (final two domains of the California teacher preparation standards for mathematics): Domain 3-Measurement and Geometry and Domain 4-Statistics, Data Analysis, and Probability. This course also helps build a connection between the learning process, teaching/learning math, and the Common Core. 3 credits.

MATU 211 Linear Algebra**Prerequisite:** MATU 117.

This course includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vector spaces, linear transformations, inner products, eigenvalues, eigenvectors, diagonalization, matrix decomposition, and the Spectral Decomposition theorem. This course is only offered through the School of Extended Education. 4 credits.

MATU 220 Methods of Proof in Mathematics**Prerequisite:** MATU 117.

This course is an introduction to abstract mathematics, with an emphasis on the techniques of mathematical proof (direct, contradiction, conditional, contraposition). Topics to be covered include logic, set theory, relations, functions and cardinality. This course is only offered through the School of Extended Education. 4 credits.

MATU 251 Discrete Mathematics**Prerequisite:** MATU 101 or MATU 104.

This course was designed for students in math and computer science. Logic is emphasized in this course, and topics include proof and theory (including inductive and deductive proofs), propositional and predicate logic, set theory, algorithms (including recursion), trees, relations and functions, counting and probability, and elements of the theory of directed and undirected graphs (including Dijkstra's shortest path algorithm). Additionally, an introduction to complexity of algorithms and recurrence relations are included. Upon completion, students will be able to solve real world problems and use appropriate models for analysis. This course is only offered through the School of Extended Education. 4 credits.

MATU 310 Abstract Algebra**Prerequisite:** MATU 220 and MATU 211.

An introduction to the principles and concepts of modern Abstract Algebra. Topics include groups, rings, and fields, isomorphisms, and homomorphisms with applications to number theory, the theory of equations, and geometry. This course is only offered through the School of Extended Education. 4 credits.

MATU 320 Number Theory

Prerequisite: MATU 211 and MATU 220.

An introduction to the principles and concepts of Number Theory. Topics include distribution of primes, representations of integers, Fibonacci numbers, divisibility, Euclidean algorithm, fundamental theorem of arithmetic, number-theoretic functions, Diophantine equations, congruence, primitive roots, the Chinese remainder theorem, quadratic residues, and elementary partition theory. This course is only offered through the School of Extended Education. 4 credits.

MATU 329 Experimental Topics in Mathematics

An examination of selected topics in Mathematics relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

MATU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

Multiple Subject (EDMU)

EDMU 520 Literacy and Language in K-8 Classrooms I

Prerequisites: EDUU 510.

Literacy and Language I focuses on the effective means of teaching foundational skills including phonological awareness, phonics, spelling, and fluency. Candidates engage in high-quality literacy instruction that incorporates California's Multi-Tiered Systems of Support (MTSS) Framework and Universal Design for Learning. Candidates will acquire knowledge of the California Dyslexia Guidelines including effective approaches for screening and teaching students with dyslexia. Fieldwork includes observations of whole group and small group literacy instruction and an interview with a reading teacher. Candidates demonstrate their knowledge of foundational skills and MTSS by creating a tiered reading intervention lesson plan. A minimum of 10 hours of fieldwork is required. 3 credits.

EDMU 521 Literacy and Language in K-8 Classrooms II

Prerequisites: EDMU 520.

No prerequisites are required if candidates are using this course to obtain a Multiple Subject Authorization to be added to a Single Subject credential. Literacy and Language II focuses on second language acquisition, English language development, reading comprehension and writing strategies as part of a comprehensive literacy program. Aligned with the Common Core Standards in English Language Arts and the English Language Development standards this course prepares candidates to provide literacy instruction to a wide range of students including students with special needs, English learners, and advanced learners. An emphasis is placed on the key themes in the California Department of Education's ELA/ELD Framework including meaning making, language development and effective expression. Candidates will design and conduct a tutoring project that reflects their proficiency in reading diagnosis, implementation of theory-based strategies and interventions that provide effective instruction for an English learner in an intermediate grade level. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

EDMU 523 History, Social Science and Visual/Performing Arts in K-8 Classrooms

Prerequisites: EDUU 510, and 512.

No prerequisites are needed if candidates are using this course to obtain a Multiple Subject Authorization to be added to a Single Subject credential. This course provides candidates an opportunity to study teaching and learning in the areas of history, social science, English language arts, and visual and performing arts. As candidates examine and explore these content areas, they will focus on methods to apply their learning in the elementary classroom. Candidates will develop integrated lessons to demonstrate mastery in-cross-disciplinary learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDMU 524 Teaching and Learning Mathematics in K-8 Classrooms

Prerequisites: EDUU 510 and 512.

No prerequisites are needed if candidates are using this course to obtain a Multiple Subject Authorization to be added to a Single Subject credential. This course provides candidates with an opportunity to study current best practices in teaching and learning mathematics. An emphasis is placed on teaching strategies and assessment techniques that build student understanding of math concepts and develop problem solving skills for a full range of learners. Classroom management techniques, interactive curriculum materials, and Science, Technology, Engineering Arts and Math (STEAM) integration are also explored. Candidates will use the knowledge gained to design and present lessons that promote academic discourse and are aligned with the Common Core State Standards in Mathematics. An integral component of the course is a tutorial experience in an elementary school classroom in which candidates apply strategies studied in the course. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDMU 525 Teaching and Learning Science in K-8 Classrooms

Prerequisites: EDUU 510 and 512.

No prerequisites are needed if candidates are using this course to obtain a Multiple Subject Authorization to be added to a Single Subject credential. This course provides candidates with an opportunity to study current best practices in teaching and learning science. An emphasis is placed on teaching strategies and assessment techniques that build student understanding of science concepts and promote inquiry for a full range of learners. Classroom management techniques, interactive curriculum materials, and Science, Technology, Engineering Arts and Math (STEAM) integration are also explored. Candidates will use the knowledge gained to design an inquiry based unit and present lessons that are aligned with content standards in science. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDMU 561 Initial Intern Clinical Practice- Multiple Subject

Prerequisite: Candidates must have satisfied intern eligibility requirements as stated in the catalog (see Internship Credential Programs section).

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDMU 562 Final Intern Clinical Practice-Multiple Subject

Prerequisite: EDMU 561.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDMU 563 Initial Student Teaching- Multiple Subject

Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section) including enrollment in the appropriate multiple subject credential or MAT program.

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record or student teachers and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDMU 564 Final Student Teaching-Multiple Subject

Prerequisite: EDMU 563.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as student teachers, and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDMU 580-A Supported Teaching I: Elementary School

Prerequisite: Candidates must be in the appropriate multiple subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDMU 580-B Supported Teaching I: Elementary School

Prerequisite: Candidates must be in the appropriate multiple subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDMU 580-C Supported Teaching I: Elementary School

Prerequisite: Candidates must be in the appropriate multiple subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDMU 580-D Supported Teaching I: Elementary School

Co-requisite: EDUU 558.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDMU 580-E Supported Teaching I: Elementary School

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDMU 580-F Supported Teaching I: Elementary School

Co-requisite: EDUU 559.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDMU 581-A Supported Teaching II: Elementary Education

Prerequisite: EDMU 580-A, EDMU 580-B, and/or EDMU 580-C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDMU 581-B Supported Teaching II: Elementary Education

Prerequisite: EDMU 580-D, EDMU-580-E, and EDMU 580-F.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their elementary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDMU 582 Directed Teaching I: Elementary School

Prerequisites: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section) including enrollment in the appropriate multiple subject credential or MAT program.

Co-requisite: EDUU 544.

In Directed Teaching I, candidates are placed with a master teacher for one full term (full school days) in an elementary classroom. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDMU 583 Directed Teaching II: Elementary School

Prerequisites: EDMU 582, EDUU 544.

Co-requisite: EDUU 545.

In Directed Teaching II, candidates are placed with a master teacher for one full term (full school days) in a different elementary classroom and grade level than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

Music (MUSU)

MUSU 101 Introduction to Music

A course designed to give the student a grasp of the major styles and trends of Western music, from Gregorian chant to the present. 3 credits.

MUSU 222 Musical Cultures of the World

A survey of nonwestern musical traditions with focus on Africa, Asia and Latin America. 3 credits.

MUSU 329 Experimental Topics in Music

An examination of selected topics in music relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

Natural Science (NSCU)

NSCU 302 Life Science

This course is the first in a two-part natural science sequence for prospective elementary school teachers. This course examines the fundamental concepts of life science and its applications. Topics include the structure and functionality of the structures found in plants and animals, the relationships between living and nonliving components within the environment, example life cycle and reproductive patterns, evidence that supports the theory of evolution, and how to plan and conduct appropriate scientific investigations. An emphasis is placed on applying science concepts to current events in science and society. 3 credits.

NSCU 304 Earth and Physical Science

This course is the second in a two-part natural science sequence for prospective elementary school teachers. This course examines the fundamental concepts of Earth and physical science and their applications. Topics include the structure and composition of the Earth, Earth's atmosphere and Earth's bodies of water, the solar system and the universe, the structure and properties of matter, the principles of motion and energy and how to plan and conduct appropriate scientific investigations. An emphasis is placed on applying science concepts to current events in science and society. 3 credits.

Nursing (NURU)

NURU 400 Transitions to Inquiry Based Practice: Baccalaureate Generalist Nursing Practice

This course is the foundation course for students moving to the role of the baccalaureate generalist nurse. Students coming with a variety of nursing experiences will come together to examine advocacy, empowerment, life-long learning and self-renewal in an evolving nursing career. This course requires students to attend a virtual Immersion and there is an associated nursing fee. 3 credits.

NURU 401 Nursing's Public Image and Professional Issues

This course examines historical and current individual and societal perceptions of nurses and nursing, including how media has contributed to these perceptions. How these perceptions have affected and continue to affect healthcare, and the professional values fundamental to the practice of nursing today and in the future will be explored. The role of organized labor and other current professional issues will be analyzed. 3 credits.

NURU 403 Managing Health Care Reform

This course will focus on the changing landscape, process, and issues facing healthcare reform in the United States. The context, role and impact of healthcare policy, finance, and regulation in shaping the nature, quality and safety of the practice environment will be examined. The associated responsibilities of the professional nurse to advocate for patients, families, communities, the nursing profession, and changes in the healthcare system will be explored. Emphasis will be placed on the role of the professional nurse as a manager of care who balances human, fiscal, and material resources to contribute to evidence-based quality care. 3 credits.

NURU 404 Healthcare Communication and Collaboration

This course explores the history and development of issues in healthcare communication. The course will examine current and future interprofessional, patient and personal communication using current and emerging technologies. The course cuts across multiple levels of communication, different communication channels, and the use of diverse communication media and technologies to address far ranging issues within the field. Students will be able to develop case studies relating to their areas of interest within the field. 3 credits.

NURU 405 Evidence-Based Thinking for BSN-Prepared RN Scholarship and Practice

This course explores nursing inquiry and professional scholarship. This course will focus on providing the student with foundational knowledge regarding critical appraisal and research utilization for its relevance and applicability to selected health care strategies and conditions. The course will examine the basic elements of the research process and models for applying evidence to clinical practice to patient-centered care. This course prepares students to synthesize a body of evidence, to collaborate with others in developing evidence-based projects, and to evaluate the application of evidence for practice. The course will explore the role of inquiry and innovation in improving critical thinking in practice, individual patient outcomes, population health, health care policy and educational practice. 3 credits.

NURU 406 Improving Patient Health Care Outcomes: Quality Care & Patient Safety

This course will address patient safety and healthcare quality improvement concepts, principles, and practices. Emphasis will be placed on recognizing safety and quality concerns and applying evidence-based knowledge to nursing practice to optimize patient healthcare outcomes. The professional nurse role in recognizing, interrupting, evaluating, and correcting healthcare errors will be explored. 3 credits.

NURU 407 Cultural and Spiritual Diversity in Health and Nursing

This course focuses on exploring diversity in different cultures, health beliefs, and spiritual practices; and how they affect the provision of culturally competent care. Students will have the opportunity to explore beliefs and values in their own culture as well as the cultures of others. Emphasis will be placed on summarizing intercultural aspects and how the professional nurse can assess and plan care according to the cultural and spiritual needs of individual patients and populations. 3 credits.

NURU 408 Information, Patient Care, and Decision-Support System Technology

Students in this course will explore the recent changes in healthcare technology, specifically electronic medical records, patient care, decision support, radio-frequency identification (RFID) systems, work flow, robotics, and will evaluate these technologies in terms of nursing practice and patient outcomes. Barriers and incentives to implementation will be examined. Emphasis will be placed on learning how to stay current in the integration of electronic information and related healthcare technologies to improve the design, delivery, and evaluation of evidence-based, quality care. 3 credits.

NURU 409 Understanding Health Issues and Health Delivery in the Community Setting

This course will review the concepts, theories and evidence-based thinking in community/public health nursing in relation to population-based healthcare and its delivery in diverse healthcare settings for patients across the lifespan. Students will develop a knowledge-base and mastery of interventions aimed at health promotion and disease prevention that shape a community's health status. 3 credits.

NURU 410 Practicum in the Community Setting

Prerequisites: NURU 409.

Students in this course will apply evidence-based thinking and nursing practice in selected community-based healthcare sites with emphasis on health risk assessment, disease prevention, and health promotion for improved health outcomes. Students will complete 96 practicum hours. 3 credits.

NURU 411 Transformational Leadership and Management in Nursing

This course provides the basis for understanding leadership and management principles as they relate to the delivery of healthcare. Emphasis is placed on how the use of leadership and management theories can create a positive difference in the quality of nursing practice. Students will have the opportunity to explore many issues and practices employed in the leadership and management of organizations and individual units. 3 credits.

NURU 412 Practicum in Transformational Leadership and Management in Nursing**Prerequisites:** NURU 411.

Students in this course will analyze and apply leadership and management principles as they relate to the delivery of health care. Emphasis is placed on how the use of leadership and management theories can create a positive difference in the quality of nursing practice. Students will have the opportunity to introduce and recommend a nursing practice change based on evidence for best patient outcomes. Eighty (80) hours of practicum experience are required. 3 credits.

NURU 428 Pathophysiology Across the Lifespan**Prerequisites:** BIOU 332, BIOU 340, BIOU 341.

This course focuses on the biological and physical processes that underlie human health alternations across the life span. The course prepares the student to use selected concepts in the clinical decision-making process. 3 credits.

NURU 429 Pharmacology Across the Lifespan**Prerequisites:** BIOU 332, BIOU 340, BIOU 341, CHMU 101, NURU 428.

This course focuses on pharmacotherapeutic interventions to support human function in the practice of professional nursing across the life span. The course prepares the student for the safe and effective administration of pharmacotherapeutic agents and to use selected concepts in the clinical decision-making process. 3 credits.

NURU 431 Foundations of Nursing Practice I and Physical Assessment Across the Lifespan**Prerequisites:** BIOU 332, BIOU 340, BIOU 341, NURU 407, NURU 428, PSYU 320.**Co-requisites:** NURU 433.

This course is the first in a two-course sequence that focuses on select concepts that underlie the ability of the student to provide safe and effective professional nursing care. The student is introduced to the nursing process, fundamental nursing skills, and holistic assessment across the lifespan. Experiential learning occurs in the clinical laboratory setting and via direct patient care in select sub-acute care settings. 2 credits.

NURU 432 Foundations of Nursing Practice II**Prerequisites:** NURU 429, NURU 431, NURU 433.**Co-requisites:** NURU 435.

This course is the second in a two-course sequence that focuses on select concepts that underlie the ability of the student to provide safe and effective professional nursing care. Experiential learning occurs in the clinical laboratory setting and via direct patient care in with stable patients in select acute care settings. 2 credits.

NURU 433 Foundations of Nursing Practice I Practicum**Prerequisites:** BIOU 332, BIOU 340, BIOU 341, NURU 407, NURU 428, PSYU 320.**Co-requisites:** NURU 431.

This clinical practicum is the first in a two-course sequence that will provide students the opportunity to provide direct patient care activities in adults with health alterations. Experiential learning will occur in select sub-acute care settings. Students will complete 135 practicum hours. This course is graded Pass/No Pass. 3 credits.

NURU 435 Foundations of Nursing Practice II Practicum**Prerequisites:** NURU 429, NURU 431, NURU 433.**Co-requisites:** NURU 432.

This clinical practicum is the second in a two-course sequence that will provide students the opportunity to provide direct patient care activities in adults with stable conditions in select acute care settings. Students will complete 135 practicum hours. This course is graded Pass/No Pass. 3 credits.

NURU 441 Adult Gerontology-Centered Care**Prerequisites:** NURU 404, NURU 432, NURU 435.**Co-requisites:** NURU 443.

This course focuses on select nursing practice concepts that will be used by the student to make safe, evidence-based clinical decisions while providing professional patient-centered nursing care to the older adult at all levels of prevention and practice settings. Experiential learning occurs during direct and indirect patient care activities as well as in simulated scenarios occurring with the older adult. 3 credits.

NURU 443 Adult Gerontology-Centered Care Practicum**Prerequisites:** NURU 404, NURU 432, NURU 435.**Co-requisites:** NURU 441.

This clinical practicum will provide students the opportunity to provide direct and indirect patient care activities with the older adult across the health and wellness spectrum. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Students will complete 90 practicum hours. This course is graded Pass/No Pass. 2 credits.

NURU 451 Acute Care Nursing I**Prerequisites:** NURU 405, NURU 441, NURU 443.**Co-requisites:** NURU 453.

This course focuses on select nursing practice concepts that will be used by the student to make safe, evidence-based clinical decisions while providing professional patient-centered nursing care to adults at the tertiary level of prevention during acute health alternations. Experiential learning occurs during direct and indirect patient care activities as well as in simulated scenarios occurring with adults experiencing acute health alterations. 3 credits.

NURU 452 Acute Care Nursing II**Prerequisites:** NURU 406, NURU 451, NURU 453.**Co-requisites:** NURU 455.

This course is the first in a two-course sequence that focuses on the complex interaction of select concepts that that will be used by the student to make safe, evidence-based, and cost effective clinical decisions while providing professional patient and family-centered nursing care to individuals at the tertiary level of prevention. The concepts and processes related to care coordination are emphasized throughout the course. Experiential learning occurs during direct and indirect patient care activities as well as in simulated scenarios occurring with adults experiencing acute health alterations. 1 credit.

NURU 453 Acute Care Nursing I Practicum

Prerequisites: NURU 405, NURU 441, NURU 443.

Co-requisites: NURU 451.

This clinical practicum will provide students the opportunity to provide direct and indirect patient care with adults experiencing acute health alterations. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Students will complete 90 practicum hours. This course is graded Pass/No Pass. 2 credits.

NURU 454 Acute Care Nursing III

Prerequisites: NURU 408, NURU 452, NURU 455.

Co-requisites: NURU 457.

This course is the second in a two-course sequence that focuses on the complex interaction of select concepts that that will be used by the learner to make safe, evidence-based, and cost effective clinical decisions while providing professional patient and family-centered nursing care to individuals at all levels of prevention. The concepts and processes related to care coordination are emphasized throughout the course. Experiential learning occurs during direct and indirect patient care activities as well as in simulated scenarios occurring with adults experiencing health alterations across practice settings. 1 credit.

NURU 455 Acute Care Nursing II Practicum

Prerequisites: NURU 406, NURU 451, NURU 453.

Co-requisites: NURU 452.

This clinical practicum is the first in a two-course sequence that will provide students the opportunity to provide direct and indirect patient care activities with adults experiencing acute complex health alterations across practice settings, as well as in simulated scenarios. Students will complete 45 practicum hours. This course is graded Pass/No Pass. 1 credit.

NURU 457 Acute Care Nursing III Practicum

Prerequisites: NURU 408, NURU 452, NURU 455.

Co-requisites: NURU 454.

This clinical practicum is the second in a two-course sequence that will provide students the opportunity to provide direct and indirect patient care activities with adults experiencing acute complex health alterations. Experiential learning will occur across practice settings, as well as in simulated scenarios. Students will complete 45 practicum hours. This course is graded Pass/No Pass. 1 credit.

NURU 461 Family Centered Care - Pediatrics

Prerequisites: NURU 451, NURU 453.

Co-requisites: NURU 463.

This course focuses on select nursing practice concepts that will be used by the student to make safe, evidence-based clinical decisions while providing professional family-centered nursing care to children and their families at all levels of prevention across practice settings. Experiential learning occurs during direct and indirect patient care activities in select practice settings as well as in simulated scenarios occurring with children and their families across the health and wellness spectrum. 2 credits.

NURU 462 Family Centered Care - Childbearing

Prerequisites: NURU 451, NURU 453.

Co-requisites: NURU 465.

This course focuses on select nursing practice concepts that will be used by the student to make safe, evidence-based clinical decisions while providing professional family-centered nursing care to families related to the child bearing process, children, and their families at all levels of prevention across practice settings. Experiential learning occurs during direct and indirect patient care activities in select practice settings as well as in simulated scenarios occurring with families during all phases of the child-bearing process. 2 credits.

NURU 463 Family Centered Care - Pediatrics Practicum

Prerequisites: NURU 451, NURU 453.

Co-requisites: NURU 461.

This clinical practicum will provide students the opportunity to provide direct and indirect patient care activities with children and their families across the health and wellness spectrum. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Students will complete 45 practicum hours. This course is graded Pass/No Pass. 1 credit.

NURU 465 Family Centered Care - Childbearing Practicum

Prerequisites: NURU 451, NURU 453.

Co-requisites: NURU 462.

This clinical practicum will provide students the opportunity to provide direct and indirect patient care activities with families during all phases of the child-bearing process. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Students will complete 45 practicum hours. This course is graded Pass/No Pass. 1 credit.

NURU 471 Mental Health Care

Prerequisites: NURU 451, NURU 453.

Co-requisites: NURU 473.

This course focuses on select nursing practice concepts that will be used by the student to make safe, evidence-based clinical decisions while providing professional patient and family-centered nursing care to individuals experiencing alterations in mental health at all levels of prevention across practice settings. Experiential learning occurs during direct and indirect patient care activities in select practice settings as well as in simulated scenarios occurring with individuals experiencing alterations in mental health. 2 credits.

NURU 473 Mental Health Care Practicum

Prerequisites: NURU 451, NURU 453.

Co-requisites: NURU 471.

This clinical practicum provides the student with experiential learning through direct and indirect patient care activities with individuals experiencing alterations in mental health. Experiential learning will occur in select practice settings, as well as in simulated scenarios. Students will complete 45 practicum hours. This course is graded Pass/No Pass. 1 credit.

NURU 481 Community-Centered Care**Prerequisites:** NURU 451, NURU 453.**Co-requisites:** NURU 483.

This course focuses on select nursing practice concepts that will be used by the student to make evidence-based decisions to impact aggregate health outcomes for communities. The emphasis is on the primary and secondary levels of prevention. Experiential learning occurs in community settings where the student interacts with individuals and families receiving community-based professional nursing services and at the systems level where the student participates in professional nursing practice activities that impact aggregate health outcomes. 2 credits.

NURU 483 Community-Centered Care Practicum**Prerequisites:** NURU 451, NURU 453.**Co-requisites:** NURU 481.

This clinical practicum will provide students the opportunity to apply evidence-based thinking and nursing practice in selected community-based healthcare sites. Emphasis is placed on health risk assessment, disease prevention, and health promotion for improved health outcomes. Students will complete 90 practicum hours. This course is graded Pass/No Pass. 2 credits.

NURU 491 Theory and Practice: Leadership in Nursing**Prerequisites:** NURU 471, NURU473, NURU 481, NURU 483.**Co-requisites:** NURU 492, NURU 493, NURU 495, NCLEX PREP I.

This course focuses on select nursing practice and leadership concepts that will be used by the student to make evidence-based decisions that impact quality and financial system-level outcomes in healthcare-related organizations. Experiential learning occurs during indirect patient care activities in select practice settings where the student participates in professional nursing practice activities as well as in simulated scenarios that impact systems-level outcomes. 2 credits.

NURU 492 Capstone of Professional Nursing Practice**Prerequisites:** NURU 471, NURU473, NURU 481, NURU 483.**Co-requisites:** NURU 491, NURU 493, NURU 495, NCLEX PREP I.

This course provides the student with the opportunity to synthesize select nursing practice concepts in order to make clinical decisions that are safe, of high quality, and cost effective. Experiential learning occurs during direct and indirect patient care activities under the guidance of a professional nurse preceptor in select practice settings. 1 credit.

NURU 493 Theory and Practice: Leadership in Nursing Practicum**Prerequisites:** NURU 471, NURU473, NURU 481, NURU 483.**Co-requisites:** NURU 491, NURU 492, NURU 495, NCLEX PREP II.

This clinical practicum provides the student with the opportunity to explore leadership and management principles in an area of clinical interest through observation and participation in leadership/management activities. Students will work closely with a mentor, with emphasis given to the various roles nurse managers play on specific nursing units or healthcare organizations. Students will complete 90 practicum hours. This course is graded Pass/No Pass. 2 credits.

NURU 495 Capstone of Professional Nursing Practice Practicum**Prerequisites:** NURU 471, NURU 473, NURU 481, NURU 483.**Co-requisites:** NURU 491, NURU 492, NURU 493, NCLEX PREP II.

This clinical practicum provides the student with experiential learning through direct and indirect patient care activities under the guidance of a professional nurse preceptor in select practice settings. Students have the opportunity to demonstrate synthesis of select nursing practice concepts in making clinical decisions that promote safe, high quality, and cost-effective care. Students will complete 90 practicum hours. This course is graded on Pass/No Pass. 2 credits.

NURU 499 Independent Practicum for pl-ABSN Clinical Hours Completion

This course allows pl-ABSN students to complete required clinical practicum hours not achieved within the initial/designated 8-week session/s. There is no associated clinical hours completion fee. This course is graded on a Pass/No Pass basis. 0 credits.

NURU 600 Theoretical Foundations of Evidence-Based and Advanced Practice Nursing**Prerequisites:** NURU 601.

This course will analyze the major nursing theories and theories from other disciplines to explore how they apply to advanced practice registered nursing. Students in this course will develop a personal theoretical framework for their own clinical practice and for use in their final DNP Project. 3 credits.

NURU 601 Transitions in Practice: The DNP-prepared Advanced Practice Registered Nurse (APRN)

This course will explore the evolution of doctoral education in nursing. Current issues regarding the DNP-prepared APRN role, including titling, role transition, education, certification, and public understanding of the role will be discussed. The role of the DNP graduate as a leader, collaborator, and expert clinician will be analyzed. Students will discuss the future of advanced practice registered nursing and the role that nurse practitioners play in healthcare reform. This course requires students to attend a virtual Immersion and there is an associated nursing fee. 3 credits.

NURU 602 Developmental, Cultural and Spiritual Care across the Lifespan**Prerequisites:** NURU 601.

This course focuses on examining concepts, influences, and approaches to health care from perspectives of integrative, functional, complementary and alternative health practices, culture, religious and spiritual beliefs; and the provision of patient centered care. Students will develop a holistic evidence-based approach to the health promotion of the individual and family that incorporates cultural and spiritual preferences. Emphasis will be placed on developing a personal approach to recognize and incorporate patient preferences for care during encounters with advanced practice nurses. 3 credits.

NURU 603 Advanced Health Assessment Across the Lifespan and Cultures

Prerequisites: NURU 601 (for BSN students only).

This course is designed to expand upon basic health assessment skills and includes strategies for history taking and for physical, functional, developmental, and psychosocial assessment that recognizes and includes normal individual, cultural, and developmental variations and pathophysiological changes across the lifespan. Comprehensive and focused data collection, verbal case presentation, documentation, and physical examination strategies culminating in a differential diagnosis will be addressed. This course provides the foundation for critical thinking, diagnostic reasoning, and the development of clinical decision-making skills necessary for the advanced practice nursing role across the lifespan for an evidence-based perspective. 3 credits.

NURU 604 Clinical Practicum: Advanced Health Assessment Across the Lifespan and Cultures

Prerequisite: NURU 603.

This course will provide students with the opportunity to develop and refine comprehensive health assessment skills necessary for advanced health assessment across the lifespan. Students will be expected to demonstrate and document, both in a laboratory and clinical setting, their ability to perform a comprehensive and organized history and physical examination that considers cultural and socioeconomic background, developmental variations, and pathophysiological changes. This course requires students to attend a virtual, immersion, 255 clinical hours and is graded Pass/No Pass. 4 credits.

NURU 605 Advanced Pathophysiology across the Lifespan

Prerequisites: NURU 601 (for BSN students only).

This course is designed to prepare advanced practice nurses to apply concepts of pathophysiology from the cellular level to disease process for assessment of patients with a variety of conditions across clinical settings. The concepts and principles of normal physiology, pathophysiology, and genetics are emphasized. Current research is used to explore disruptions in normal physiological functioning. The impact of positive health behaviors on pathophysiology is addressed. A systems approach and psychophysiological interrelationships are used to analyze the disease processes and their causative factors. The course stresses critical thinking and decision-making in clinical settings based on these concepts. 3 credits.

NURU 606 Advanced Pharmacotherapeutics Across the Lifespan

Prerequisites: NURU 601 (for BSN students only).

The focus of this course for advanced practice nurses is to expand theoretical and evidence-based knowledge and promote synthesis of pharmacotherapeutic concepts and principles across the lifespan. The application of knowledge of pharmacological principles to prevent and/or treat specific conditions will be emphasized, iatrogenic problems caused by the pharmacologic agents will be explored. Drug classifications, cost-effective drug therapy, management and monitoring of therapy including over the counter and herbal preparations and educating/counseling strategies will be included. Ethical, legal, cultural considerations and safety standards of pharmacotherapeutics will be discussed in relationship to the advanced practice nursing role. 3 credits.

NURU 609 Genetics Across the Lifespan

Prerequisite: NURU 600, NURU 601 and/or equivalent with permission of instructor.

This course provides the student with knowledge of the principles of human genetics as they apply to the healthcare professional. Specific topics pertinent to genetics in maternal-child health and the use of genetics and genomics in diseases across the lifespan will be analyzed. Questions regarding genetics and ethics in healthcare in a time of advancing technology in gene mapping, genetic testing and gene therapy will be explored. Students are given the opportunity to develop techniques to build knowledge for evaluation of a genetic disorder using evidence-based practices. The course emphasizes the role of the advanced practice nurse in the creation of an evaluation process and treatment plan for clients with genetic disorders presenting across the lifespan. 3 credits.

NURU 610 Synthesis of Advanced Practice Registered Nursing (APRN) Professional Role

Prerequisites: NURU 601 (for BSN students only).

This course will cover scope of practice, state and federal regulation(s), legal issues, negligence, malpractice, hospital privileges, risk management, and reimbursement for services. Professional conduct, measurements of performance, quality assurance and peer review will be analyzed. Students will explore legal issues using case studies, and strategies for providing the best patient outcomes using clinical evidence. Students will also integrate reflective habits in assembling a career trajectory to outline personal and professional projected outcomes, leading to sustained and continued growth, education, career satisfaction/longevity, health and well-being of the DNP-prepared APRN graduate over time. 3 credits.

NURU 641 Psychopharmacology Across the Lifespan

Prerequisites: NURU 603, NURU 605, NURU 606 and for BSN students only NURU 601.

This course provides the didactic background to prepare the Psychiatric Mental Health Nurse Practitioner for the complex role of prescribing psychotropic medications. Students will apply evidence-based knowledge of psychopharmacological principals to treat specific psychiatric and neurologic conditions and explore management of iatrogenic problems caused by psychopharmacologic agents. Students will examine concepts of neuropsychiatric development, brain function, neuroanatomy, and neurophysiology with relation to psychopharmacotherapeutic agents. Students will learn how to prescribe, manage, and monitor psychopharmacotherapeutics including complementary and alternative agents. Course content will address therapeutic challenges such as medication adherence, outcomes, patient preference, family dynamics, ethical responsibilities, advocacy, recovery, legalities, financial realities, cultural diversity, and practical considerations. 3 credits.

NURU 642 Management in Lifespan Psychiatric and Mental Health Care

Prerequisites: NURU 641 and for BSN students only NURU 601.

This course provides the evidence-based background to prepare the Family Psychiatric Mental Health Nurse Practitioner for the complex role of providing mental health care for children, adolescents, adults and families. The emphasis of this course is on psychiatric assessment, psychiatric diagnosis, differential diagnosis and co-morbidities, applying therapeutic treatments and appropriate modalities. Students will examine and apply evidence-based knowledge of psychotherapy theories and techniques as well as complementary alternative methods of treatment. Synthesis of evidence-based management, socio-cultural, environmental, economic, spiritual, neuro-developmental and physical needs of the patient and family will be emphasized. Family dynamics will also be a consideration. Mental illness stigma awareness and reduction techniques will be utilized to promote empathic understanding, optimize wellness and recovery. 3 credits.

NURU 643 Practicum in Psychotherapeutic Treatment Modalities

Prerequisite: NURU 604 (for BSN-DNP only), NURU 641.

This course is a precepted clinical practicum designed to facilitate in preparing the Psychiatric Mental Health Nurse Practitioner for the complex role of providing mental health treatment for children, adolescents, adults and families. Students will participate in a variety of clinical settings where they will learn to conduct at least three different treatment modalities. Emphasis on psychiatric assessment, psychiatric diagnosis, differential diagnosis and co-morbidities will be incorporated throughout this clinical experience. Synthesis of evidence based management in concert with the socio-cultural, environmental, economic, spiritual and physical needs of the patient and family will be emphasized. Mental illness stigma awareness and reduction techniques will be utilized to promote empathic understanding and improved outcomes. This course requires students to attend a virtual Immersion and perform 255 precepted clinical hours. There is an associated clinical course fee. This course is graded Pass/No Pass. 3 credits.

NURU 644 Complex and Chronic Problems in Psychiatric and Mental Health Care

Prerequisite: NURU 641.

This course is designed to facilitate the Psychiatric Mental Health Nurse Practitioner's role as primary mental health care provider for patients, families and groups with chronic, complex psychiatric illness and substance use problems including those with Severe Mental Illness (SMI). Emphasis will be on integrating evidence based approaches, and therapeutic management across the lifespan. This course builds on the fundamental knowledge and concepts obtained in NURU 642 with focus upon complexity and its management. Examination of the social, physical, economic, familial, spiritual and societal impacts of SMI will incorporate local and worldviews as well as advocacy opportunities for the Psychiatric Mental Health Nurse Practitioner. 3 credits.

NURU 645 Practicum for Complex and Chronic Problems in Psychiatric and Mental Health Care

Prerequisites: NURU 604 (for BSN-DNP only) NURU 641.

This course is the second precepted clinical practicum designed to facilitate in preparing the Psychiatric Mental Health Nurse Practitioner for the complex role of providing mental health care for children, adolescents, adults and families with chronic and complex psychiatric illness. Students will participate in a variety of clinical settings where emphasis will be placed on medication management and therapeutic management while integrating evidence-based approaches to different therapeutic modalities of care. Emphasis on psychiatric assessment, psychiatric diagnosis, differential diagnosis and co-morbidities will be incorporated throughout this clinical experience. Synthesis of evidence-based management in concert with the socio-cultural, environmental, economic, spiritual and physical needs of the patient and family will be emphasized. Examination of the social, physical, economic, familial, spiritual and societal impacts of severe mental illness will incorporate local and worldviews as well as advocacy opportunities for the Psychiatric Mental Health Nurse Practitioner. This course requires students to perform a 255 precepted clinical hours. There is an associated clinical course fee. This course is graded Pass/No Pass. 3 credits.

NURU 671 Foundations of Interprofessional Collaborative Practice

Prerequisites: NURU 603, NURU 605, NURU 606 and for BSN students only NURU 601.

This course explores the scope of practice of other healthcare professions to create a climate of mutual respect, shared values and knowledge resulting in collaborative practice with the common goal of delivering the safest, highest quality of patient-centered care. Course work, including case studies with standardized patients, will focus on integrating the knowledge of one's own role and those of other professions to appropriately assess and improve the healthcare needs of patients and populations served. Four nationally recognized competency domains will be addressed: Values/Ethics for Interprofessional Practice, Roles and Responsibilities, Interprofessional Communication and Teams and Teamwork and provide the basis for the Course Learning Objectives. 3 credits.

NURU 672 Management of Common and Acute Problems in Family/ Individual Across the Lifespan Care

Prerequisite: NURU 671 and for BSN students only NURU 601.

This course is designed to provide students with the knowledge necessary for the management of common and acute health problems in family/individual across the lifespan patients. Course content builds upon information in previous courses related to the principles of assessment and development issues in family/across the lifespan patients. A portion of the course includes information necessary for the care and management of patients of all ages with special needs and their family. Using a family-centered and developmental perspective, related pathophysiology, research, psychosocial factors, and ethical considerations are explored as they apply to practice. 3 credits.

NURU 673 Practicum in Common and Acute Problems in Family/ Individual Across the Lifespan Care

Prerequisites: NURU 671 and for BSN-DNP only NURU 604 and for BSN students only NURU 601.

This course is a precepted clinical practicum (255 clinical hours) focusing on the management of common and acute health problems in family/individual across the lifespan patients. Students will participate in a variety of settings where they will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care practices, outpatient clinics and/or urgent cares or long-term care facilities. Working as a member of a team, students will apply the latest evidence to practice. This course requires students to attend a virtual Immersion and perform 255 precepted clinical hours. There is an associated clinical course fee. This course is graded Pass/No Pass. 3 credits.

NURU 674 Management of Complex and Chronic Problems in Family/ Individual Across the Lifespan Care

Prerequisite: NURU 671 and for BSN students only NURU 601.

This course extends student knowledge regarding the management of family/individual across the lifespan patients. Students explore the principles of assessment and ethical issues related to complex, critical, and chronic problems in family/individual across the lifespan patients. This course content builds upon information in previous courses related to the principles of assessment and ethical issues related to complex, critical and chronic problems in family/individual across the lifespan patients. Using a patient-centered perspective, related pathophysiology, research, psychosocial factors, and ethical considerations are explored as they apply to practice. 3 credits.

NURU 675 Practicum in Complex and Chronic Problems in Family/ Individual Across the Lifespan Care

Prerequisites: NURU 671 and for BSN students only NURU 601 and for BSN-DNP only NURU 604.

This course is the second precepted clinical practicum focusing on the management of complex, critically and chronically ill family/individual across the lifespan patients. Students will participate in a variety of settings where they will have the opportunity for health assessment and formulation of a comprehensive plan of care. Experiences may include rotations in primary care practices, outpatient clinics and/or urgent cares or long-term care facilities. Working as a member of a team, students will apply the latest evidence to practice. This course requires performance of 255 precepted clinical hours. There is an associated clinical course fee. This course is graded Pass/No Pass. 3 credits.

NURU 690 Independent Synthesis of Advanced Practice Registered Nursing (APRN) Professional Role

This course is for students who need to take an additional APRN Management, Role and Evidence-based Practice credit or credits, as determined by gap analysis. Permission of the Program Director required. Variable: 1-2 credits.

NURU 693 Independent Advanced Health Assessment across the Lifespan and Cultures

This course is for students who are required to take an additional advanced health assessment across the lifespan and culture credit or credits, as determined through gap analysis. Permission of Program Director required. Variable: 1-2 credits.

NURU 695 Independent Advanced Pathophysiology across the Lifespan

This course is for students who are required to take an additional advanced pathophysiology across the lifespan credit or credits, as determined through gap analysis. Permission of Program Director required. Variable: 1-2 credits.

NURU 696 Independent Advanced Pharmacotherapeutics across the Lifespan

This course is for students who need to take an additional advanced pharmacotherapeutic across the lifespan credit or credits, as determined by gap analysis. Permission of Program Director required. Variable: 1-2 credits.

NURU 698 Independent Special Topic

This course is for students who need to take an additional independent special topic credit or credits, as determined by gap analysis or degree audit. Permission of the Program Director required. This course is graded on Pass/No Pass. Variable: 1-2 credits.

NURU 699 Independent Practicum for Clinical Hours completion

Prerequisite: Admission to graduate studies.

This course allows students to complete the required NURU 604 Advanced Health Assessment across the Lifespan and Cultures, or specialty clinical practicum hours not completed within the initial two 8-week session/s. Permission of the Program Director is required and there is an associated continuing clinical hours fee. This course is graded Pass/No Pass. 0 credits.

Organizational Leadership (OLCU)

OLCU 220 Selected Topics in Organizational Leadership

Prerequisite: Dean approval.

This course covers special topics related to leadership and/or organizational studies. This course may be repeated for up to 9 credits provided the course topics are different. 1-3 credits.

OLCU 300 Organizational Behavior

Organizational Behavior studies individual and group behavior in organizational settings and examines organizational forces that impact behavior and performance. Topics include motivation, team effectiveness, organizational culture, ethics, diversity, leadership, communication and change. The application of course concepts to current workplace issues is emphasized. 3 credits.

OLCU 303 Organizational Development and Change

A review and analysis of organization development and change. Students will develop an understanding and use of organizational development and change theory from the perspective of systems theory and its constructs. Introduces organization change concepts, principles, values, theories and models. 3 credits.

OLCU 320 Selected Topics in Organizational Leadership

Prerequisite: Dean Approval.

Covers special topics related to leadership and/or organization studies. Experimental courses are developed subject to emerging student and/or employer demands. Topics vary. Courses that examine different topics may be repeated for up to nine credits. 1-3 credits.

OLCU 325 Leadership Skills Development Lab

Through the use of experiential activities, self-assessments, student facilitations, and presentations, this course aims to improve and enhance key leadership competencies in order to prepare students to succeed in leadership positions, and to help them learn to develop leadership in others. Specific topics may include: developing personal influence, collaboration and group dynamics; communication; followership; conflict management; and images of leadership in popular culture (e.g., in film, music, or literature). 3 credits.

OLCU 350 Leadership and Professional Ethics

Examines frameworks for ethical judgment as well as contemporary dilemmas and moral issues in organizations, with a special focus on the role of professional ethics and the responsibilities inherent in the commitment to serve others. Topics include servant leadership, responsibilities of professionals, the obligations of corporations concerning the environment product safety, the rights of employees, honesty in advertising. 3 credits.

OLCU 380 Research and Analytical Thinking

This course provides students with knowledge and skills in research and analytical inquiry. Students are introduced to the principles and procedures involved in conducting research, interpreting and analyzing scholarly writing, and employing research to solve organizational problems and improve organizational performance. Academic writing skills including APA formatting are emphasized. BAOL students should take this course early in their degree program. 3 credits.

OLCU 400 Theory and Practice of Leadership

This course examines leadership from theoretical and practical perspectives. It compares and contrasts leadership theories, models, and strategies; and explores how leaders can create organizations, systems and structures to achieve organizational goals and engage employees. The application of course concepts to enhance leadership effectiveness is emphasized. 3 credits.

OLCU 414 Team Building

Team-based organizations have been created to supplement the traditional, often rigid hierarchical structure within organizations to enhance leader effectiveness. Teams offer a more cooperative, collective philosophy. They outperform individuals; create more diverse, stimulating challenges; boost morale; and yield new skills for employees. This class will help students learn how to develop and participate in teams. Topics may include team development, conflict resolution, communication, decision-making, and reward systems. 3 credits.

OLCU 425 Leadership in Diverse and Multicultural Organizations

Understanding and valuing cultural differences assumes greater significance as our world becomes increasingly interdependent. This course explores multicultural issues in organizations highlighting how misunderstandings arise and how they can be rectified or prevented. It focuses on diversity issues (gender, race, and class) in domestic and international contexts, particularly as they apply to leadership, communication, teamwork, decision-making, and problem-solving. Reading, writing, research, and discussion are supplemented with experiential exercises and role-plays. 3 credits.

OLCU 487 Senior Research Project

Prerequisites: OLCU 350, 380, 400, 414 and 425.

The capstone course provides students with the opportunity to research and reflect on how the application and integration of the principles and theories of leadership, ethics, diversity and teamwork enhance effectiveness as a leader. 3 credits.

OLCU 499 Independent Study in Organizational Leadership

Prerequisites: Dean approval, junior or senior level, minimum 3.0 GPA, and approval of instructor.

Supervised independent study or research on a special problem or topic related to leadership and organization studies resulting in a major paper. 1-3 credits.

OLCU 501 Organizational Research

Introduction to graduate research and writing. This course provides students with an overview of the critical role of research and evaluation in identifying and solving management problems and in improving organizational performance. The course examines the fundamental principles of research and scholarly writing. The primary focus is on the practical application of research methods to improve organizational programs, policies, and performance. 3 credits.

OLCU 600 Foundations of Organizational Leadership

Prerequisite or Corequisite OLCU 501.

Review of contemporary issues and perspectives on organizational leadership including multi-disciplinary perspectives and classic theory (trait, behavioral, and contingency models). Topics include servant leadership, ethics, diversity, followership, the distinction between leadership and management, vision, leadership practice and strategies. Emphasis on application of theoretical concepts to actual and diverse organizational situations, culminating in the articulation of a personal philosophy of leadership. Taking this foundation course early in the MAOL degree program of study is recommended. 3 credits.

OLCU 601 Democracy, Ethics and Leadership

Prerequisite or Corequisite OLCU 501.

Exploration of how democratic values shape the concept and practice of leadership and policy-making in organizations, including the role of values in ethical decision-making and determining the moral obligations of leaders and followers. Examines the concepts of power and influence, including their uses and abuses. Emphasis on critical analysis and application of ethical principles to contemporary leadership dilemmas in organizations. 3 credits.

OLCU 602 Self, Systems, and Leadership

Examines individuals and organizations as learning systems. Emphasizes structural influences on individual leadership and deep understanding of self as core resource for learning and leadership development. Focuses on role of systems thinking, mental models, shared vision, team learning, and personal mastery, stressing awareness of social and political tensions as a catalyst for individual and organizational learning and change. 3 credits.

OLCU 613 Seminar in Organizational Dynamics

Students use theories of individual, group and organizational behavior to analyze organizational problems and improve organizational performance. Students gain experience applying theories and factors that influence behavior to organizational situations using a step by step decision making process. 3 credits.

OLCU 614 Leadership & Team Development

This course focuses on leadership skills needed to develop and promote effective teamwork. Teams can be complex and challenging to lead, and change processes difficult to implement. Topics include assessing and improving team performance; managing the internal dynamics of teams (team decision making, diversity, conflict, and creativity); and leading the team within the larger organization. 3 credits.

OLCU 615 Leading Organizational Change

This course examines the nature and complexities of organizational change focusing on strategies to successfully plan and lead change initiatives that enhance organizational effectiveness with new processes, products, or systems. Students explore the human side of change, including "resistance" to change; and study organizational concepts, principles, theories and models. The application of theoretical concepts to actual organizational situations is emphasized. 3 credits.

OLCU 621 Frontiers of Public and Nonprofit Leadership

This course provides exposure to contemporary issues and dilemmas in leadership as applied to nonprofit, voluntary, and non-governmental organizations (NGOs). Topics include civil society and professional ethics, collaboration, entrepreneurship, philanthropy, and technology and information. 3 credits.

OLCU 625 Selected Topics in Leadership

Prerequisite: Dean approval.

This course examines contemporary issues and recent theoretical and practical advances related to organizational leadership. The course offers opportunity to explore and develop competencies essential to organizational leadership. Topics vary. Courses that examine different topics may be repeated for up to six credits. Not all selected topics may be offered at all sites or in all sessions. 1-3 credits.

OLCU 626 Dynamics of Public and Nonprofit Leadership

This course exposes students to the fundamentals of leadership necessary for exceptional performance in nonprofit, voluntary, and non-governmental organizations (NGOs). Communications skills are developed in assessing constituency needs, interfacing with governmental and private organizations and other nonprofits, and negotiating the varying aims of stakeholders. Principled strategies for mobilizing volunteers are addressed. 3 credits.

OLCU 630 Leadership Lives in Film

This course provides a framework for students to observe examples of leadership in classic and contemporary films that are based upon true stories as the medium for an in-depth exploration of leadership. By comparing students' observations of leadership concepts in the films to the leadership literature, as well as to real world experiences, the course builds upon the basic concepts of leadership to investigate more complex and theoretical aspects of contemporary leadership theory. Examples of leadership will be analyzed to create an awareness of how leadership impacts goal behaviors and productivity. Not offered 2024-2025. 3 credits.

OLCU 632 Leadership and Innovation

In this class students will learn how to bring additional value to the local and global marketplace by reflecting on and cultivating their creativity and innovation skills. Students will bring intent, research and analysis to their creative thinking skills to create opportunities as well as mitigate risks. As a result students will leverage their problem solving and collaboration skills and apply that new knowledge across an array of industries, and stakeholders, to include customers and suppliers. 3 credits.

OLCU 641 Leadership in Military Communication

This course of study focuses on foundation and application principles of various forms of communication necessary for military leaders in field and garrison environments. Writing, listening and speaking, to include presentation skills, are the communication cornerstones in this course. (Designed for transfer of military coursework only.) 3 credits.

OLCU 643 Military Operations Leadership

Students study and apply military operations principles and theory. Primary emphasis is placed on standard operational procedures for planning, conduct and evaluation of military operations in a variety of military scenarios. (Designed for transfer of military coursework only.) 3 credits.

OLCU 650 Introduction to Diversity, Equity, and Inclusion for Leaders

In this course, students will explore the barriers and potential solutions to creating and supporting solutions applicable in organizations and communities. Topics will range in theories and research on how to foster diversity into the applied practice of inclusion. Students will learn about the critical issues involved in framing, designing, and implementing inclusion initiatives in organizations and supporting individuals to develop competencies for inclusion. This course is, designed to be a hands-on resource, provides case studies and illustrations to show how diversity and inclusion operate in a variety of settings, effectively highlighting the practices needed to benefit from diversity. 3 credits.

OLCU 651 Racial Literacy and Social Justice: Theory and Practice for Leaders

This course is designed to build a foundation for creating racially aware practices through the application of social justice and leadership theory. Students will examine the intersection of leadership, racial literacy, and social justice, and analyze the complex ways that injustice can manifest in organizations. 3 credits.

OLCU 652 Examining Social Inequality, Privilege and, Equity

This course introduces students to understanding inequality, privilege, and equity. Students will develop greater self-awareness and analyze how their multiple identities, or 'intersections' impact and influence their ideology and behavior. Students will also learn to effectively engage others through multiple levels- individual/intrapersonal, intergroup, organizational, cultural, and societal. Students will explore structural/ social inequalities, and privilege and incorporate these lenses into their interactions within organizations and social systems. 3 credits.

OLCU 653 Creating an Inclusive Climate: Advocacy Strategies for Leaders

This course focuses on the identification and application of advocacy strategies that create inclusive climates in organizations and communities. Throughout this course, students will identify and create action steps needed to make inclusive decisions, create change policies, and oversee the equitable distribution of organizational resources. 3 credits.

OLCU 681 Leadership Capstone Seminar

Prerequisite: Completion of the following core classes is required, OLCU 600, 601, 613, 615 and 650.

This capstone course provides students the opportunity to showcase their understanding of the core concepts and theories of the program by developing an integrative application project. This course aims to enhance students' ability to synthesize and merge the knowledge gained throughout the program, allowing them to apply it to practical organizational scenarios. Graded on a Pass/No Pass basis. 3 credits.

OLCU 699 Independent Research in Organizational Leadership

Prerequisite: Approval of instructor and Dean.

Supervised independent study or research on a special topic related to organizational leadership. 1-3 credits.

Philosophy (PHLU)

PHLU 104 Introduction to Ethics

This course surveys questions and issues that arise in the field of ethics, along with the moral theories that address them. Students will reflect upon consequential, duty-based, virtue-based, and care-based theories of morality. They will evaluate the strengths and weaknesses of these theories independently and as they apply to contemporary moral problems, such as abortion, torture, the death penalty, euthanasia, sexual morality, drug policy, and animal rights. Students will not only become familiar with the field of ethics, but they will also sharpen their abilities to think critically about complex moral issues, while forming responses and critiquing ethical positions from their own perspectives. 3 credits.

PHLU 304 Multicultural Ethics

An inquiry into the promises and perils of a multicultural society. Main topics include ethical theory from international perspectives, the nature of prejudice, and the culture wars. 3 credits.

PHLU 329 Experimental Topics in Philosophy

An examination of selected topics in philosophy relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

PHLU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

Political Science (POSU)

POSU 110 Introduction to American Politics

Students master the basic concepts and analytical methods used by political scientists in their attempts to address these questions: What are the fundamental components of the national government of the United States? How do they transform citizen opinion, interest group pressures, and economic imperatives into social policy? This course satisfies the State of California Credential requirement in American History and Government. 3 credits.

POSU 329 Experimental Topics in Political Science

An examination of selected topics in Political Science relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

POSU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper-division students. 1-3 credits.

Psychology (PSYU)

PSYU 101 Introduction to Psychology

Introduction to the processes, principles, and problems and applications of psychology. Topics include the brain and nervous system, sensation and perception, consciousness, learning and memory, personality, social psychology and psychopathology. 3 credits.

PSYU 110 Developmental Psychology: Life Span

This course focuses on the cognitive, emotion, physical, environmental, genetic, and social aspects of human development from birth to death. Students will learn the major psychological perspectives and theories of human development from prenatal development and birth, infancy, early childhood, middle and late childhood, adolescence, and early adulthood to middle and late adulthood. Students explore topics such as family, heredity, race, ethnicity, gender, sex, and religion that form an overview of how human beings change over the course of their lifespan. This course is only offered through the School of Extended Education. 3 credits.

PSYU 301 Scientific Writing in Behavioral Social Sciences

This course introduces students to effective writing skills in the field of social and behavioral sciences. Emphasis will be placed on scholarly scientific writing, American Psychological Association (APA) format, summarizing current research findings in written form, and critical analysis of research. 3 credits.

PSYU 304 Research Methods for the Behavioral Sciences

Prerequisites: PSYU 101, MATU 203, PSYU 301 (or equivalent).

May be taken concurrently with MATU 203. This course is an introduction to the principles and procedures involved in behavioral sciences research, including the scientific method and its application to psychological inquiry, methods used in research, APA standards, and ethics. Students will learn how to create a research proposal. 3 credits.

PSYU 306 Critical Thinking

In this course, students will reflect on their own critical thinking skills and apply them to challenges in the field of psychology and everyday life. They will analyze ways of thinking, perceiving, and feeling that can influence behavior and impede or support sound judgment and decision making. Students will demonstrate their ability to use well-reasoned evidence to argue multiple perspectives and propose solutions to complex and controversial issues in psychology. 3 credits.

PSYU 310 Psychology of Learning

This course provides a survey of major perspectives and theories of human learning and their importance historically as well as in current practice. Students will explore and evaluate learning paradigms and research methods and apply them to real world situations, such as child rearing, education, and psychotherapy. 3 credits.

PSYU 317 Cognitive Psychology

This course will introduce students to cognitive psychology as a sub-discipline within the field of psychology that focuses on how individuals sense and perceive the world around them. Students will examine the mental structures and cognitive processes involved in sensation, perception, attention, memory, learning, language, problem-solving, information-processing, and decision-making involved in everyday life. 3 credits.

PSYU 320 Human Development across the Lifespan

This course covers physical, cognitive and psychosocial development from conception through old age. Death and dying are also addressed. Research and theories related to the entire life span are reviewed. 3 credits.

PSYU 322 Theories of Personality

This course provides an evaluative review of the major theories of personality, emphasizing the structure, dynamics, behavior and development of the normal and abnormal personality. Theories include Freudian, neo-Freudian, cognitive, somatic, social learning, and humanistic explanations for individual differences. 3 credits.

PSYU 323 Child Development

This course covers physical, cognitive and psychosocial development from conception to adolescence. This course provides theoretical and applied aspects of development, integrating real world challenges faced by children, parents, and individuals working with children. 3 credits.

PSYU 324 Adolescence

This course presents the major theoretical models of adolescent development and biological maturation, while addressing the issues of identity, peers, family, school, sexuality, morality, substance abuse and psychological problems. The historical nature of adolescent experience is contrasted with the experience of today's teenager. 3 credits.

PSYU 328 Abnormal Psychology

A systematic study of emotional disturbance and the major classifications of mental illness from the perspective of symptoms/behaviors, etiology, diagnosis and treatment. 3 credits.

PSYU 333 Physiological Psychology

Prerequisite: PSYU 101.

An investigation of the relationship between brain and behavior. Students will study the structure and function of the nervous system, including the biological bases of psychopathology and normal function. 3 credits.

PSYU 336 Social Psychology

Discussion and analysis of the relationship between culture, group life, social structure, and human behavior; emphasis upon the dialogue between the individual and the social collective. Topics include group behavior, attitudes, stereotypes, nonverbal communication, health psychology, aggression, social perceptions, relationships and helping behavior. 3 credits.

PSYU 351 History and Systems of Psychology

Discussion and evaluation of psychology's historical roots and the influences and the people that have contributed to its present form. 3 credits.

PSYU 355 Media Psychology

In this course, students will consider the interrelationship between media and psychology. They will examine the effects of various forms of media (such as social media, television, and music) on human behavior and cognition. They will also consider how human thought and behavior affect individual and group use and consumption of media. Students will have an opportunity to apply media psychology theories, concepts, and methods to real world situations. 3 credits.

PSYU 398 Pediatric Neuropsychology

This course provides an introduction to the field of pediatric neuropsychology and the study of childhood developmental, neurological, and congenital diseases. Biological, environmental, psychological, and developmental variables that affect neurobehavioral outcomes will be addressed. This course offers an overview of common central nervous system disorders of childhood including neurocognitive disease and developmental disorders. Additional topics of discussion include assessment and treatment of genetic and metabolic disorders, structural brain disorders, and traumatic injury to the brain. Professional, cultural, and ethical considerations in pediatric neuropsychology will be explored. 3 credits.

PSYU 418 Community Mental Health

Community mental health agencies play an essential role in providing mental health services to the un-served and underserved populations. This course provides an overview of emerging issues in mental health counseling, environmental challenges, and current approaches to comprehensive treatment and support services. Students will examine the foundations of community mental health counseling, the people served, and the history and current state of public and private systems of care. Students will also apply theories to community mental health and the Recovery Oriented Care model. 3 credits.

PSYU 421 Cross-Cultural Psychology

This course is designed to examine individual psychological functioning across and within various cultures to include the impact of culture on: temperament or personality, concept of self, gender, health, emotions, language, enculturation, the developmental processes of culture, cultural influence on abnormal psychology, organizational cultures, and cross cultural comparisons in research. Students will gain a wider appreciation of culture and begin to identify how culture is a part of our everyday experience. 3 credits.

PSYU 428 Introduction to Clinical Psychology

Overview of the profession and practice of clinical psychology. The course will survey the field's history, clinical training, assessment procedures, therapeutic interventions, research approaches, ethical and legal issues, areas of specialization (i.e. forensic, behavioral medicine and child), and current issues and trends. 3 credits.

PSYU 432 Introduction to Psychological Measurement

Prerequisite: MATU 203.

This course serves as an introduction to the principles and procedures involved in psychological measurement. Emphasis will be placed on concepts of test construction, standardization, validity, and reliability as applied to a wide range of psychological instruments of intelligence, interests, values, and personality. In addition to discussion of theoretical concepts, students will learn about the history of psychological testing and how theories, principles and concepts are both used in psychometric assessment and applied in educational, clinical and employment settings. 3 credits.

PSYU 437 Spirituality and Mental Health

A systematic study of the participation of religion and spiritual practices in the cultural construction of mental health, illness, diagnosis, and treatment. The course will present various models of consciousness and examine the reductionist, humanistic, dualistic, and monistic paradigms for mental health. Psychosomatic effects of spiritual systems and practices such as Shignon, Buddhism, Taoism, Vedanta, Yoga, Zen etc., will be analyzed in the context of the emerging reform in counseling and community mental health. 3 credits.

PSYU 450 Introduction to Counseling

An introduction and overview of professional counseling. Selected theories will be evaluated briefly and methods of their application to specialties such as group, family, marriage, child chemical dependence and crisis intervention will be emphasized. Attention will be given to specific communicative skills in counseling, to ethical and legal issues and to strategies for counselor self-care. 3 credits.

PSYU 455 Family Systems and Dynamics

An exploration of a variety of theoretical orientations in the study of family systems. The theoretical foundations of such approaches to family counseling as structural, strategic, transgenerational, experiential and behavioral are studied. 3 credits.

PSYU 460 Introduction to Career Development

This course provides a comprehensive overview of the foundations, theories, and applications for career planning and management. Students will build effective techniques in career counseling; engage in self-assessment of interests, values, and skills; examine steps in career decision making; and take contextual perspectives when working with others from diverse backgrounds and situations. Students will also consider perspectives about work-life integration when formulating career plans. 3 credits.

PSYU 462 Personnel Psychology

In this course, students will study the application of psychological theory, research, and practice to personnel selection, performance management, and employee training. Students will consider the influence of environmental, organizational, legal, ethical and individual factors influencing and impacting workplace and employee effectiveness. 3 credits.

PSYU 464 Applied Behavioral Analysis

This course focuses on applied behavioral analysis, which is based on the belief that human behavior, no matter how questionable, can be explained. Students will learn about behavioral principles and their application to a wide range of societal situations. They will explore how behavior is developed and how to identify, evaluate, and measure behavioral transformation. Students will also learn how the use of reinforcement and punishment influence an individual's motivation to alter an identified behavior and examine the ethical practices imbedded in the application of behavioral analysis. 3 credits.

PSYU 466 Preferred Behavior Enhancement

The purpose of this course is to learn how to evaluate behavioral patterns and apply standardized strategies to help shape, change, or eliminate undesired identified behaviors. Students will consider the history of behavior modification and explore principles that govern the act of modifying behavior. Topics include practical methodologies, such as observation and record keeping, which assist in identification of changeable behavior and development of a modification plan. 3 credits.

PSYU 468 Case Management

In this course, students will explore case management skills in the field of human services, with an emphasis in psychology. Essential topics include ethics and professional responsibilities, standards of best practice, communication, cultural values, and conflict clarification. Additionally, students will study assessment, treatment planning, documentation, supervision and consultation, among other important topics. 3 credits.

PSYU 470 Psychology of Aging

This course will explore mental health issues as they relate to the geriatric population. Topics may include but are not limited to: Common psychological disorders of aging, substance abuse in the elderly, suicide risk, sexual issues, psychological issues related to end of life, effects of elder abuse, and ageism and stigma. 3 credits.

PSYU 471 Issues in Aging

This course examines interaction of physical, psychological, emotional, socio-economic, and environmental factors affecting older adults. Gerontological issues related to mental health of the elderly will be examined. Topics include ageism, quality of life, health and wellness, retirement planning, community support programs, end of life issues, and predictors of successful aging. 3 credits.

PSYU 472 Health Care and Aging

This course will provide an overview of physical and psychological changes in the aging process during and after middle age. The course will focus on personal strategies and social support programs to promote successful aging, as well as programs that are in place for support when health, psychological, and social problems occur. Governmental public health policies and their impact on diverse populations will be addressed. 3 credits.

PSYU 473 Social Aspects of Aging

This course will explore social aspects and constructs that affect, and are affected by, the experience of aging. Topics may include but are not limited to: Dimensions of aging, aging research, social constructions of aging, aging and family/romantic relationships, work and retirement, social/political policies related to aging, and gender differences related to aging. Students will explore societal myths about aging and the elderly. 3 credits.

PSYU 480 Psychology Capstone

Prerequisites: PSYU 101; PSYU 301; and Senior standing in psychology major or approval of the instructor.

This course is designed to provide a capstone experience for the undergraduate psychology degree. Students will create a personal reflection focusing on purpose, future goals, strengths and weaknesses, values, and opportunities and challenges. Students will use critical and creative thinking to explore global issues and apply psychological theory and research. 3 credits.

PSYU 481 Industrial/Organizational Psychology

This course discusses the application of psychological methods and techniques to understand, evaluate, and maximize human behavior in the workplace. Topics will include, but are not limited to individual characteristics, job analysis, selection procedures, counterproductive work behaviors, performance measurement, teams, motivation, and leadership. 3 credits.

PSYU 496 Survey of Forensic Psychology

This course introduces the student to the complex field of forensic psychology. The course focuses upon how the law has affected the practice of psychology, psychological research on legal issues and processes, and the functioning of psychology in a legal environment. The student will learn fundamental distinctions between psychology and law in areas such as epistemology, behavioral causation, methodology, criteria, principles, and expert approach to data. Numerous landmark cases will be reviewed that demonstrate the psychologist's role as expert witness, consultant, and amicus curiae. Special sections will focus upon the law in mental health practice as well as assessment of simulation and deception. 3 credits.

PSYU 499 Independent Study

Prerequisites: Approval of instructor, academic advisor, and Dean.

Supervised independent study or research on a special problem or in a selected area of psychology. Open to junior and senior psychology majors who have a 3.0 GPA. A student may take a maximum of six credits. 1-3 credits.

PSYU 502 History and Foundations of Therapeutic Practices

In this course, students will explore the history of therapeutic practices and the conceptual foundation of systems therapy. Through a critical lens, students will examine the stages of therapy and the basic skills required of therapists. In addition, they will demonstrate the acquired knowledge of applying clinical decisions to clinical situations. 3 credits.

PSYU 506 Ethical & Professional Issues

This course examines ethical, legal, and professional issues governing the practice of therapy. Depending upon the student's state of residence, ethical and legal responsibilities and liabilities will vary. Students will learn to apply ethical decision-making skills to resolving conflicts, practicing appropriate boundaries, and assuring that confidentiality is maintained. Students will learn how to apply the AAMFT Code of Ethics in the development of their clinical identity. The course is designed to facilitate the development of ethical competencies for clinical practice including applying the AAMFT Code of Ethics, understanding legal responsibilities, and considering how therapist vulnerabilities may lead to compromises in ethical decision making. 3 credits.

PSYU 510 Psychopathology & Diagnosis

This course is designed to provide students with an advanced understanding of current practices and methods of psychopathology and diagnosis. Students will take an evidence-based approach to understanding the etiology, diagnostic features, diagnosis, differential diagnosis, and treatment implications of clinical syndromes. Students will examine psychopathology from a biopsychosocial, theoretical, and ethnocultural perspective in addition to becoming educated on issues of ethical practice related to diagnosis and treatment of clinical syndromes. 3 credits.

PSYU 512 Family Therapy Theories and Techniques: A Modern Emphasis

This advanced graduate marriage and family therapy course is designed to study the major systemic theoretical approaches linked to marriage and family therapy. Cybernetics family systems theory and therapy is emphasized. In addition, students will study several clinical models including Structural, Strategic, and Experiential Family Therapy and focus toward integration of these approaches in the conduct of therapy as a marriage and family therapist. 3 credits.

PSYU 514 Couples Therapy

Students in this course will explore the constitution of marriage and the family. They will examine clinical models of marital or couples therapy along with the therapeutic process and specific theoretical interventions. Students will evaluate important contemporary issues such as relational interaction patterns, conflict, rupture of the relationship and domestic violence. They will develop an understanding of how societal factors influence the establishment of marriage and family. In addition, students will analyze and critique theories used in clinical settings to work with couples and families. 3 credits.

PSYU 516 Assessment and Treatment of Substance Abuse

An overview of current theoretical and clinical approaches to the etiology, diagnosis and treatment of substance abuse and other addictive disorders. Students review current research and program design from a clinical perspective with the goal of increasing clinical skills in assessing and treating addictive disorders with individuals and/or families. Students address their own internal biases when working with this population group. Students also address ethical and cultural considerations when working with this population. 3 credits.

PSYU 518 Child/Adolescent Psychopathology and Child Abuse Reporting

This course provides a comprehensive exploration of the theories, techniques, and practical applications involved in assessing, diagnosing and treatment of childhood and adolescent disorders as well as clinical needs. Students learn and apply therapeutic interventions for children and adolescents with a developmentally sensitive lens. Throughout the course, students will critically analyze various theoretical frameworks including play therapy, psychodynamic, cognitive-behavioral, family systems, and humanistic approaches, considering their relevance and applicability to therapeutic work with young clients and their families. Further, students will learn about child abuse and mandating reporting laws. 3 credits.

PSYU 520 Advanced Individual Therapy I

In this course, students will learn evidence-based treatment approaches and demonstrate their understanding of working with individuals from a systemic/relational perspective. They will demonstrate their ability to conduct case conceptualizations, treatment planning and managing crises that can arise in therapy. Students will also show their ability to examine peer reviewed research and articulate how this research can inform assessment and clinical interventions. 3 credits.

PSYU 521 Advanced Individual Therapy II

Prerequisite: PSYU 520.

This course is a continuation of Advanced Individual Therapy I. In this course students will continue to hone skills in individual counseling and will learn techniques from evidence-based/empirically supported individual therapies. Covered therapies may include but are not limited to Acceptance and Commitment Therapy, Interpersonal Therapy, and Dialectical Behavior Therapy. Other therapies may also be covered at the instructor's discretion. Students will also learn to determine which techniques/therapies to employ based on clinical judgment and client characteristics and problems/diagnoses. 3 credits.

PSYU 522 Individual and Family Development

This course explores the developing individual within the context of the family system and the change that occurs in family systems over time. Students will examine theories and research pertaining to how individuals and families change throughout the lifespan. The course analyzes the relationship between basic needs and the biological, emotional, mental, cultural and social well-being of individuals and families within systems. 3 credits.

PSYU 524 Clinical Issues in Human Diversity

An advanced therapy course with the study of multicultural counseling, emphasizing respect for the diversity of human beings, particularly in matters of race/ethnicity, gender, socioeconomic status, religion/spirituality, sexual orientation, disability, and more. This course analyzes the cultural constructions of mental health along with barriers to systemic/relational counseling services by non-majority groups. It seeks to deconstruct the sociohistorical implications of power, privilege, and oppression. Students will be challenged to consider their unique social location identity with the deliberate exploration of intersectionality aimed at increasing student competence in anti-racist practices. 3 credits.

PSYU 526 Family Therapy Theories and Techniques: A Postmodern Emphasis

Prerequisite: PSYU 512.

This course provides an advanced exploration of family systems theories. Students will explore theories and techniques of family therapy from a postmodern perspective. Topics include in-depth study of major postmodern models such as Collaborative Language System, Narrative Therapy, and Solution-Focused Therapy, as well as the contemporary model Emotionally Focused Family Therapy. Additionally, students will demonstrate understanding by applying the concepts to clinical vignettes and treatment plans. 3 credits.

PSYU 528 Research and Bibliographic Methods

This course provides an overview of research methods and techniques that are used in explaining human behavior. The class will focus on understanding, interpreting, and evaluating research, applying evidence-based practice research to therapy, and practicing research skills that are applicable in a therapeutic setting. 3 credits.

PSYU 530 Theory and Practice of Group Therapy

This course applies varying pedagogical methodologies (didactic and experiential) to introduce students to intricate and dynamic therapeutic practices utilized in group therapy. With a deliberate focus on group development, students will learn how to create and maintain a supportive therapeutic environment that fosters the clinical growth of clients. Students will learn how multiculturalism, the roles and behaviors of group members, and group leadership styles and approaches influence the group process. In addition, students will demonstrate their ability to identify and account for legal and ethical issues while applying theory-specific interventions. 3 credits.

PSYU 534 Clinical Assessment

Prerequisite: PSYU 510.

This course addresses the theory, development, and application of assessment in a multicultural society. Utilizing a relational/systemic philosophy, students will explore fundamentals of psychological assessment for individuals, couples, and families. Topics include test construction as well as selection, interviewing, and interpretation of instruments commonly used in the assessment of therapy. Students will become familiar with a wide variety of assessment instruments and procedures including those used to assess personality, behavior, relationships, psychopathology, and risk as an evaluative component of clinical practice in marriage and family therapy. This course also examines ethical and cultural considerations in assessment. 3 credits.

PSYU 536 Psychopharmacology

Prerequisite: PSYU 510.

This course examines the role of the nervous system, metabolic processes, and mechanisms of drug action. Students will explore fundamental concepts of pharmacology, major pharmacological categories of psychotropic drugs, adverse effects, treatment implications, and ethical considerations for mental health professionals. They will also examine the scope and role of clinical practice. 3 credits.

PSYU 538 Gender, Intimacy, and Sexuality

This course prepares students to examine sexual dysfunctions, sexual disorders, and paraphilic disorders. Through the framework of systemic models, they will learn to assess and treat a range of sexual functioning and behavior, from optimal to problematic. Students will explore their own psychosexual development, implicit biases and values when working with diversities in sexual expression and lifestyles. The intersectionality of sexual issues related to sexual orientation and/or gender identity, health/medical factors that may influence sexuality intimacy skills, interpersonal relationships, and family dynamics will also be examined. 3 credits.

PSYU 539 Crisis and Trauma Counseling

This course will address various issues related to crisis and trauma counseling. The effect of trauma on individuals will be analyzed. Crisis theory and responses to crises, emergencies, and disasters will also be discussed. Students will learn assessment and intervention strategies, and multidisciplinary approaches to assisting clients, including those with pre-existing or co-occurring psychological disorders, during times of crisis, emergency, or disaster. 3 credits.

PSYU 542 Community and Environmental Mental Health

The primary focus of this course is on the accessibility of mental health services by underserved populations and disenfranchised communities. Students will be exposed to community mental health agencies' general framework and the services provided, such as multidisciplinary care, case management, therapeutic services, and inpatient and outpatient care. Students will explore challenges specifically related to mental health disorders within diverse populations. In addition, environmental stressors and their negative impacts on mental health will be reviewed. Students will be introduced to interventions that model best practices, such as the recovery paradigm of treatment, which is relevant across the domain of community mental health. 3 credits.

PSYU 545 Transition to Work and Career

This course is designed to provide an understanding of theories and models of career development. The course also addresses special issues concerning legal and ethical standards in career development, multicultural issues and the role of assessment in career counseling. Students will learn how to apply methods of career counseling and interventions through the use of clinical cases and within their own career development process. 3 credits.

PSYU 601 Family Development

This course is designed to present a historical and current epistemology of family. Familial structures will be explored along with philosophical ideas that support the notion of family as a social construction. Students will analyze the different forms of family and will closely examine the interpersonal interactive behavioral patterns that members of a family exhibit. 3 credits.

PSYU 603 Foundation of Systemic Practices

This course will explore the foundational structure of clinical systemic processes and underpinning assumptions. Students will analyze communication patterns uncovering covert messaging while assessing overt messages. Through examining traditional and contemporary familial interactive pattern of behaviors, students will critique the role of communication, power, and gender as they relate to the systemic paradigm. 3 credits.

PSYU 605 Family Dynamics: Marriage and the Family

This course will explore the historical and current social construction of marriage and the family. Students will evaluate important contemporary issues in families such as marital patterns and behaviors, marital strife and resolution behaviors, normal family stressors, and family crises (e.g. economic uncertainty, divorce, remarriage, substance abuse, death). Students will develop understanding of societal factors that influence the construct of the family. As a result, they will analyze and critique theories used in clinical settings to assist families in reaching their desired level of functionality. 3 credits.

PSYU 660 MFT Practicum I: A Systemic Lens of the Developing Therapist

Prerequisites: Successful completion of PSYU 502, 506, 510, 512, 514, 516, 518, and 520; completion of advancement to candidacy; and permission of Psychology Field Director or Assistant Field Director.

MFT Practicum I is an experiential course for the developing therapist-trainee. Students will review the American Association of Marriage and Family Therapy code of ethics and apply it in the clinical setting. As part of the development process of the novice therapist, the focus will be on acquiring and practicing basic therapeutic skills from the systemic lens. Students will provide recordings (audio or video) of their live clinical cases in order to demonstrate the application of clinical skills in the beginning stages of therapy. In addition, students will engage in the exploration of self-of-the-therapist. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

PSYU 661 MFT Practicum II: Contextualizing the Content of Therapy

Prerequisite: PSYU 660.

MFT Practicum II is designed for therapist-trainees to demonstrate their ability to clinically conceptualize cases from a systemic perspective. Students will demonstrate their ability to conduct comprehensive clinical assessments including identification and management of crisis-related issues. Students will focus on developing clinical assessments, treatment plans, and the ability to contextualize the content of therapy using clinically relevant documentation and progress notes. Students will also provide evidence of their clinical skills developed through the presentation of recorded (audio or video) clinical sessions. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

PSYU 662 MFT Practicum III: Exploring the Therapeutic Process

Prerequisite: PSYU 661.

MFT Practicum III is designed for therapist-trainees to utilize diagnostic assessment tools to conceptualize a clinical diagnosis and prognosis in the beginning and middle stages of treatment. Students will use objective measures in addition to the clinical assessment of clients' symptomology/impairments to formulate a diagnosis. Students are required to demonstrate their knowledge of diagnosis and treatment planning by completing a case synopsis presentation and submitting recorded (audio or video) clinical sessions. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

PSYU 663 MFT Practicum IV: Theoretical Application and Capstone 1**Prerequisite:** PSYU 662.

MFT Practicum IV will provide therapist-trainees the opportunity to implement acquired theoretical knowledge and skills in the clinical setting. This course will focus on assisting students in developing clinical hypotheses, identifying and applying theories of choice and demonstrating an understanding of the application of different theoretical orientations. Students will conceptualize a treatment plan based on theories, rooted in a systemic perspective that includes beginning, middle, and end stages of treatment. This course is an introduction to the capstone paper process, and students are required to begin writing the capstone paper while in this class. Students will be required to present a recorded (audio or video) clinical case demonstrating specific therapeutic interventions based on theoretical orientations. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

PSYU 664 MFT Practicum V: Social Context and Capstone 2**Prerequisite:** PSYU 663.

Practicum V will focus on therapist-trainees' ability to demonstrate knowledge of community mental health and client-centered advocacy. Students will engage in discussions reflecting on social contextual factors while demonstrating cultural humility and creating a safe space for clients to share their lived experiences. As a final project, students will collaborate with classmates to create a community resource manual to provide referrals to diverse and vulnerable populations. Students will complete their Capstone Case Study paper to demonstrate mastery of advanced clinical skills and competencies acquired throughout the program. Practicum courses are to be taken consecutively. In addition, students will be required to present a recorded (audio or video) clinical case demonstrating the application of their clinical skills. Graded pass/no pass. 1.5 credits.

PSYU 665 MFT Practicum VI: Beyond the Classroom and Capstone 3**Prerequisite:** PSYU 664.

MFT practicum VI is the final practicum course for therapists in training. Students will demonstrate their ability to integrate clinical knowledge and skills acquired within their program through the submission of the Capstone Case Study paper. Students will demonstrate mastery of advanced clinical skills, application of systemic/relational therapeutic interventions, and competencies acquired throughout the program. They will synthesize concepts related to self-of-therapist by identifying the impact of their social location and environmental challenges when working with units of treatment, including vulnerable populations and communities. In this course, students will meet all practicum requirements and present a visual presentation of their Capstone Case study. In addition, students will be required to present a recorded (audio or video) clinical case demonstrating the application of their clinical skills. Practicum courses are to be taken consecutively. Graded pass/no pass. 1.5 credits.

PSYU 688 Practicum I**Prerequisites:** Candidacy standing in the MA Psychology or MA PCC degree program, full time faculty/practicum instructor approval, and permission of associate dean/designee.

This course will provide a clinical and experiential learning opportunity for students. At a student's identified clinical site, they will be required to use multiple learned theoretical modalities to help clients move from a place of challenge to a place of functionality while under close clinical supervision. Students are also required to share their learned and observed experiences in a growth fostered environment (practicum class) guided by faculty on a weekly occurrence while working to complete the clinical hours required by the student's emphasis. In addition, the practicum course is graded on a pass/no pass basis, and practicum courses are to be taken consecutively. 3 credits.

PSYU 689 Practicum II**Prerequisites:** Completion of Practicum I (PSYU 688).

This course will provide a clinical and experiential learning opportunity for students. At a student's identified clinical site, they will be required to use multiple learned theoretical modalities to help clients move from a place of challenge to a place of functionality while under close clinical supervision. Students are required to demonstrate their ability to conceptualize a case by completing a case synopsis presentation. Students are also required to share their learned and observed experiences in a growth fostered environment (practicum class) guided by faculty on a weekly occurrence while working to complete the clinical hours required by the student's emphasis. In addition, the practicum course is graded on a pass/no pass basis, and practicum courses are to be taken consecutively. 3 credits.

PSYU 690 Practicum III**Prerequisites:** Completion of Practicum II (PSYU 689).

This course will provide a clinical and experiential learning opportunity for students. At a student's identified clinical site, they will be required to use multiple learned theoretical modalities to help clients move from a place of challenge to a place of functionality while under close clinical supervision. Students are required to complete a Capstone Case Study that demonstrates mastery of advanced clinical skills, application and competencies acquired throughout the program. Students are also required to share their learned and observed experiences in a growth fostered environment (practicum class) guided by faculty on a weekly occurrence while working to complete the clinical hours required by the student's emphasis. In addition, the practicum course is graded on a pass/no pass basis, and practicum courses are to be taken consecutively. 3 credits.

PSYU 695 Psychology Practicum Continuation**Prerequisites:** Enrollment in PSYU 688, PSYU 689, and PSYU 690.

This course allows students to complete the required practicum hours and/or the Capstone Case Study, when either or both have not been completed by the end of the session in which a student is enrolled in the final three-credit course of their practicum course series. Please see Tuition and Fees section of the catalog for the corresponding Graduate Practicum Continuation Fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

PSYU 696 MFT Practicum Continuation

Prerequisites: Enrollment in PSYU 660, PSYU 661, PSYU 662, PSYU 663, PSYU 664, and PSYU 665.

This course allows students to complete the required practicum clinical hours when the hours have not been completed by the end of the session in which a student is enrolled in the final one and a half-credit course of their practicum course series (PSYU 665). Please see Tuition and Fees section of the catalog for the corresponding Graduate Practicum Continuation Fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

PSYU 699 Independent Study

Advanced supervised independent study or research on a special problem or in a selected area. 1-3 credits.

Public Administration (PADU)

PADU 600 Foundations of Public Administration

Historical development of public administration as a field, with a focus on operations and function of administration. Political interactions, management theory, planning, allocation of resources, and decision-making are explored. Not offered 2024-2025. 3 credits.

PADU 607 Public Policy Analysis

Public policy analysis requires a sophisticated understanding of a variety of types of data. Empirical arguments and counterarguments play a central role in policy debates. This course will introduce students to strategies of data collection and principles for critically evaluating data collected by others. Topics include measurement reliability and validity, questionnaire design, sampling, qualitative research methods, and the politics of data in public policy. Not offered 2024-2025. 3 credits.

PADU 608 Governance in the Public Sector

This course examines the elements that support and impede effective governance in the public sector. Additionally, the significance of strong leadership and governance practices is reinforced in the course's discussion of emerging trends and issues in public management and government. Students will explore the critical internal and external environmental factors that influence governance through the study and analysis of best practices within the public sector. Not offered 2024-2025. 3 credits.

PADU 682 Public Administration Professional Practice

Prerequisite: OLCU 501, PADU 600, PADU 607.

This course focuses on public sector leadership issues, roles and responsibilities. Emphasis is placed on identifying solution-oriented practices to contemporary issues through data gathering and analysis. Students will apply public administration best practices and ethical considerations to a community-related problem. Not offered 2024-2025. 3 credits.

Religious Studies (RELU)

RELU 110 Religion and Values

This course is a thematic study of religious values as they come to expression within the Abrahamic traditions (Judaism, Christianity, and Islam). Students explore the basic beliefs and practices of these religions with a view to understanding how each tradition approaches key contemporary ethical issues: the ecological crisis, economic justice, war, capital punishment, abortion, euthanasia, gender, and sexual orientation. 3 credits.

RELU 327 Comparative Religious Cultures

The purpose of this course is to add a deeper understanding of the plurality of representative world religions to the student's evolving cultural literacy. From sectarian-based violence to seemingly innocuous public religious holiday celebrations, it will also map out notable exemplars of the many landmines that can detonate when religions encounter each other and secular entities both geo-politically and in the students' own communities. 3 credits.

RELU 329 Experimental Topics in Religious Studies

An examination of selected topics in religious studies relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

RELU 334 Philosophy of Religion

This course is a philosophical examination and intellectual reflection on the fundamental religious beliefs and concepts of Western theism, explored from a multicultural perspective. The course provides students with an understanding of some central themes and key debates in the philosophy of religion, such as the existence of God, religious and mystical experience, faith and reason, the problem of evil, and life after death. 3 credits.

RELU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

Single Subject (EDSU)

EDSU 530 Theories, Methods, and Materials for Teaching English Learners

Prerequisites: EDUU 510 and 512.

This course focuses on theories, issues, and practices involved in first and second language acquisition and maintenance. It provides an overview of assessment instruments and state policies to identify and place English learners (EL), state-adopted English Language Development (ELD) standards, and teaching strategies to support students' language development. An emphasis is placed on second language acquisition theories, best practices for teaching reading, writing, and language development, as well as integrating students' cultural backgrounds and assets into literacy instruction. Candidates also explore the socio-cultural, legal and political factors influencing language policies and impacting English learners. The culminating assignment for the course involves designing and conducting a tutoring project that demonstrates candidates' proficiency in diagnosing an English learner's language needs in their content-area and developing and implementing a tutoring plan that addresses those needs. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

EDSU 531 Secondary Instructional Strategies for Language/Culturally Diverse Classrooms

Prerequisites: EDUU 510 and 512.

This secondary strategies course builds upon the best practices and principles introduced throughout the Single Subject 2042 Credential program and focuses on 1) the fundamental challenges and responsibilities of designing, organizing, and implementing effective strategies to maximize instructional time for all students in the 12-18 age group, including English learners, gifted students and those with special needs; and 2) the implications for the creation of a positive, safe, caring classroom environment. Emphasis is placed on long-session instructional planning that is aligned with CA state frameworks and content standards and uses a variety of developmentally and ability-appropriate instructional strategies including Specially Designed Academic Instruction in English (SDAIE) and Universal Design for Learning (UDL). The development of multiple assessment measures supports all learners in reaching language and core curriculum benchmarks. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 532 Effective Literacy Instruction for Single Subject Candidates

Prerequisites: EDUU 510.

This course focuses on substantive, research-based content literacy instruction that effectively prepares each candidate to design and provide instruction in reading, writing, listening and speaking, and academic language development. Aligned with state standards, this course prepares candidates to provide literacy instruction to a wide range of students including students with special needs, English learners, and advanced learners. An emphasis is placed on exploring the topic of literacy, determining range, quality, and complexity of informational texts, and learning how to implement pre, during, and post reading strategies. Candidates will also explore strategies to support their students' language and writing development, as well as ways to effectively integrate technology in literacy instruction. The culminating assignment for the course includes designing and conducting a tutoring project that demonstrates candidate's proficiency in diagnosing a student's needs in reading and writing, developing and implementing a tutoring plan that addresses a student's literacy needs. A minimum of 10 hours of fieldwork is required for this course. 3 credits.

EDSU 533 Content Specific Strategies for Single Subjects (Series)

Prerequisite: EDUU 510 and EDUU 512.

Please Note: This course is for California Credential candidates only and does not guarantee that it would meet other state licensure requirements for preparation or competency in a specific subject. 3 credits.

EDSU 533-A Effective English/Language Arts Instruction for Single Subject Candidates

Prerequisites: EDUU 510 and EDUU 512.

No prerequisites are needed if candidates are using this course to obtain a California Single Subject Authorization to be added to a Multiple Subject credential. This course provides candidates an opportunity to examine teaching and learning in English/Language Arts at the secondary level. As candidates examine and explore teaching English/Language Arts, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the Common Core State Standards for English Language Arts, taking an integrated approach to reading, writing and oral language processes. Candidates will have multiple opportunities to learn and practice ways to differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, ones who use non-standard English and students with special needs. Additionally, candidates will design an online mini-unit reflecting mastery of English Language Arts content pedagogy and incorporate multiple measures to assess student progress toward reaching state-adopted English Language Arts standards. Candidates will also create an online learning environment that aligns with the mini-unit and integrates a variety of digital tools to reinforce practical 21st century learning skills for today's students. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-B Effective Instruction in Languages Other Than English for Single Subject Candidates

Prerequisites: EDUU 510 and EDUU 512.

No prerequisites are needed if candidates are using this course to obtain a California Single Subject Authorization to be added to a Multiple Subject credential. The course provides candidates an opportunity to study teaching and learning languages other than English. Candidates will focus on best practices to apply in the multilingual, multi-ethnic, multicultural secondary classroom, which includes English learners and students with special needs. They will design and present selected lessons that are aligned with the California World Language Content Standards and reflect mastery of specific content area pedagogy. Protocols for using multiple measures for assessing student progress and to inform instruction will be presented. Candidates will create a multimedia world languages curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-C Effective Mathematics Instruction for Single Subject Candidates**Prerequisites:** EDUU 510 and EDUU 512.

No prerequisites are needed if candidates are using this course to obtain a California Single Subject Authorization to be added to a Multiple Subject credential. This course provides candidates an opportunity to study teaching and learning in Mathematics at the secondary level. As candidates examine and explore teaching mathematics, they will focus on methods to apply their learning in a multicultural, diverse secondary classroom. Candidates will gain an in-depth understanding of the Common Core State Standards for and Standards for Mathematical Practice. They will design an online mini-unit reflecting mastery of mathematics content pedagogy and incorporating multiple measures to assess student progress toward reaching Californian state-adopted mathematics standards. Candidates will also create an online learning environment that aligns with the mini-unit and integrates a variety of digital tools to reinforce practical 21st century learning skills for today's students. Candidates will explore cross-curricular activities through STEM/STEAM education. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-D Effective History/Social Science Instruction for Single Subject Candidates**Prerequisites:** EDUU 510 and EDUU 512.

No prerequisites are needed if candidates are using this course to obtain a California Single Subject Authorization to be added to a Multiple Subject credential. This course provides candidates an opportunity to study teaching and learning in History/Social Science at the secondary level. As candidates examine and explore teaching history and social science, they will focus on methods to apply their learning in a multicultural, diverse secondary classroom. Candidates will gain an in-depth understanding of the history-social science content standards and frameworks. Candidates will design an online mini unit reflecting mastery of history-social science content pedagogy and incorporating multiple measures to assess student progress toward reaching state-approved history-social science standards and frameworks. Candidates will also create an online learning environment that aligns with the mini unit and integrates a variety of digital tools to reinforce practical 21st century learning skills for today's students. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-E Effective Health Science and Physical Education Instruction for Single Subject Candidates**Prerequisites:** EDUU 510 and EDUU 512.

No prerequisites are needed if candidates are using this course to obtain a California Single Subject Authorization to be added to a Multiple Subject credential. This course provides candidates an opportunity to study teaching and learning in Health Science and Physical Education. As candidates examine and explore teaching Health Science and Physical Education, they will focus on methods to apply their learning in the multilingual, multicultural, diverse secondary classroom. They will design and present selected lessons that are aligned with the California Health Science/Physical Education Content Standards and Frameworks. Additionally, these lessons will reflect mastery of either or both content pedagogies. Also, candidates will learn about the use of multiple measures to assess student progress toward reaching state-adopted standards for Health Science / Physical Education. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Candidates will create a multimedia health or physical education curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-F Effective Science Instruction for Single Subject Candidates**Prerequisites:** EDUU 510 and EDUU 512.

No prerequisites are needed if candidates are using this course to obtain a California Single Subject Authorization to be added to a Multiple Subject credential. This course provides candidates an opportunity to study teaching and learning in science (biology, chemistry, geo-science and physics). As candidates examine and explore teaching science, they will focus on methods to apply their learning in the multilingual, multicultural, diverse, secondary classroom. They will design and present selected lessons that are aligned with the California Science Content Standards and Frameworks and the Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science and Technical Subjects. Additionally, these lessons will reflect mastery of science content pedagogy. Also, candidates will learn about the use of multiple measures to assess student progress toward reaching state-adopted science standards. Protocols for using assessment information to inform instruction will be utilized. Strategies for communicating this assessment information to caregivers in order to improve student performance will be addressed. Candidates will create a multimedia science curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 533-H Effective Music and Visual Arts Instruction for Single Subject Candidates**Prerequisites:** EDUU 510 and EDUU 512.

No prerequisites are needed if candidates are using this course to obtain a California Single Subject Authorization to be added to a Multiple Subject credential. The course provides candidates an opportunity to study teaching and learning in the music and the visual arts content areas. Candidates will focus on best practice in the multilingual, multi-ethnic, multicultural secondary visual and performing arts classroom. They will design selected lessons that are aligned with the California K-12 Visual and Performing Arts Standards and Framework and reflect mastery of music and visual arts pedagogy. Candidates will examine strategies for differentiating instruction based on the needs and strengths of the range of learners in the classroom, including English learners and students with special needs or instructional challenges. Students will create multiple measures of assessment appropriate for music and visual arts to evaluate student progress toward reaching state-adopted standards. Candidates will create a multimedia music or visual arts curriculum presentation and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 534 Preparing 21st Century Learners: A Collaborative and Integrated Approach**Prerequisites:** EDUU 510 and 512.

This course focuses on innovative practices in secondary schools that enhance student engagement and promote the application of learning to real world contexts. Brain based teaching practices appropriate for adolescent learners are examined. Candidates explore 21st Century Skills, compare them to the Common Core State Standards, and develop strategies for incorporating these skills into instruction. Blended and online pedagogical methods are investigated and applied to teaching and assessment of student learning. In addition, various approaches to structuring secondary schools that prepare students for college and careers are explored. As part of the course, candidates collaborate with their peers to design and present a project-based unit of study that integrates multiple content areas and is connected to a career-based theme. Candidates will create a multimedia presentation and flipped video project-based lesson and build an online learning environment to integrate digital tools and learning technologies and implement student learning and assessment. A minimum of 5 hours of fieldwork is required for this course. 3 credits.

EDSU 561-A Initial Intern Clinical Practice- Single Subject English**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 561-B Initial Intern Clinical Practice- Single Subject World Languages**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 561-C Initial Intern Clinical Practice- Single Subject Math**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 561-D Initial Intern Clinical Practice- Single Subject History SS**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 561-E Initial Intern Clinical Practice- Single Subject PE/Health**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 561-F Initial Intern Clinical Practice- Single Subject Science

Prerequisite: Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 561-H Initial Intern Clinical Practice- Single Subject Music/Art

Prerequisite: Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 562-A Final Intern Clinical Practice-Single Subject English

Prerequisite: EDSU 561.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 562-B Final Intern Clinical Practice-Single Subject World Languages

Prerequisite: EDSU 561.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 562-C Final Intern Clinical Practice-Single Subject Math

Prerequisite: EDSU 561.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 562-D Final Intern Clinical Practice-Single Subject History SS

Prerequisite: EDSU 561.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 562-E Final Intern Clinical Practice-Single Subject PE/Health

Prerequisite: EDSU 561.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 562-F Final Intern Clinical Practice-Single Subject Science

Prerequisite: EDSU 561.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 562-H Final Intern Clinical Practice-Single Subject Music/Arts

Prerequisite: EDSU 561.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 563-A Initial Student Teaching- Single Subject English

Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section) including enrollment in the appropriate single subject credential or MAT program.

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom as student teachers and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 563-B Initial Student Teaching- Single Subject World Languages

Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section) including enrollment in the appropriate single subject credential or MAT program.

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom as student teachers and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 563-C Initial Student Teaching- Single Subject Math

Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section) including enrollment in the appropriate single subject credential or MAT program.

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom as student teachers and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 563-D Initial Student Teaching- Single Subject History SS

Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section) including enrollment in the appropriate single subject credential or MAT program.

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom as student teachers and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 563-E Initial Student Teaching- Single Subject PE/Health

Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section) including enrollment in the appropriate single subject credential or MAT program.

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom as student teachers and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 563-F Initial Student Teaching- Single Subject Science

Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section) including enrollment in the appropriate single subject credential or MAT program.

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom as student teachers and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 563-H Initial Student Teaching- Single Subject Music/Arts

Prerequisite: Candidates must meet advancement requirements as stated in the catalog (see Student Teaching section) including enrollment in the appropriate single subject credential or MAT program.

This is the initial clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom as student teachers and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 1. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 564-A Final Student Teaching-Single Subject English

Prerequisite: EDSU 563.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as student teachers, and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 564-B Final Student Teaching-Single Subject World Languages

Prerequisite: EDSU 563.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as student teachers, and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 564-C Final Student Teaching-Single Subject Math

Prerequisite: EDSU 563.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as student teachers, and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 564-D Final Student Teaching-Single Subject History SS**Prerequisite:** EDSU 563.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as student teachers, and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 564-E Final Student Teaching-Single Subject PE/Health**Prerequisite:** EDSU 563.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as student teachers, and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 564-F Final Student Teaching-Single Subject Science**Prerequisite:** EDSU 563.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as student teachers, and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 564-H Final Student Teaching-Single Subject Music/Arts**Prerequisite:** EDSU 563.

This is the final clinical practice course that provides opportunities for candidates to apply knowledge and skills acquired during coursework to their classroom, as student teachers, and analyze their performance based on the Teaching Performance Expectations (TPEs). The course also prepares candidates to complete the California Teaching Performance Assessment (CalTPA) Cycle 2. Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 4.5 credits.

EDSU 590-A Supported Teaching I: Secondary School**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDSU 590-B Supported Teaching I: Secondary School**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDSU 590-C Supported Teaching I: Secondary School**Prerequisite:** Candidates must be in the appropriate single subject credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDSU 590-D Supported Teaching I: Secondary School**Co-requisite:** EDUU 558.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDSU 590-E Supported Teaching I: Secondary School

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDSU 590-F Supported Teaching I: Secondary School**Co-requisite:** EDUU 559.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDSU 591 Supported Teaching II: Secondary School**Prerequisite:** EDSU 590 A, B, C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDSU 591-A Supported Teaching II: Secondary School

Prerequisite: EDSU 590-A, EDSU-590-B, and/or EDSU 590-C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDSU 591-B Supported Teaching II: Secondary School

Prerequisite: EDSU 590-D, EDSU-590-E, and/or EDSU 590-F.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their secondary classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDSU 592 Directed Teaching I: Secondary School

Prerequisites: Candidates must be in the appropriate single subject credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 544.

In Directed Teaching I, candidates are placed with a master teacher for one full term (full school days) in a secondary classroom. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDSU 593 Directed Teaching II: Secondary School

Prerequisites: EDSU 592, EDUU 544.

Co-requisite: EDUU 545.

In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different grade level than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

Social Science (SSCU)

SSCU 100 Mapping Justice, Designing Geospatial Tools for Social Change

Mapping Justice teaches students how to create geospatial tools for positive community change, using Geographic Information Systems (GIS) to promote equity within their community. In the course, students focus on civic engagement and geospatial data analytics, as well as diverse GIS skills to promote community engagement. This course is only offered through the School of Extended Education. 3 credits.

SSCU 300 Spatial Social Sciences Introduction: Policy and Action

As the foundational course for the Spatial Social Sciences major, SSCU 300 introduces students to a variety of concepts including transliteracy, the ability to communicate in a variety of cultural and professional settings. Students will learn the value of interdisciplinary approaches, importance of transliteracy including data literacy, spatial literacy, environmental literacy, technological literacy, and cultural literacy. Also, students will study the overarching connection between research, solid data analysis and policy creation. 3 credits.

SSCU 303 Social Scientific Perspectives on Media and Culture

This course presents a social scientific view of communications, culture and media. Students will explore how people access, consume, and actively use media based upon their culture and society. They will also examine how trends in media impact sociocultural communications and the resulting societal effects, such as social change. 3 credits.

SSCU 317 Quantitative Methods and Social Statistics

This course provides students with an introduction to quantitative research methods and statistics in applied Social Science research settings. Students will design a survey, collect primary and secondary data, and interpret and evaluate quantitative and spatial data using critical thinking. Students will then apply the use of data and statistics for real-world decision-making and policy. 3 credits.

SSCU 329 Experimental Topics in Social Science

An examination of selected topics in Social Science relevant to evolving areas in the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided that the course content is different each time. 3 credits.

SSCU 380 Interpreting Data: Predictions, Patterns, and Communication

In this course, students will examine and analyze a variety of data that runs the gamut from online purchases to the amount of time spent engaging in social media to favorite flavors of chocolate in different cultures. They will focus on the power, interpretation, and influence of data. Topics include privacy concerns, access to data, regulation, data mining, and the relationship between data, technology, and society. Students will complete a project in which they communicate the meaning of data effectively. 3 credits.

SSCU 383 Spatial Social Sciences Communications and Visualization

This course addresses how to spatially visualize and communicate data across a variety of careers, communities, and cultures. Using spatial, qualitative, and quantitative data, students will practice visual, written, and oral data-driven communications. They will demonstrate effective spatial storytelling using GIS within public, private and nonprofit environments. 3 credits.

SSCU 494 Social Science Capstone

Prerequisites: SOCU 301 and senior standing.

This course presents students with the opportunity to demonstrate how to apply research skills to societal issues. Students build on skills and knowledge throughout the course as they engage in developing a research project. By the end of the course, students will demonstrate their abilities to define and analyze a problem, construct a research project, employ multiple research methods, and effectively communicate project results. 3 credits.

SSCU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 3 credits.

Social Work (SOWK)

SOWK 300 Social Work Foundations

This course introduces perspective social work students to basic foundational concepts and methods of the social work profession. Students will examine the historical foundations and current context of social work. The course will analyze the different factors and perspectives such as social justice, poverty and populations that are at risk. Areas of professional social work services will be evaluated such as family and children's services, mental health, health care, aging and the criminal justice system. Future social work challenges and trends will be assessed. 3 credits.

SOWK 302 Interview and Assessment Skills in Social Work

Prerequisite or Corequisite SOWK 300.

This course introduces students to basic interview and assessment skills utilized in social work. Students will practice interpersonal communication skills, assessment strategies, and explore the dynamics of the helping relationship. Students will examine social and cultural influences, theories, and diversity issues related to the interview and assessment process. Students will evaluate communication and assessment skills used in the interview and assessment process. 3 credits.

SOWK 303 Diversity and Justice in a Global Society

Prerequisite or Corequisite SOWK 300.

This course will focus on diverse populations in American society and on an international level. We will examine ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice. 3 credits.

SOWK 304 Social Welfare

Prerequisite or Corequisite SOWK 300.

This course examines social welfare issues from an historical perspective. Students are introduced to the origins of the welfare state, the development of the social welfare system, and the evolution of the social work profession. Social welfare issues, such as poverty, discrimination, employment, and criminal justice, are explored in terms of their social, ideological, political, and economic context. Particular emphasis is given to oppressed and vulnerable populations and the role of social workers as advocates in addressing social welfare issues. 3 credits.

SOWK 306 Human Behavior and the Social Environment I: Infancy, Childhood, and Adolescence

Prerequisite or Corequisite SOWK 300.

This course is the first of a two-course sequence on the interaction of human behavior and the social environment across the lifespan. Students will examine interdisciplinary theories of human behavior and evaluate the "goodness-of-fit" between individuals and their environment during early life stages. The role of social workers as advocates for infants, children, and adolescents will also be explored. 3 credits.

SOWK 307 Human Behavior and the Social Environment II: Adulthood & Aging

Prerequisite or Corequisite SOWK 300.

Prerequisite: SOWK 306.

This course is the second of a two-course sequence on the interaction of human behavior and the social environment across the lifespan. Students will examine interdisciplinary theories of human behavior and evaluate the "goodness-of-fit" between individuals and their environment during later life stages. The role of social workers as advocates for adults and the elderly will also be explored. 3 credits.

SOWK 309 Introduction to Social Work Research

This course introduces students to basic research concepts and methods with particular emphasis on the application of research to social work issues. Students examine the process of conducting research and compare different research methodologies to understand social work issues. Social work values and ethics are explored as they apply to conducting research. Diversity and unique populations are considered in the decision of research topics, subjects, and methodologies. Research studies and findings are evaluated as they apply to practice situations. The issue of research-informed practice and practice-informed research is explored. 3 credits.

SOWK 391 Youth At Risk

This course will introduce students to various models, theories, and intervention of children and adolescents considered "at-risk". Topics covered include, but may not be limited to the following: a) socio-cultural factors in defining and influencing behavior; b) psychological models both biological and ecological that interact to shape behavior; c) types of at-risk categories including school dropouts, substance use and addiction, teenage pregnancy, antisocial behavior, delinquency, gangs, school shooters, and youth suicide; and d) specific types of clinical abnormal behavior including anxiety, mood, and impulse control disorders; e) theoretical and practical considerations related to community and school interventions. 3 credits.

SOWK 393 Child Abuse

An introduction to and overview of the phenomena of child abuse as it relates to the helping professional. This class will examine the definition and cause of child abuse from sociological, cultural, and psychological perspectives. The legal and child welfare systems will be studied in addition to treatment and prevention aspects of the child abuse issue. 3 credits.

SOWK 405 Military Social Work

The purpose of this course is to understand the military culture within which military families function, the stressors such as deployment that they navigate, and the diversity of military family structures and how a range of diversity filters can impact the military family and military culture. The different military contexts (i.e., active duty, guard/reserve, veteran) are explored. Ethical issues for working in this environment are considered. Theory-based and research-informed strategies to intervene with military families are reviewed. Military family policies are examined and critiqued. Family life cycle interactions with the military demands are discussed. Students completing this course will have a more in-depth understanding of and ability to work with the military and the military families that are a vital part of society. 3 credits.

SOWK 408 International Social Work

This course introduces the major concepts, theories, and issues of international social work practice. The history, values, ethics, and practice of social work are discussed in a global context that examines the role of the social work profession on an international level. Students will explore issues of human rights, sustainability, community building, and development as they apply a social work perspective to international social work issues at the individual, group, and societal level while considering the role of social workers as advocates in a global society. 3 credits.

SOWK 418 Social Policy

Prerequisite: SOWK 304.

This course examines the nature and impact of social welfare policies and the role of social workers in influencing social policy. Students will analyze the developmental stages of social policy- from identifying need to implementation, and consider the social, political, and economic context of policy development. The role of ideology in social policy and the impact of policies on individuals, groups, and society will be addressed, with particular attention given to oppressed and vulnerable populations. Students will analyze social policies in the areas of homelessness, poverty, mental health, discrimination, and others. 3 credits.

SOWK 421 Social Work Practice: Individuals and Families

Prerequisite: SOWK 302.

This course introduces students to a conceptual framework and a core set of interpersonal helping skills for generalist practice with individuals, families, groups, and communities. This course focuses on the common knowledge, values, and skills which underlie social work practice with diverse client systems in diverse practice settings and community contexts. 3 credits.

SOWK 422 Social Work Practice: Groups

Prerequisite: SOWK 302.

This course complements the knowledge, values, and skill base found in Social Work Practice: Individual & Families. It is focused on micro assessment and intervention skills, as well as covering the steps of the problem solving process in working with groups. The class focuses on the dynamics of task and process groups. Students learn how to apply a systematic approach to the development, implementation, termination, and evaluation of groups. 3 credits.

SOWK 423 Social Work Practice: Organizations and Communities

Prerequisite: SOWK 302.

This course presents the basics of professional generalist social work practice as it has developed in response to the needs of multiple member systems and communities. Included are methods of practice used to mobilize people to collective action to solve their own problems, form ongoing organizations that enhance their power to meet their own needs, and develop resources where none exist. Emphasis is on work with diverse human populations and the importance of evaluation in practice. The systems perspective is used as an integrating theme throughout. 3 credits.

SOWK 440 Social Work Case Management

This course introduces students to the knowledge and skills needed for effective generalist case management practice. Students will explore case management with a variety of populations, including children and families, veterans, older adults, and homeless. They will address case management across multiple service delivery settings, such as mental health, substance abuse, corrections, and vocational rehabilitation. Students will consider the roles and responsibilities of case managers through case studies, interviews with case managers, and reviews of current research. Students will apply the National Association of Social Workers (NASW) Case Management Standards in case studies and in their own professional growth and development. 3 credits.

SOWK 441 Social Work with Latino Populations: Language Skills and Culture

Prerequisite: SOWK 302.

This course prepares students to use Spanish language skills to serve the Latino population in a social work setting. Students will apply Spanish language vocabulary and social work terminology to interactions with Spanish speaking clients. They will consider the diverse needs and cultures of Spanish speakers, identify high risk issues within the Latino population, and confront myths and stereotypes. Students will also apply social work skills, including engagement, assessment, intervention, and evaluation, to work with Spanish speaking populations. While Spanish language fluency is not required, some Spanish language familiarity is helpful. 3 credits.

SOWK 442 Technology in Social Work

In this course, students will explore the impact of technology in social work and the applicable professional standards. Students will practice the skills needed when utilizing technology in the social work profession. Topics include the ethical use of technology, confidentiality, social media, boundaries and consent. Students will consider the use of telehealth as well as electronic applications to support therapeutic service delivery. They will also evaluate the benefits and potential risks of using various types of technology when interacting with clients, and they will demonstrate skills needed when utilizing technology in the social work profession. 3 credits.

SOWK 443 Trauma-Informed Social Work Practice

In this course, students will identify the various types of trauma and their effects on individuals, families, groups, organizations, and communities. Students will also examine the potential effects of vicarious trauma when working with clients. They will learn about and apply the five principles of trauma-informed practice to social work modalities, such as case management and group work. Students will evaluate trauma-responsive and culturally-informed interventions. They will also explore and demonstrate self-care strategies to mitigate the effects of secondary traumatic stress, vicarious trauma, and compassion fatigue. 3 credits.

SOWK 445 Drug and Alcohol Treatment in Social Work

This course introduces the major theories, issues, and treatment approaches related to drug and alcohol abuse. Students examine perspectives on the causes, effects, context, and unique treatment needs of different populations. An historical and multicultural perspective is introduced to examine the origins and social context of substance use and abuse. The role of social work and social workers in addressing drug and alcohol issues is explored as well as societal attitudes and policy approaches to this issue. A social work perspective is applied to understanding and responding to the issues of drug and alcohol use, abuse, and consequences for individuals, families, and societies. 3 credits.

SOWK 482 Social Work with Older Adults

This course introduces students to age-specific issues involved in assessing and providing services to older adults in social work. Students review physical, psycho-social, and cultural characteristics of aging men and women. They also evaluate assessment and service-delivery strategies and models designed for diverse client populations. Students will study aging from a person-in-environment approach that examines the characteristics of aging as well as attitudes towards aging, societal responses to meeting the needs of older adults, and the role of social workers as advocates for older adults. 3 credits.

SOWK 493 Social Work Practicum Seminar I

Prerequisite: Successful completion of any nine courses (core requirements and/or electives) in the BA in Social Work major, including SOWK 300, 302, 303, 304, 306, 307, and 421; completion of readiness review with the Social Work Field Director, and permission of Field Director.

Students may take SOWK 493 only during the following sessions: Fall-I, Fall-II, Summer-I, Summer-II. This is a required course in the BA in Social Work program and serves as a capstone experience in the program. The course comprises a university-based seminar component and an agency-based field component, which complement each other. Students must participate in a seminar course to be in field practicum. The field practicum and the integrating seminar enable students to integrate knowledge acquired across the social work curriculum with practice in an agency. Through analysis in the seminar of their experiences in the field, students' understanding of previously learned material is deepened and further knowledge acquired. Required readings provide additional content on specific practice topics addressed in the seminar. Practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 494 Social Work Practicum Seminar II

Prerequisite: Successful completion of any nine courses (core requirements and/or electives) in the BA in Social Work major, including SOWK 300, 302, 303, 304, 306, 307, and 421; successful completion of SOWK 493.

This is a required course in the BA in Social Work program and serves as a capstone experience in the program. The course comprises a university-based seminar component and an agency-based field component, which complement each other. Students must participate in a seminar course to be in field practicum. The field practicum and the integrating seminar enable students to integrate knowledge acquired across the social work curriculum with practice in an agency. Through analysis in the seminar of their experiences in the field, students' understanding of previously learned material is deepened and further knowledge acquired. Required readings provide additional content on specific practice topics addressed in the seminar. Practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 495 Social Work Practicum Seminar III

Prerequisite: Successful completion of any nine courses (core requirements and/or electives) in the BA in Social Work major, including SOWK 300, 302, 303, 304, 306, 307, and 421; successful completion of SOWK 494.

This is a required course in the BA in Social Work program, and serves as a capstone experience in the program. The course comprises a university-based seminar component and an agency-based field component, which complement each other. Students must participate in a seminar course to be in field practicum. The field practicum and the integrating seminar enable students to integrate knowledge acquired across the social work curriculum with practice in an agency. Through analysis in the seminar of their experiences in the field, students' understanding of previously learned material is deepened and further knowledge acquired. Required readings provide additional content on specific practice topics addressed in the seminar. Practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 497 Social Work Undergraduate Practicum Continuation

Prerequisites: Enrollment in SOWK 493, SOWK 494, and SOWK 495.

This course allows students to complete the required 400 practicum hours, when the hours have not been completed by the end of the session in which a student is enrolled in SOWK 495. Please see Tuition and Fees section of the catalog for the corresponding Undergraduate Practicum Continuation Fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

SOWK 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper division students. 1-3 credits.

SOWK 502 Social Work Practice with Individuals and Families

This course will assist students in acquiring a broad repertoire of skills and knowledge for beginning, generalist, social work practice. Students will learn about the specific steps in the problem-solving process: engagement, assessment, planning, intervention, evaluation, and termination and follow-up. The course will present a multi-dimensional (Person, Environment, Time), holistic perspective with which to view client issues, building upon the strengths of individuals and families. Course content will include exercises to assist students with understanding themselves and with identifying interpersonal skills in the context of a helping relationship. 3 credits.

SOWK 503 Social Work Practice with Groups, Communities, and Organizations

Prerequisite: SOWK 502.

In this course, students will learn essential knowledge and skills needed to demonstrate ethical and professional behaviors in groups, communities, and organization using a rights-based, anti-racist, and anti-oppressive lens. Students will learn the process of ethical decision-making guided by the National Association Social Workers Code of Ethics. Students will learn that self-care is paramount for competent and ethical social work practice. This course will also challenge students to demonstrate ethical use of technology in social work practice. 3 credits.

SOWK 504 Diversity and Social Justice

This course is a foundation course designed to help students increase their understanding about diversity and difference in social work practice. This course develops students' evaluation of how diversity and difference characterize and shape the human experience concerning identity formation. Theoretical frameworks on diversity and social justice are compared for effective assessment of macro and micro social work issues. Students will analyze intersectionality, societal privilege, and its impact on marginalized populations. 3 credits.

SOWK 507 Social Work Research

This course introduces students to research methods for the purpose of inspiring an appreciation and application of the concepts to social work practice. Students learn to conceptualize research problems, review relevant literature, and critique existing research. Students design a theoretical study on a topic of their choosing. The study proposal teaches students about research design, creating hypotheses, conceptualization and operationalizing variables, sampling, data collection and analysis, limitations in research and how to use findings to inform future research and practice. Students gain an understanding of cultural competence, ethical considerations, and social work values relating research. 3 credits.

SOWK 509 Social Welfare Policy

Social workers use their knowledge and skills to advocate, create, and change policies impacting vulnerable and marginalized populations. In this course, students will examine how engaging in policy practice advances human rights and social, economic and environmental justice. Students will develop advocacy strategies that address inequities in society and result in policy changes. Students will take a future forward approach to incorporate their own professional responsibility into policy practices. 3 credits.

SOWK 511 Human Behavior and the Social Environment I

The purpose of this course is to provide students with the theories needed to understand client social functioning, environment, mental health, and physical health. These domains will provide a set of lenses through which students will learn to critically analyze how people develop and function across a spectrum of micro to macro social systems (e.g., individual, family, social groups, organizations, community, cultural, and temporal) and how these systems can promote or impede health, well-being, and resiliency. Consideration will be given to the influence of diversity, characterized, but not limited to, age, gender, class, race, ethnicity, sexual orientation, disability, and religion. 3 credits.

SOWK 512 Human Behavior and the Social Environment II

This course will prepare students to understand human development across the life span with consideration given to issues of race, ethnicity, gender, sexual orientation, age and social class as they pertain to development. Students will learn about pre-pregnancy and prenatal issues, and development in infancy and early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood. Students will examine the life stages as social, historical, and cultural constructs in addition to addressing micro level processes that shape these age periods. 3 credits.

SOWK 593 Social Work Practicum Seminar I

Prerequisite or Corequisite SOWK 504.

Prerequisites: Completion of SOWK 502 and SOWK 503 with a letter grade of B or higher.

Social Work Practicum Seminar I is the first part of a course series representing the signature pedagogy of social work education. This course is required for all MSW standard program students. The weekly seminar is the university-based complement to the agency-based field course. The joint field practicum and seminar course enables student to integrate knowledge acquired across the social work curriculum within an agency setting. Students apply generalist practice knowledge, skills and values, along with course competencies in practice with vulnerable and diverse populations. Analysis of the field experience in seminar class promotes knowledge acquisition and increases students understanding of previously learned material. Course assignments and supplemental readings provide important content on specific practice topics addressed in seminar. Practicum Courses are to be taken consecutively. Graded pass/no pass. 3 credits.

SOWK 594 Social Work Practicum Seminar II

Prerequisite or Corequisite SOWK 509.

Prerequisites: Completion of SOWK 502 and SOWK 503 with a letter grade of B or higher; Successful completion of SOWK 593 and SOWK 504.

Social Work Practicum Seminar II is the second part of a course series representing the signature pedagogy of social work education. This course is required for all MSW standard program students. The weekly seminar is the university-based complement to the agency-based field course. The joint field practicum and seminar course enables student to integrate knowledge acquired across the social work curriculum within an agency setting. Students continue to apply generalist practice knowledge, skills and values, along with course competencies in practice with vulnerable and diverse populations. On-going analysis of the field experience in seminar class deepens knowledge acquisition and increases students understanding of previously learned material. Course assignments and supplemental readings provide important content on specific practice topics addressed in seminar. Practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 595 Social Work Practicum Seminar III

Prerequisite or Corequisite SOWK 507.

Prerequisites: Completion of SOWK 502 and SOWK 503 with a letter grade of B or higher; Successful completion of SOWK 593 and 594 and SOWK 504 and 509.

Social Work Practicum Seminar III is the final part of a course series representing the signature pedagogy of social work education. This course is required for all MSW standard program students. The weekly seminar is the university-based complement to the agency-based field course. The joint field practicum and seminar course enables student to integrate knowledge acquired across the social work curriculum within an agency setting. Students finalize application of advanced generalist practice knowledge, skills and values, along with course competencies in practice with vulnerable and diverse populations. Evaluation of the field experience is summarized in seminar class to distinguish learned knowledge acquisition and conclude students understanding of previously learned material. Course assignments and supplemental readings provide important content on specific practice topics addressed in seminar. Practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 597 Social Work Practicum Continuation

Prerequisites: SOWK 593, SOWK 594, and SOWK 595.

This course allows students to complete the required 400 practicum hours, when the hours have not been completed by the end of the session in which a student is enrolled in SOWK 595. Please see Tuition and Fees section of the catalog for the corresponding Graduate Practicum Continuation Fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

SOWK 601 Family Violence

Prerequisite: Advanced standing or successful completion of all 500-level core social work courses.

Prerequisite or co-requisite for SOWK 695. This course will focus on the causes, prevalence, treatment, and prevention of violence that individuals may encounter when working with families. It will provide a historical approach to the issue of violence, the various frameworks needed to understand it and the domestic trends that both promote and hinder it. The course will maintain a dual focus on victims and perpetrators of crime and how they interact with social and economic justice issues. The course will assist students to explore the impact of violence on vulnerable groups such as children, women, the elderly, mentally ill, minority groups, and other special populations. Topics will include child maltreatment, domestic violence, courtship violence, and abuse of the elderly and disabled. The course will help students to develop a culturally competent view of the impact of violence upon individuals and families. Students will learn about violence prevention and intervention strategies that may be used in practice, programming, policy, and research. 3 credits.

SOWK 602 Social Work Law and Ethics

Prerequisite: Advanced standing or successful completion of all 500-level core Social Work courses.

This course will prepare students to navigate through the ethical situations social workers encounter in practice. Students develop the necessary skills to assess and manage potential conflicts of interest, ethical dilemmas, cultural differences, and difficult choices related to personal values. Students will also learn social work professional ethical standards, and laws related to the profession of social work. Students will analyze how human rights and social justice, as well as social welfare and services, are mediated by policy implementation at the federal, state, and local levels. 3 credits.

SOWK 603 Social Work and Human Sexuality

Prerequisite: Advanced standing or successful completion of all 500-level core social work courses.

This course will present a multi-dimensional, holistic perspective where students will examine the area of human sexuality. This course will examine the physiological-psychological and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorders. In addition, students will demonstrate insight into personal biases and values. Students will also apply evidence-based, apply knowledge to the areas of sexuality theories, gender and gender identity, sexual orientation, healthy sexual relationships and sexuality across the lifespan, sexual health, and laws, values, and ethics within the area of sexuality. 3 credits.

SOWK 622 Advanced Generalist Practice I

Prerequisite: Advanced standing or successful completion of all 500-level core social work courses.

Prerequisite or co-requisite for SOWK 693. This course offers an overarching ecological strengths-based systems approach that will prepare students for advanced social work generalist practice. Students will integrate research, values, and ethics, apply diversity and difference, examine theoretical foundations, and evaluate policy practice. In addition, students will be challenged to address the advancement of human rights and social, economic, and environmental justice. Students will also obtain training in substance abuse including how to define alcoholism and chemical dependency, medical and legal aspects of substance abuse, examination of theories, treatment approaches, and exploration of community resources. 3 credits.

SOWK 623 Advanced Generalist Practice II

Prerequisites: SOWK 622; and either advanced standing or completion of all 500-level core social work courses.

The purpose of this course is for students to demonstrate advanced generalist practice skills focused on engaging, assessing, and intervening with individuals and families using a systemic therapy lens. This lens will include, but not be limited to, integrating intersectionality theory and contextual issues related to power, privilege, and oppression with client systems. This course also builds upon knowledge gained in SOWK 622 by furthering advanced self-reflection skills and assessing ethics and professional behavior in practice. 3 credits.

SOWK 625 Practice Evaluation

Prerequisite: Advanced standing or successful completion of all 500-level core social work courses.

Prerequisite or co-requisite for SOWK 696. Practice evaluation is an essential part of providing evidence-based service delivery to clients. This course introduces students to single-subject and single-case study design. Students learn the relationship between single-subject research and practice and why it is important to evaluate our work. The elements of research design, basic data analysis techniques and the skills needed to complete a thorough literature review are reviewed as well. Students learn how to work with clients as partners to obtain data for research purposes and how to communicate research results to clients. 3 credits.

SOWK 630 Child Welfare

This course prepares social work students for research- and evidence-based, culturally competent, family-focused, strengths-based, and outcome-oriented child welfare practice. The goal is to familiarize students with the scope and practice of services that are available to help children and families. This course will review the evolution of public child welfare policies and services, the major child welfare federal and state laws, and the theories about the causes, prevention, and treatment of child maltreatment. The focus of this course will be on critical issues facing families in our society including ethnic and cultural issues. This course will explore best practices in the field. 3 credits.

SOWK 631 Social Work Practice with Adolescents

This course will prepare students to conduct social work practice with adolescents. Students will demonstrate understanding of adolescent development, examine theories applied to teenagers, and interpret policy, ethical considerations, and cultural competence skills specifically related to teenagers. Students will develop and recommend assessment, intervention, and evaluation skills that directly apply to the adolescent population with a focus on addressing specific adolescent challenges such as substance abuse, sexual identity issues, risky behavior, sexual behavior, delinquency, and mental health issues. 3 credits.

SOWK 632 Prevention and Intervention in Child Abuse and Neglect

In this course, students will examine the causes and effects of child maltreatment and use this information to understand and develop effective prevention, intervention, and evaluation strategies. Information in this course will include assessment, intervention, and prevention strategies that can be used by social workers in a variety of settings to intervene, treat, and prevent child abuse and neglect. Implications for public policy and the development, provision, funding, and implementation of social programs and services will be presented. 3 credits.

SOWK 650 Crisis Intervention and Trauma Response

This course will provide crucial information for assessing and reacting to various crises involving suicide, homicide, intimate partner violence, sexual violence, sexual abuse, bereavement/grief, substance use, natural disasters, wars, emergency response in the community and in schools, and terrorism. Practical applications and policy implications for various crisis situations will be presented. The crisis task model will be used to process crisis situations, understand crucial information about a crisis, clinical considerations, and practical experiences on every crisis topic. Safety issues, self-care, and wellness will also be examined. 3 credits.

SOWK 651 Social Work Response to Disasters

Vulnerable populations such as children, older adults, and people with disabilities are disproportionately affected by large-scale disasters. This course will address the specific psychosocial needs of vulnerable populations after a disaster and related policy implications. Best practices for crisis intervention with specific populations including children, older adults, people with disabilities, people with mental health issues, and people with substance abuse issues will be discussed. A theoretical foundation for understanding disasters, response systems, common guidelines for preparedness, and basic crisis theory will be presented. 3 credits.

SOWK 652 Military/Veteran (SMVF) Social Work

This course is intended to establish a social work construct regarding military culture, policy, history, tradition, structure, customs, and ethical dilemmas for social workers. Students will learn to contrast cultural nuances between the military community at large and each military branch. Students will differentiate the therapeutic needs of SMVF (Service Members, Veterans, and their Families) populations compared to civilian populations. This course will allow students to develop the necessary knowledge to demonstrate military-specific cultural differences into their assessments, professional practice, and evaluations. 3 credits.

SOWK 653 Social Work Practice with SMVF Populations

This course will examine issues surrounding parenting and relationships in service members, veterans, and their families (SMVF). Military lifecycle issues are examined using a lifespan development model and includes issues such as family stress and resilience and domestic violence. The changing needs of older and aging veterans are explored. Related ethics and ethical issues are enumerated. 3 credits.

SOWK 654 Death, Loss and Grief

In this course students will identify the different types of loss experienced by individuals throughout the life cycle and evaluate evidence-based interventions that social workers can implement to address grief related needs. Issues of cultural diversity and norms, gender, social variation in the grief experience, and developmental life stages are considered. Resilience, growth, and the capacities of individuals and families confronted with loss are also examined. Through readings, discussion, and application of the course material to social work practice situations, students will explore theoretical and practice approaches to understanding and addressing issues related to death, loss, and grief. Policy implications are addressed. 3 credits.

SOWK 655 Substance Abuse

This course prepares social work students to employ techniques for substance abuse prevention, screening, assessment, and treatment, and evaluation of persons with alcohol and other drug-related problems. The impact of substance abuse upon the behavioral, psychosocial, physical, spiritual and social aspects of the individual, family, and community is interpreted. Students will be prepared for the implementation of effective substance abuse interventions, treatment planning, and policy recommendations. 3 credits.

SOWK 656 Sexual Abuse

This course will provide a comprehensive exploration of definitions, scope, and influence of sexual abuse on individuals through a micro, mezzo, and macro lens. This trauma-informed course is designed to prepare students for the assessment, treatment and evaluation of all ranges of sexual abuse in society. Effective practice includes the ability to employ a strength-based perspective in a professional context to address sexual abuse. Current trends in treatment of sexual abuse are investigated along with applicable policy issues. 3 credits.

SOWK 657 Mental Health and Mental Illness

This course is designed to prepare students for working with individuals who are experiencing persistent and severe mental distress. Students will learn how to navigate and diagnose individuals using the most current DSM (Diagnostic and Statistical Manual of Mental Disorders) and understand factors related to diagnostic features, differential diagnosis, and comorbidity. Applying the social work systems perspective and biopsychosocial assessment framework, students will gain an understanding of mental well-being and illness in the context of antiracist practices. This course emphasizes the importance of promoting mental health equity with all individuals regardless of intersecting identities such as culture, class, race, ethnicity, religion, ability, and sexual orientation. 3 credits.

SOWK 658 Healthcare Social Work I: Integrated Health Care Policy and Services

In this course, students explore the specific implications of critical policy issues on evidence-based social work practice in health care settings. Topics include public funding for health care, the development of behavioral health services in the community, and the passage of mental health parity legislation. Students also examine the foundation for social work practice in integrated health including ethical social work practice, models and frameworks for medical social work practice, health care financing and workforce development. This course is part one of a two-course elective sequence in Integrated Health Care. 3 credits.

SOWK 659 Healthcare Social Work II: Social Work Practice in Integrated Health**Prerequisite:** SOWK 658.

In this course, students explore the central contribution of social work to comprehensive health care. They evaluate social work interventions to assess and ameliorate the psychological effects of illness and disability. Students also examine roles for social workers in prevention and health maintenance including case management skills. This course provides information about person-centered health care and evidence-based practices that are essential to integrated health care, such as screening, motivational interviewing, and wellness self-management. This course is part two of a two-course elective sequence in Integrated Health Care. 3 credits.

SOWK 660 Social Work Policy in School Settings

In this course, students will examine the intersection of school social work practice, educational policy and the educational system. Students will apply a school social work perspective to critically analyze educational policy. Topics include ethical and professional behavior; diversity, equity, and inclusion; and collaboration with multidisciplinary professionals within the educational system. Students will analyze how policy impacts academic, social, and emotional success of children and adolescents. 3 credits.

SOWK 661 Social Work Practice in School Settings

In this course, students will explore strategies to provide service to academically, socially, and emotionally diverse students within a school setting. Students will apply data analysis skills to examine qualitative and quantitative data to determine appropriate school-based interventions and practices. Students will practice engagement, assessment, intervention, and evaluation skills from a school social work perspective. Students will obtain the knowledge and skills to deliver services in a multi-tiered system that requires collaboration with multidisciplinary professionals within an educational setting. 3 credits.

SOWK 662 Child and Family Policy

This course will prepare students to use an evidence-based approach to define, examine, and evaluate complex policies regarding children and families. Students will closely inspect how policy impacts practice with children, families, and communities. In this course, students will explore federal policies for children, adolescents, and families. Topics will include diversity, health care, mental health, education, poverty, child protection, delinquency, and homelessness. Students will also be challenged to evaluate effectiveness of current children and family policies. 3 credits.

SOWK 663 Social Work Management and Leadership

In this course, students will explore leadership and management theories to enhance social work practice in health and human service organizations and other social work settings. This course prepares students to understand their own sources of leadership, as well as evidence-based management practices to effectively respond to organizations' current challenges and opportunities. Students will learn about executive leadership in social work, resource management practices, and strategic management. They will also demonstrate administrative skills for organizational growth and success and examine community collaboration. 3 credits.

SOWK 664 Psychopathology and Clinical Practice

This course provides an overview of mental health assessment and diagnostic tools, including the Diagnostic Statistical Manual, and touches on treatment strategies and techniques. Students will examine the relationship between the biological, psychological, social, environmental, and cultural influences that impact mental health from an ecological context. The course emphasizes variations in the assessment process and access to treatment for populations at social and economic risk. In addition, students analyze the political and social implications of mental health in relation to social work values and ethics. 3 credits.

SOWK 693 Advanced Social Work Practicum Seminar I**Prerequisite or Corequisite** SOWK 622.

Prerequisites: Advanced Standing status or successful completion of all 500-level MSW required courses; successful completion of all advanced fieldwork application requirements listed in the catalog; and permission of Director of Field or MSW Assistant Director of Field Education. Students may take SOWK 693 only during the following sessions: Fall-I, Spring-I, Summer-I.

MSW students complete their field placement practicum at social service agencies within their geographic area. Advanced Social Work Practicum Seminar I is the first part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. MSW students gather direct practice experience working with diverse populations, and increase opportunities, resources, and capacity for local agencies that provide direct services to vulnerable families and communities. Advanced practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 694 Advanced Social Work Practicum Seminar II**Prerequisite or Corequisite** SOWK 623.

Prerequisites: Advanced Standing status or completion of all 500-level MSW required courses; successful completion of SOWK 693; and approval to continue advanced social work practicum seminar by the Director of Field or MSW Assistant Director of Field Education.

Advanced Social Work Practicum Seminar II is the second part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. In this course, students continue to work at their field placement site, and continue to demonstrate advanced practice related skills. MSW students demonstrate enhanced direct practice experience working with diverse populations, and increase opportunities, resources, and capacity for local agencies that provide direct services to vulnerable families and communities. Advanced practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 695 Advanced Social Work Practicum Seminar III

Prerequisite or Corequisite SOWK 601.

Prerequisites: Advanced Standing status or completion of all 500-level MSW required courses; successful completion of SOWK 693 and SOWK 694; and approval to continue advanced social work practicum seminar by the Director of Field or MSW Assistant Director of Field Education.

Advanced Social Work Practicum Seminar III is the third part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. In this course, students continue work at their fieldwork site, and demonstrate competency of practice related skills learned during prior fieldwork courses. MSW students continue to synthesize direct practice experience working with diverse populations, and increase opportunities, resources, and capacity for local agencies that provide direct services to vulnerable families and communities. Advanced practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 696 Advanced Social Work Practicum Seminar IV

Prerequisite or Corequisite SOWK 625.

Prerequisites: Advanced Standing status or completion of all 500-level MSW required courses; successful completion of SOWK 693, SOWK 694 and SOWK 695; and approval to continue advanced social work practicum seminar by the Director of Field or MSW Assistant Director of Field Education.

Advanced Field Practicum Seminar IV is the final part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. In this course, students finalize work at their fieldwork site, and demonstrate mastery of advanced practice skills learned throughout the fieldwork experience. MSW students demonstrate competency in direct practice experience working with diverse populations, and increase opportunities, resources, and capacity for local agencies that provide direct services to vulnerable families and communities. Advanced practicum courses are to be taken consecutively. Graded pass/no-pass. 3 credits.

SOWK 697 Social Work Advanced Practicum Continuation

Prerequisites: SOWK 693, SOWK 694, SOWK 695, SOWK 696.

This course allows students to complete the required 600 advanced practicum hours, when the hours have not been completed by the end of the session in which a student is enrolled in SOWK 696. Please see Tuition and Fees section of the catalog for the corresponding Graduate Practicum Continuation Fee. This course is graded on a pass/no-pass basis. This course may be repeated. 0 credits.

SOWK 699 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Advanced supervised independent study or research on a special problem or in a selected area. Online only. 1-3 credits.

Sociology (SOCU)

SOCU 101 Introduction to Sociology

Students examine the basic concepts, principles, and findings of sociology: addressing the nature of human social relations from simple, face-to-face relationships, through formal organizations, to whole societies. Students also analyze how social patterns are created, how they become organized and established, and how they change. 3 credits.

SOCU 301 Social Research Design

Learn how sociologists carry out investigations of social life. Students will learn how to design and conduct surveys, experiments, and do participant observation. Equal attention will be given to the needs of students as consumers of social research, trying to make sense out of daily reports on sociological findings in newspapers, television, and magazines. 3 credits.

SOCU 329 Experimental Topics in Sociology

An examination of selected topics in sociology relevant to evolving areas of importance to the field. Syllabi must be approved by the Dean and announced to the Curriculum and Academic Committee prior to being offered. May be repeated for credit provided the course content is different. 3 credits.

SOCU 350 Human Diversity

This course examines the significance of race, class, gender, and sexuality in personal identity formation as well as in the formation of U.S. social institutions, systems, and structures. Students will consider how race, class, gender, and sexuality intersect in their own lives and which social institutions can best address the systems and structures of inequality they and others have encountered as a result. Students will also discuss the role of social institutions in social change. 3 credits.

SOCU 401 Sociology of Social Conflict, Analysis, and Resolution

Social conflict is evident in the news each day. For many of us it is a part of our personal experiences and daily lives. This course focuses on the analysis of conflict from an interdisciplinary perspective. What is conflict? How do we develop and change our identities, attitudes, emotions, and behavior regarding conflict? How do these processes vary across social groups? To answer these questions, this class will present a variety of ways that third parties and organizations intervene in an attempt to de-escalate conflict. Theories of conflict, methods of conflict management, and an examination of case studies and historical interventions will provide the student with tools for analysis of conflicts in his or her personal life and on the international front. Through simulations, role-playing and skills-training, each student will experience the basic concepts, principles, and methods of conflict resolution. Towards the end of this upper division course, the student should be able to map out and analyze conflict situations, using theoretical concepts and frameworks. 3 credits.

SOCU 415 Sociology of Organizations and Institutions

How and why are organizations created? What are their purposes? How does the need for organizational survival come to supersede whatever human purposes lay at its origins? Course will look at organizations through numerous metaphors: as machines, as organisms, as antipoetic systems, etc. 3 credits.

SOCU 416 Sociology of Health Care

This course presents health care as a dynamic social and political institution. Students will learn to analyze the U.S. healthcare system from a sociological perspective, recognizing the social inequalities and stratification involved in all aspects of the system. These aspects include: societal definitions of health, illness, and health care; the social distribution of illness; access to health care; current health care crises; and proposed health care policies. Students will also compare the U.S. health care system to health care systems in other nations. 3 credits.

SOCU 420 Sociology of Deviant Behavior

This course examines why societies label behavior deviant and explores the distinction between behaviors considered "socially unacceptable" and those considered "criminal." Theories of deviance, as well as the amount, distribution and patterns of deviance are considered. Discussions may also include political influence, social change, and selected types of deviant activity. 3 credits.

SOCU 436 Globalization and Social Change

This course presents the history and meaning of globalization for various social institutions: the economy, politics, media, religion, and social justice. Students will pay special attention to social and political inequalities and change. The course also addresses the impact of globalization on local, everyday events as well as the impact of local institutions on global events. Students will hypothesize future trends in globalization and also propose solutions to social problems resulting from those trends. 3 credits.

SOCU 448 Social Inequality/Stratification

Inequality among members of the American and international community. Theoretical emphasis on class, racial/ethnic, occupational, age, and sexual inequality. Students examine the social/structural bases of inequality and theories to explain the creation of systems and ideologies of subordination. 3 credits.

SOCU 484 Social Theory

How is society possible? How does society change? How are social, political, and economic power distributed? This course addresses these questions through the critical study of theories written by classical and contemporary social theorists, including Karl Marx, Emile Durkheim, and Max Weber, as well as more recent structural-functionalist theorists, post-structural theorists, black theorists, feminist theorists and intersectional feminist theorists. Students will apply social theories to current events and practical workplace issues. 3 credits.

SOCU 499 Independent Study

Prerequisites: Instructor's approval and approval of petition.

Directed reading and/or research designed to meet specific needs of superior upper-division students. 1-3 credits.

Spanish (SPNU)

SPNU 100 Survival Spanish: Culture and Language for Healthcare Professionals

This course is designed to provide basic Spanish communication skills and an understanding of Latino culture for Health Professionals. Students will explore the history and culture of the monolingual Latino population. They will also learn and practice necessary language skills to communicate with Spanish speaking clients in the health care environment about health-related issues. No previous Spanish language experience is required. 3 credits.

SPNU 101 Elementary Spanish I

Students develop basic communicative competence in the four skills of listening, speaking, reading, and writing needed in social situations. Appreciation of the uniqueness of Hispanic and Latino culture. (Not offered in 2024-2025) 3 credits.

SPNU 120 Spanish for Educators

This course is designed to provide educators with basic knowledge about the Latino culture, Spanish vocabulary and phrases necessary to communicate with parents and students on a very basic level. Students will explore the culture of the monolingual Latino population. They will also learn and practice necessary language skills to communicate with Spanish speaking students and parents. No previous Spanish language experience is required. 3 credits.

Special Education Student Teaching (EDTU)

EDTU 550 Student Teaching I: Mild to Moderate Support Needs

Prerequisites: Candidates must be in the appropriate mild to moderate support needs special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 576.

In Student Teaching I candidates are placed with a master teacher in a mild to moderate support needs classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 551 Student Teaching II: Mild to Moderate Support Needs

Prerequisite: EDTU 550 Candidates must be in the appropriate mild to moderate support needs special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 577.

In Student Teaching II candidates are placed with a master teacher in a mild to moderate support needs classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 552 Student Teaching I: Extensive Support Needs

Prerequisites: Candidates must be in the appropriate extensive support needs special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 576.

In Student Teaching I candidates are placed with a master teacher in an extensive support needs classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 553 Student Teaching II: Extensive Support Needs

Prerequisite: EDTU 552.

Co-requisite: EDUU 577.

Candidates must be in the appropriate extensive support needs special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section). In Student Teaching II candidates are placed with a master teacher in an extensive support needs classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 554 Student Teaching I: Early Childhood Special Education

Prerequisites: Candidates must be in the appropriate early childhood special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 576.

In Directed Teaching I candidates are placed with a master teacher or service provider in an early childhood special education setting with infants, toddlers, pre-school, or kindergarten age children identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 555 Student Teaching II: Early Childhood Special Education

Prerequisite: EDTU 554 Candidates must be in the appropriate early childhood special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 577.

In Directed Teaching II candidates are placed with a master teacher or service provider in an early childhood special education setting with infants, toddlers, pre-school, or kindergarten age children identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 560-A Supported Teaching I: Early Childhood Special Education

Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-B Supported Teaching I: Early Childhood Special Education

Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-C Supported Teaching I: Early Childhood Special Education

Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-D Supported Teaching I: Early Childhood Special Education

Co-requisite: EDUU 558.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-E Supported Teaching I: Early Childhood Special Education

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 560-F Supported Teaching I: Early Childhood Special Education

Co-requisite: EDUU 559.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 561-A Supported Teaching II: Early Childhood Special Education

Prerequisite: EDTU 560-A, EDTU-560-B, and/or EDTU 590-C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 561-B Supported Teaching II: Early Childhood Special Education

Prerequisite: EDTU 560-D, EDTU-560-E, and/or EDTU 590-E.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants and toddlers or preschool age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 565-A Supported Teaching I: Mild to Moderate Support Needs (Interns Only)

Prerequisite: Candidates must be in the appropriate mild to moderate support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

Co-requisite: EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild to moderate support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 565-B Supported Teaching I: Mild to Moderate Support Needs (Interns Only)

Prerequisite: Candidates must be in the appropriate mild to moderate support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

Co-Requisite: EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild to moderate support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 565-C Supported Teaching I: Mild to Moderate Support Needs (Interns Only)

Prerequisite: Candidates must be in the appropriate mild to moderate support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

Co-Requisite: EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild to moderate support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 565-D Supported Teaching I: Mild to Moderate Support Needs (Advanced Interns Only)

Co-requisite: EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild to moderate support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 565-E Supported Teaching I: Mild to Moderate Support Needs (Advanced Interns Only)**Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild to moderate support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 565-F Supported Teaching I: Mild to Moderate Support Needs (Advanced Interns Only)**Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild to moderate support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 566-A Supported Teaching II: Mild to Moderate Support Needs (Interns Only)**Prerequisite:** EDTU 565-A-B, and/or EDTU 565-C.**Co-Requisite:** EDUU 581.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 566-B Supported Teaching II: Mild to Moderate Support Needs (Advanced Interns Only)**Prerequisite:** EDTU 565-D-E and/or EDTU 565-F.**Co-requisite:** EDUU 591.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their mild to moderate support needs classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 567-A Supported Teaching I: Extensive Support Needs (Interns Only)

Prerequisite: Candidates must be in the appropriate extensive support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

Co-Requisite: EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 567-B Supported Teaching I: Extensive Support Needs (Interns Only)

Prerequisite: Candidates must be in the appropriate extensive support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

Co-Requisite: EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 567-C Supported Teaching I: Extensive Support Needs (Interns Only)

Prerequisite: Candidates must be in the appropriate extensive support needs education specialist credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

Co-Requisite: EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classroom as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 567-D Supported Teaching I: Extensive Support Needs (Advanced interns Only)**Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their extensive support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 567-E Supported Teaching I: Extensive Support Needs (Advanced interns Only)**Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their extensive support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 567-F Supported Teaching I: Extensive Support Needs (Advanced interns Only)**Co-requisite:** EDUU 590.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their extensive support needs classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 568-A Supported Teaching II: Extensive Support Needs (Interns Only)

Prerequisite: EDTU 567-A, EDTU 567-B and/or EDTU 567-C.

Co-Requisite: EDUU 581.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classroom as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 568-B Supported Teaching II: Extensive Support Needs (Advanced Interns Only)

Prerequisite: EDTU 565-D, EDTU 565-E and/or EDTU 565-F.

Co-requisite: EDUU 591.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their extensive support needs classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-A Support Teaching I: Mild/Moderate

Prerequisite: Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-B Support Teaching I: Mild/Moderate

Prerequisite: Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-C Support Teaching I: Mild/Moderate

Prerequisite: Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-D Supported Teaching I: Mild/Moderate

Co-requisite: EDUU 558.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-E Supported Teaching I: Mild/Moderate

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 570-F Supported Teaching I: Mild/Moderate

Co-requisite: EDUU 559.

This course provides opportunities for interns to apply advanced knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-A Supported Teaching I: Moderate/Severe

Prerequisite: Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2-3 credits.

EDTU 571-B Supported Teaching I: Moderate/Severe

Prerequisite: Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-C Supported Teaching I: Moderate/Severe

Prerequisite: Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-D Supported Teaching I: Moderate/Severe**Co-requisite:** EDUU 558.

This course provides advanced opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-E Supported Teaching I: Moderate/Severe

This course provides advanced opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 571-F Supported Teaching I: Moderate/Severe**Co-requisite:** EDUU 559.

This course provides advanced opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 572 Directed Teaching I: Mild/Moderate

Prerequisites: Candidates must be in the appropriate mild/moderate special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 544.

In Directed Teaching I candidates are placed with a master teacher in a mild/moderate classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 573 Directed Teaching I: Moderate/Severe

Prerequisite: Candidates must be in the appropriate moderate/severe special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 544.

In Directed Teaching I candidates are placed with a master teacher in a moderate/severe classroom setting for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 575-A Supported Teaching I: Early Childhood Special Education (Interns Only)

Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

Co-Requisite: EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 575-B Supported Teaching I: Early Childhood Special Education (Interns Only)

Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

Co-Requisite: EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 575-C Supported Teaching I: Early Childhood Special Education (Interns Only)

Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet internship admission requirements as stated in the catalog (see Internship Credential Programs section).

Co-Requisite: EDUU 580.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 575-D Supported Teaching I: Early Childhood Special Education (Advanced Interns Only)**Prerequisite:** EDTU 576-A.**Co-Requisite:** EDUU 590.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 575-E Supported Teaching I: Early Childhood Special Education (Advanced Interns Only)**Prerequisite:** EDTU 576-A.**Co-Requisite:** EDUU 590.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 575-F Supported Teaching I: Early Childhood Special Education (Advanced Interns Only)**Prerequisite:** EDTU 576-A.**Co-Requisite:** EDUU 590.

This course provides opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 576-A Supported Teaching II: Early Childhood Special Education (Interns Only)**Prerequisite:** EDTU 575-A-B, and/or EDTU 575-C.**Co-Requisite:** EDUU 581.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 576-B Supported Teaching II: Early Childhood Special Education (Advanced Interns Only)**Prerequisite:** EDTU 575-D-E, and/or EDTU 575-F.**Co-Requisite:** EDUU 591.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their early childhood special education settings with infants, toddlers, pre-school, or kindergarten age children as teachers of record and analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 590-A Supported Teaching II, Mild Moderate**Prerequisite:** EDTU 570-A, EDTU-570-B, and/or EDTU 570-C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 590-B Supported Teaching II, Mild Moderate**Co-requisite:** EDUU 558.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their mild/moderate classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Course may be repeated for credit. Graded on a Pass/No Pass basis. 2 credits.

EDTU 591-A Supported Teaching II, Moderate/Severe**Prerequisite:** EDTU 571-A, EDTU-571-B, and/or EDTU 571-C.

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 591-B Supported Teaching II, Moderate/Severe

This course provides additional opportunities for interns to apply knowledge and skills acquired during coursework to their moderate/severe classrooms as teachers of record and continue to analyze their performance based on the Teaching Performance Expectations (TPEs). Candidates are supported by a district mentor teacher and university supervisor. Graded on a Pass/No Pass basis. 2 credits.

EDTU 592 Directed Teaching II: Mild/Moderate**Prerequisites:** EDTU 572, EDUU 544.**Co-requisite:** EDUU 545.

In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different mild/moderate classroom setting than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3-6 credits.

EDTU 593 Directed Teaching II: Moderate/Severe**Prerequisites:** EDTU 573, EDUU 544.**Co-requisite:** EDUU 545.

In Directed Teaching II candidates are placed with a master teacher for one full term (full school days) in a different moderate/severe classroom setting than in the first Directed Teaching experience. Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 594 Directed Teaching: Early Childhood Special Education (Infants and Toddlers)

Prerequisites: Candidates must be in the appropriate early childhood special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 544.

In Directed Teaching I candidates are placed with a master teacher or service provider in an early childhood special education setting with infants and toddlers identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

EDTU 595 Directed Teaching: Early Childhood Special Education (Preschool)

Prerequisite: Candidates must be in the appropriate early childhood special education credential or MAT program and meet advancement requirements as stated in the catalog (see Student Teaching section).

Co-requisite: EDUU 545.

In Directed Teaching I candidates are placed with a master teacher or service provider in an early childhood special education setting with preschool children identified with special needs for one full term (full school days). Candidates are regularly observed and evaluated by a university supervisor and must successfully demonstrate competency in each of the Teaching Performance Expectation (TPEs). Graded on a Pass/No Pass basis. 3 credits.

COMPETENCY DESCRIPTIONS

Accounting (ACCC)

ACCC 210 Fundamentals of Accounting

Demonstrate an understanding of the fundamentals of accounting.

The Fundamentals of Accounting competency will provide you with a basic understanding of accounting – why it is used and what it is used for. You will develop an understanding of the various goals and functions of accounting, the purpose and function of the four principal financial statements, the pros and cons of the legal forms of business, and the importance of ethics in accounting. 0.6 Credits.

ACCC 215 Accounting Cycle and Transaction Analysis

Demonstrate an understanding of the accounting cycle and the analysis of accounting transactions.

In this competency, you will develop an understanding of the steps of the accounting cycle, practice accounting transactions and understand how they flow through an accounting system. This is the second in a series of eight accounting competencies and should be taken after Fundamentals of Accounting and before Financial Reporting. 0.6 Credits.

ACCC 220 Financial Reporting

Demonstrate an understanding of financial reports and their use by decision-makers.

The Financial Reporting competency focuses on understanding financial reports and how they are used by decision-makers. You'll learn how to read and understand an annual report, how to prepare an income statement and balance sheet, and become familiar with different types of audit reports such as ISO, GAAP, and SOX and what they are used for. This is the third in a series of eight accounting competencies and should be completed after Fundamentals of Accounting and Accounting Cycle & Transaction Analysis. 0.6 Credits.

ACCC 225 Accounting for Working Capital

Demonstrate an understanding of working capital management decisions and issues involving short-term credit and the management and accounting for cash, accounts receivable, and inventory.

The Accounting for Working Capital competency focuses on how companies account for cash, receivables, and inventory - both what they mean and how they are analyzed in order to maximize their return. This is the fifth in a series of eight accounting competencies and should be completed after Fundamentals of Accounting, Accounting Cycle & Transaction Analysis, Financial Reporting, and Accounting for Long-Term Investing and Financing Decisions. 0.6 Credits.

ACCC 230 Accounting for Long-Term Investing and Financing Decisions

Demonstrate how to account for long-term investment and financing decisions.

The Accounting for Long-Term Investing and Financing Decisions competency focuses on how to finance a company over the long-term in order to make informed and, ultimately, successful investment decisions. This is the fourth in a series of eight accounting competencies and should be completed after Fundamentals of Accounting, Accounting Cycle & Transaction Analysis, and Financial Reporting. 0.6 Credits.

ACCC 235 Financial Planning and Control

Demonstrate knowledge and application of the three key steps of financial planning: (1) forecasting the firm's short-term and long-term

financial needs; (2) developing budgets to meet those needs; and (3) establishing financial controls to see if the company is achieving its goals.

The Financial Planning and Control competency focuses on a company's short-term and long-term financing needs based on available financial and operational information. This is the sixth in a series of eight accounting competencies and should be taken after Accounting for Managerial Decisions. 1.5 Credits.

ACCC 240 Accounting for Managerial Decisions

Demonstrate knowledge and application of managerial accounting tools and techniques used in making decisions.

The Accounting for Managerial Decisions competency focuses on knowing how and when to apply managerial accounting tools and techniques to make decisions in a business. This is the seventh in a series of eight accounting competencies and should be completed after Fundamentals of Accounting, Accounting Cycle & Transaction Analysis, Financial Reporting, Accounting for Long-Term Investing and Financing Decisions, Accounting for Working Capital, and Financial Planning and Control. 1.5 Credits.

ACCC 360 Financial Statement Analysis

Analyze the financial performance of a business using financial statement analysis.

This competency focuses on how to analyze and evaluate the financial performance of a business using financial information provided by a company's annual report and related financial statements. You will not only analyze the financial health of an organization, but also make industry comparisons, using techniques such as vertical/common-size analysis, horizontal/trend analysis, and ratio analysis. This is the last in a series of eight accounting competencies and synthesizes the knowledge and skills you have learned from the seven preceding competencies: Fundamentals of Accounting, Accounting Cycle & Transaction Analysis, Financial Reporting, Accounting for Long-Term Investing and Financing Decisions, Accounting for Working Capital, Accounting for Managerial Decisions, and Financial Planning. 3 Credits.

ACCC 605 Accounting for Business Decisions

Analyze and interpret financial data to make business decisions.

Students will learn how to read, analyze and interpret financial accounting data to make informed strategic and tactical business decisions. Topics covered are the construction and reporting of financial statements, forecasting of financial statements, and business/accounting ethics. 3 Credits.

Business Administration (BUSC)

BUSC 300 Implementing and Monitoring Business Plan

Demonstrate the ability to prepare a business plan and evaluate organizational performance.

Capstone competencies are an educational best practice in undergraduate programs. Successfully completing the capstone competency will require you to demonstrate mastery over each of the concepts learned throughout the undergraduate program. The main focus of the capstone project is to develop a fully functional business plan that can be used in a real-world setting. 1.5 Credits.

BUSC 305 Managerial Economics

Apply macroeconomic and microeconomic theories in making economic business decisions in forecasting.

Managerial economics applies the concepts of macroeconomics and microeconomics within organizational settings. It takes the key concepts from these subject areas and provides managers the tools to make effective and optimal business decisions. Specifically, this competency provides an understanding of the six steps of managerial decision making, marginal analysis, and forecasting. 1.5 Credits.

BUSC 600 Leadership and Business Operations

Examine the impact of core business functions essential to organizational decision making.

In order to be an effective organizational leader in our dynamic 21st century, it's important to understand each of the major operating units within an organization. This course will provide insight into the impacts of each of these core business functions and how leaders should make operational decisions. This competency will also provide decision-making frameworks to assess organizational opportunities and challenges; as well as, learn and implement strategies to address these complex business challenges. 3 Credits.

BUSC 610 Data Analysis for Decision Making

Utilize various statistical methods to analyze data for improved decision-making.

During the course, students will learn to perform foundational statistical methods for collecting, describing and analyzing data. Application of statistical methods to problem-solving and decision-making scenarios is also an important aspect of this course. Specific course topics include: data collection; describing data; probability; sampling; hypothesis testing; linear and multiple regression analyses; and business analytics. Students will be tasked to rethink events and assumptions through available data, apply different statistical methods on datasets and design a project for management decision-making through data analysis. 3 Credits.

BUSC 621 Economic Analysis

Apply economic research and analysis to global and contemporary issues to better understand the business climate.

Economic theory is used to analyze supply and demand, firm behavior, market structure, competitive behavior, government regulation, and the global and domestic environment facing the firm. Topics include marginal analysis and elasticity, money supply, and international trade. 3 Credits.

BUSC 683 Strategic Project Management

Create a strategic project management plan that aligns with the organizational mission.

Strategic project management is the process of managing complex project outcomes through a combination of business strategy and project management techniques that align the project to the organizational mission. In this competency, you will learn how to support their organization's business strategy not just with traditional time, budget and performance metrics, but with an expanded approach as a strategic management tool. 3 Credits.

BUSC 689 Strategic Business Operations Capstone

Create a project plan for improving organizational operations based on diverse perspectives, data and information analysis, collaborative relationships, and global challenges.

In this competency, students will evaluate organizational operations and provide a series of data supported recommendations that lead to operational improvement. Using needs assessments, data and information analysis, and a feasibility analysis; resolution based recommendations and plans will be developed. There will also be considerations made to recommend collaborative relationships and global challenges. 3 Credits.

Communications (COMC)

COMC 101 Oral Communications

Deliver a well-organized oral presentation using delivery techniques and supporting materials appropriate for the audience.

This competency focuses on oral communication skills needed to present information in a workplace setting. Employers seek out individuals who can deliver information and persuade others in committee meetings, client interactions, and many other face-to-face and virtual settings. The competency prepares students to deliver effective oral presentations that consider the audience, clearly disseminate central ideas, and demonstrate applicable verbal and nonverbal communication. 3 Credits.

COMC 410 Interpersonal Communication

Understand the skills required to interact effectively with others.

This competency focuses on interpersonal communication skills needed to effectively interact with others, particularly in a workplace setting. Interpersonal relationships are framed by basic elements such as types, models, and purposes of communication. Interpersonal skills begin with the self and extend to external influences such as environment, society, and culture. Additionally, many characteristics and behaviors, such as verbal and nonverbal communication contribute to effective interpersonal skills. Ineffective communication skills can result in conflict, so it is important to consider how to address conflict in order to achieve positive results. It is also critical to keep in mind that interpersonal skills are vital to achieving goals in virtual and face-to-face situations. 3 Credits.

Computer Science (CSCC)

CSCC 200 Fundamentals of Information Technology

Develop an understanding of information technology fundamentals.

Most businesses rely heavily on Information Technology in the successful operation of their business. Information Technology (IT), can be defined as the application of computers and telecommunications equipment to store, retrieve, transmit and manipulate data. This is done through the development, design, study, implementation and management of computer related information systems, consisting of both hardware and software. This competency will provide the broad background necessary for business professionals to understand the lexicon and general concepts of IT. 3 Credits.

CSCC 205 Computer Programming

Demonstrate an understanding of computer programming and its applications.

This competency prepares students to program, develop, debug and troubleshoot modern computer programs using the Visual Basic programming language. Students will learn how to use conditional statements, loops, and error checking logic. 3 Credits.

CSCC 210 Program Applications

Develop a program for a business application (e.g., mobile or web-based applications).

This competency focuses on embracing the mobile and online nature of today's computing environment. It establishes an understanding of mobile application development and also the development of websites tailored for mobile devices. A culminating experience to create a mobile website or application will be presented. 3 Credits.

CSCC 251 Computer Systems Architecture

Demonstrate an understanding of computer systems architecture.

The purpose of this competency is to help you demonstrate an understanding of the fundamental concepts of computer systems architecture including the CPU, memory, computer Input and Output, operating systems and file management. Furthermore, you will gain an understanding of how computer systems architecture can be implemented and properly maintained to support the needs of an organization. 3 Credits.

CSCC 270 Security

Demonstrate an understanding of information system security, applications, and the tools used.

Information and systems security is a growing concern for individuals and businesses alike. The proliferation of Internet and mobile-based applications makes privacy and confidentiality critical issues to consider. This competency introduces security terminology, technology and common security issues. Promotion of security awareness and prevention are emphasized. 3 credits.

CSCC 301 Introduction to Programming

Develop basic designing, coding, and documenting skills in a programming language.

This competency will introduce you to the basic components of programming using Python. This competency is designed to introduce the fundamentals of designing, coding, and documenting programs using basic data structures. 3 Credits.

CSCC 302 GIS Methods and Ethics

Apply research ethics and multiple spatial research methods using GIS quantitative and qualitative approaches.

The purpose of this competency is to teach students how to use multiple spatial research methods using Geographic Information Systems that includes both quantitative and qualitative approaches. The competency addresses the ethical collection, handling and analysis of data including the sharing of spatial data analysis results that do not cause harm to the public. Students will learn how to assess which spatial research methods are most appropriate to investigate a problem and to generate solutions and better understanding of a Situation. 3 Credits.

CSCC 303 Foundations in Spatial Communications

Communicate information using spatial data analytics across a variety of media formats.

The goal of this competency is to learn how to communicate relevant information to key stakeholders effectively using spatial data analytics across a variety of mediums. Students will attain emotional and culturally intelligent skills used to translate data for supervisors, business leaders, gatekeepers and the community at large. Students will begin development of meaningful infographics, maps, images, charts and graphs using spatial thinking and GIS. 3 Credits.

CSCC 304 Spatial Visualization and Data Analytics

Create spatial visualizations based on the data type and analysis outcomes.

Using diverse GIS tools and technology resources, in this competency students will engage in multiple spatial visualization activities. Based on the type of data and outcomes of the data analyses, different conclusions will be drawn. This competency will assist you as a professional to better assess which geospatial visualizations are most appropriate as a function of the analysis being conducted. 3 Credits.

CSCC 305 Applied Data Wrangling

Apply data wrangling by finding, cleaning, extracting, storing and organizing data for a project.

Approximately 80% of the time is spent finding data that is appropriate to completing a project. In this competency students explore and develop skills in the arena of data wrangling. Data wrangling is the process of finding, extracting, storing and organizing data that is appropriate for a particular project. These are common activities for data analysts and data scientists across industries-who often rely on secondary or existing data for analysis. This competency also explores the process of data from the user with secondary data. Topics of metadata and appropriate data sourcing and evaluation are taught. 3 Credits.

CSCC 306 Machine Learning

Utilize data while applying a machine learning lens to diverse businesses and industries.

Machine learning is a societal and business trend that impacts the use and analysis of data across many different industries. This competency teaches students how to utilize data while applying a machine learning lens. Topics covered include first, identifying appropriate types of data that can and should be accessed using machine learning as well as those types of data that should not be accessed using machine learning. Students will learn to think critically about the use of data for different businesses and best practices for data usage across industries. Advantages and disadvantages to machine learning will be explored as well as identifying the best fit for when to use machine learning algorithms. Assessment of machine learning best practices and operational workflows will also be taught. 3 Credits.

CSCC 315 Organizations, Management, and the Networked Enterprise

Demonstrate an understanding of information systems in global business.

With this competency, students will be able to explain the role of information systems and identify the various types of systems used today. The competency will explore decision making through the use of information technology along with how they are used to support management and strategy. 3 Credits.

CSCC 320 Sourcing Analysis

Develop the ability to identify, select, and manage appropriate sources for procurement.

In this competency, you will develop an understanding of the sourcing process and strategies for identifying and evaluating potential sources for procurement. You will examine various sourcing strategies, and the factors that influence these strategies, including forecasting of buying data, development of an organizational structure, and implementation of a business process design and e-solutions. You will also develop an understanding of internal and external communication within supply chain management, the importance of supplier contract management

and negotiation, corresponding performance evaluations, and potential tools for continuous improvement. 3 Credits.

CSCC 325 International, Domestic, Local and In-sourcing

Develop an understanding of the advantages and disadvantages of international, domestic, local, and in-sourcing options to source goods and services, including total cost of ownership.

You will develop an understanding of the issues and opportunities in international business, including international sources of materials and services, the role of finance in global business transactions and options for domestic, local, and in-sourcing, and total cost ownership. You will also develop an understanding of the documentation necessary to maintain cross-border transactions and monitor sourcing relationships according to your organization's social, economic, and ethical mission. 3 Credits.

CSCC 353 Networking

Demonstrate an understanding of networks and create a network.

Networking is the study and understanding of connecting computers and other devices together. Advances in technology have made network equipment very affordable and easy to install. This competency prepares you to create, design, and analyze a variety of complex network environments. You will also consider network protocols, topologies, and various designs. 3 Credits.

CSCC 360 Web Design and Technologies

Utilize web development foundations and standards in design, development and deployment of interactive web content.

Effective use of Internet connectivity and services is strategically critical to many organizations today, because many of their suppliers, customers, and competitors are Internet-based. In this competency you will review many of the associated technologies and some of the business processes used to manage those technologies. 3 Credits.

CSCC 361 Operating Systems

Troubleshoot and utilize modern operating systems in a variety of business settings.

The purpose of this competency is to help you understand operating system basics and operating system administration. Throughout this competency, you have gained an understanding of how operating systems are installed and configured and used in various business settings. You will also review how to troubleshoot common computer and operating system issues and identify common security threats to computer resources. 3 Credits.

CSCC 362 Fund of Software Development

Recognize appropriate programming constructs utilized in the building, testing, and debugging of software programs.

Within this competency you will be presented with general aspects of software development, core programming concepts, algorithms, object oriented programming, web servers, data base management system (DBMS), Structured Query Language (SQL), and developing desktop applications. 3 Credits.

CSCC 363 Data and Information Management

Utilize industry best practices to manage and organize organization data and information.

The purpose of this competency is to teach you how to plan and design relational databases. This competency will help you as an IT professional

to understand relational database fundamentals and database design methodology. You will also review Structured Query Language and relational algebra. This competency will also highlight the areas of data governance and security. This knowledge will help you be a valuable member of projects dealing with databases. 3 credits.

CSCC 364 Server Administration

Use server administration techniques in the installation and maintenance of network infrastructure and director services.

Upon completion of this competency you will be familiar with the methods and issues associated with the installation, configuration, and maintenance of a Windows server. This knowledge includes understanding various server roles, services, and functions; server storage and recovery methods; server optimization and performance techniques; and directory services infrastructure. 3 Credits.

CSCC 383 Applied Project Management

Create a project management plan using applications and tools including GIS.

Most business leaders are already aware of the dynamic nature of today's business environment. Every organization, big or small, has to take into account time, resource allocation, scope, and budget for each new opportunity it wishes to pursue. Project management as a discipline ensures effective communication, collaboration, reporting, forecasting, and risk identification and mitigation, through well-defined processes. This competency will prepare future project management team members and leaders with essential skills necessary to help organizations use the standard project management processes in order to ensure that organizational goals are achieved. 3 Credits.

CSCC 395 Data Analytics Capstone

Address predictive and prescriptive analytics with insights gained from organizational data analysis.

The purpose of this competency is to provide a summative program experience. It will allow students to put into action many of the concepts and techniques that they acquired throughout the program in the area of analytics and GIS with respect to insights gained from organizational data. Students will apply both information technologies and statistical approaches to better understand the business environment and enhance data-driven decision making. This competency will apply selected industry tools to conduct analyses from either a data science or data analytics perspective. 1 Credit.

CSCC 408 Database

Demonstrate an understanding of database systems, their applications and tools used to develop databases.

Evaluate and cite various information resources necessary to complete an academic research project. 3 Credits.

CSCC 410 Systems Analysis and Design

Demonstrate an understanding of systems analysis and design, applications and tools used.

In this competency, students will have the opportunity to review a website, analyze its design, review the limitations of the system, and propose a new system design that could be implemented. 3 Credits.

CSCC 420 Database Querying and Reporting

Develop database queries to manage tables and data using common SQL commands.

This competency introduces you to good database design in Structured Query Language (SQL) using a practical approach. You will learn how to create and design tables, use cursors, use transactions, and create views and stored procedures. This competency focuses on a step-by-step overview and implementation with hands-on labs and tutorials. 3 Credits.

CSCC 470 Mobile Development Fundamentals

Develop and deploy an effective mobile based program for the web and mobile devices.

In this competency, you will learn about the fundamentals of development for mobile devices. This includes learning about various mobile environments, scripting frameworks, user interface development, and app development. 3 Credits.

CSCC 475 Cloud Computing

Employ industry best practices in the development, maintenance, and deployment of cloud computing and virtualization technologies.

The purpose of this competency is to teach you how to develop, maintain, and deploy cloud computing and virtualization technologies. This competency will help you as an IT professional understand the business value of cloud computing and learn about industry best practices to deploy cloud technologies. You will also learn about security in the cloud and how to manage the virtual components of the cloud. This knowledge will help you be a valuable member of projects dealing with cloud computing and virtualization. 3 Credits.

CSCC 476 Server and Desktop Virtualization

Utilize server virtualization technologies in the implementation and maintenance of virtualized desktops, servers, and network infrastructures.

Throughout this competency, you will gain an understanding of how server virtualization technologies can be implemented and properly maintained to support the needs of an organization. The purpose of this project is to demonstrate your ability to design an implementation plan for a virtualized network infrastructure, discuss the deployment strategy, and create a maintenance and training plan to ensure users are able to properly use the system. 3 Credits.

CSCC 477 Advanced Database Querying and Analytics

Utilize advanced administration techniques to manage database design, security, and architecture.

This competency takes a deeper look at database design and database queries. The competency addresses storage, indexes, query processing, and query optimization. You will learn advanced table creation and how to use controls to enhance forms and improve functionality. You will optimize queries, download and install a SQL server, and gain extensive experience using hands-on exercises. You will also implement data security and data management and learn about concurrent access, locking, replication, and fragmentation. 3 Credits.

CSCC 478 Business Intelligence and Data Analytics

Transform data into meaningful and useful information for business analysis and reporting needs.

The purpose of this competency is to learn how to transform data into meaningful and useful information to assist in business analysis and data reporting processes. As an IT professional, the skills gained through the application of Business Intelligence and Data Analytics processes are valuable because they allow for more informed business decisions. 3 Credits.

CSCC 497 Information Technology Capstone

Design an information technology solution for an enterprise-wide organizational need.

In this competency, you will have an opportunity to create a viable information technology plan for an enterprise-wide organization need that can be used as part of your portfolio. You will demonstrate what you learned in the competencies that you have already completed. Take some time to reflect on the previous competencies, as the information will be relevant as you develop your work in this competency. It is recommended to review the Final Assessment outline and rubric prior to beginning the activities in this competency so that you can familiarize yourself with the project requirements and expectations. 3 Credits.

Economics (ECNC)

ECNC 201 Fundamentals of Macroeconomics

Demonstrate an understanding of the structure of economies and the impact of policies on their performance.

The macroeconomics competency compliments the “Microeconomics A” and “B” competencies, as they both study factors of the economy. Microeconomics, however, focuses on the study of individual and business level decisions, while macroeconomics focuses on behaviors within a larger-scale. Specifically, it centers on decisions made by countries and governments and the impact these outcomes have on the economy as a whole. 3 Credits.

ECNC 202 Fundamentals of Microeconomics, Level A

Understand the basic principles and concepts of supply and demand and consumer behavior.

Microeconomics focuses on the choices made by individual decision-making units in the economy—typically consumers and firms—and the impacts those choices have on individual markets. In this competency, you will learn the three fundamental questions of microeconomics, understand how to analyze supply and demand, and define consumer behavior. 1.5 Credits.

ECNC 205 Fundamentals of Microeconomics, Level B

Explain firm producer behavior, market structures, and the different forms of competition.

The fundamentals of microeconomics helps firms use production functions and calculations to determine the optimal level of production, costs, and profit. It also provides a deeper understanding of how firms interact in varying markets (competitive, monopolistic, and oligopolistic). 1.5 Credits.

English (ENGC)

ENGC 103 Written Communications, Level A

Identify and apply key components of effective writing skills and APA.

The purpose of this competency is to prepare you for formal writing projects in both academia and your profession. You will review and apply basic grammar and punctuation rules. 3 Credits.

ENGC 104 Written Communications, Level B

Compose written arguments that are coherent, grammatically correct, and rhetorically aware.

The purpose of this competency is to prepare you for formal writing projects in both academia and your profession. You will review the basic

grammar and punctuation rules from Written Communications, Level A, as well as apply more advanced writing theory and practice. 3 Credits.

Finance (FINC)

FINC 305 Fundamentals of Finance

Demonstrate an understanding of the fundamentals of finance.

The primary goal of financial management is to maximize the wealth of the company's shareholders (owners) by causing the value of their company stock to increase. As a result, the ability to determine the market value of an asset or liability is an important element of finance. Valuation is the process of estimating what something is worth. Valuation is of critical importance when faced with investment and financing decisions. Businesses must decide, for example, whether to invest in new technology or a new factory and how to raise money to pay for such investments (e.g., borrow money or sell company stock). Like businesses, individuals are faced with investment and financing decisions. For example, have you decided how much you need to save for retirement? Having a firm grasp of the fundamentals of finance will help businesses and individuals make these important decisions. 3 Credits.

FINC 607 Financial Management

Apply financial theory and concepts to optimize business finance resources in support of the organizational strategy.

Students will learn how firms make investment and financing decisions. The course topics include the time value of money, equity and debt financing, financial statement analysis, capital budgeting, risk and return, capital structure, dividend policy, and global finance. 3 Credits.

Geographic Information Systems (GISC)

GISC 505 GIS Research Methods

Apply multiple research methods, Geographic Information Systems (GIS), and quantitative and qualitative data for data driven decision making and policy creation.

In this competency, students will apply spatial thinking and Geographic Information Systems (GIS) technology to research design, data collection, analysis, and decision-making. Students will utilize multiple research methods to collect and analyze spatial data within an interdisciplinary environment. Using a spatial analysis lens, students will formulate policies and solutions. 3 Credits.

GISC 633 GIS for Emergency Preparedness and Planning

Apply GIS technologies to improve decision-making in Emergency Management.

In this competency, students will examine how geospatial information and GIS tools can be used to support advance planning for major emergencies related to natural disasters (such as earthquakes, wildland fires, hurricanes) or human-caused events (such as terrorism or large-scale civil unrest). Students will participate in activities based upon real-world scenarios and data. Examples of issues students will address include: projecting which communities and infrastructure are at greatest risk, and how to plan and prepare for community resilience before a disaster occurs. 3 Credits.

GISC 634 GIS for Emergency Response and Recovery

Examine how geospatial information and GIS tools can be used to support emergency response and post-event recovery operations.

Students will examine how geospatial information and GIS tools can be used to support emergency response and post-event recovery operations.

Students will develop the necessary data analysis skills and situational awareness to effectively respond to large scale threats to life and property and to contribute to post-event recovery efforts. 3 Credits.

GISC 637 Economic Development

Evaluate strategies toward economic growth using benchmarks and data analytics.

This competency focuses on concepts of economic development and the use of data in the decision making process. Additionally, students will explore strategies to provide safe, flexible, and stable economic growth. Students will employ methods of organizing, planning, and managing economic change to a specific region. They will apply Geographical Information System (GIS) and data analytics to data-driven decision making. 3 Credits.

GISC 638 GIS and Community Economic Development

Explore the relationship between data analysis using GIS and building strong communities and economies.

In this course, students will explore the relationship between data analysis and Geographical Information System (GIS) and building strong communities and economies. This course covers topics related to community development, including small business development, affordable housing, and empowerment of local economies through effective geospatial allocation of social and financial resources. Students will consider strategies to apply multiple research methods and analysis to guide policy development, plans and practice. 3 Credits.

Human Resources (HRCC)

HRCC 349 Employment Laws and Regulations

Develop an understanding of the foundations of employment laws and regulations.

In this competency, students will learn the foundations of the U.S. Equal Employment Opportunity Commission beginning with its role and authority around hiring processes. There will be an exploration of federal and state regulations on diversity and the laws and compliancy that support diversity. Students will also assess EEO laws and regulations and be introduced to prohibited practices and discrimination laws. 1 Credit.

HRCC 406 Workforce Diversity

Develop an understanding of the impact a diverse workforce can have on an organization.

In this competency, you will explore the various characteristics that combine to create a diverse workforce culture by first identifying different types of diversity, the laws and compliancy that support them, and the overall value in workplace diversity and inclusion. You will be introduced to several examples of diversity and its management in work environments, and challenged to recognize its impact. 3 Credits.

HRCC 430 Conflict Management

Develop and apply conflict management skills in an organizational setting.

Conflict is something that occurs on a day to day basis in every organization. Identifying and managing that conflict can determine the level of success an organization experiences. This competency will address conflict management types and tools to manage conflict. 3 Credits.

HRCC 445 Human Resource Management

Demonstrate an understanding of the fundamentals of human resource management.

Human Resources (“HR”) involves managing and leveraging human resources to effectively and efficiently achieve organizational goals. Every day HR staff members are tasked with managing, developing and motivating performance. A competent HR professional should be able to engage successfully in the recruiting and hiring process, plan and execute development programs for their employees, including training and development, and communicate with direct reports about their performance in ways that are both constructive and motivating. 3 Credits.

HRCC 603 Globalization and Diversity

Assess inclusive leadership strategies as they relate to leadership in a diverse and global organization.

This competency examines the role, responsibilities and influence of leaders in diverse and global organizations. In this competency, you will evaluate personal perspectives; assess barriers and biases that impact leadership and organizational success; and evaluate the importance of cultural intelligence and leadership effectiveness. 3 Credits.

HRCC 618 Career Management

Create effective personal and organizational career development plans.

Students engage in career development planning at individual and organizational levels. Topics include creating a career development plan and career assessment. 3 Credits.

HRCC 630 Conflict and Negotiation

Apply conflict resolution strategies within an organizational setting.

Conflict occurs in all organizations and can have both constructive and destructive outcomes. As an organizational leader, it is important to understand the nature of conflict and negotiation, and how to best approach these diverse situations. Through this competency, you will learn skills that will help with assessing and managing conflict, while applying the most effective communication strategies. 3 Credits.

HRCC 646 Training and Development

Apply effective training and development practices to meet individual and organizational needs.

Demonstrate required skills and major practices in the training and development field. The focus includes managing the training function, roles of trainers, and assessing training. 3 Credits.

Humanities (HUMC)

HUMC 110 Disciplinary Relationships

Analyze relationships between disciplines such as history, literature, religion, philosophy, and the fine arts.

Throughout this competency you will read about the relationship between disciplines such as history, literature, religion, philosophy, and fine arts. You will analyze these connections and understand the importance of this knowledge to obtain a well-rounded Education. 3 Credits.

HUMC 115 Human Experience

Analyze the ways in which the human experience is influenced by historical, social, ethnic, economic, technological, and/or geographic contexts.

Throughout this competency, you will read about how humans experience their world through their place in groups in society, their daily life

experiences and challenges, the overarching domains in which their lives intersect, and how they express their lives. You will analyze the relationships between individuals or events to historical, social, ethnic, cultural, economic, technological, and/or geographical contexts over time. In addition, you will reflect on how these impact you as an individual. 3 Credits.

Liberal Studies (LBSC)

LBSC 100 Student Success Strategies

Develop a personalized student success plan by applying relevant resources and strategies.

Students will explore and practice strategies designed to improve their success throughout their MyPath experience. Topics include an orientation to university resources, critical thinking, goal setting, stress reduction and time management. Additionally, students will evaluate how their own learning styles guide their approaches to education, and they will formulate a personal strategy for success. 3 Credits.

LBSC 320 Information Literacy, Level A

Information Literacy, Level A cannot be satisfied in transfer.

Evaluate and cite various information resources to understand ethical research practices.

The Information Literacy competency will help you learn and practice the skills of identifying, locating, evaluating, and citing sources. With the proliferation of information generated by today’s technologies, these skills are essential. 3 Credits.

LBSC 321 Information Literacy, Level B

Information Literacy, Level B cannot be satisfied in transfer.

Apply academic research practices to complete an academic research project.

The Information Literacy competency will help you learn and practice the skills of identifying, locating, evaluating, citing, and synthesizing sources. With the proliferation of information generated by today’s technologies, these skills are essential. 3 Credits.

Mathematics (MATC)

MATC 103 Quantitative Literacy, Level A

Explain accurate calculations and symbolic operations used to interpret social and economic trends.

One of the main skills business leaders consistently identify as an indicator of success is the ability to solve problems. In this Information Age, Solutions are expected to be based on decisions that are well-informed and data-driven. In short, the process of actively conceptualizing, applying, analyzing, and evaluating information to make informed choices based on evidence is a 21st-century skill of high importance. In this competency, you will review the mathematical skills needed to organize and quantify data. You will be asked to put these skills to practice in real-world and relevant situations. The goal of this competency is to familiarize you with mathematics as it is used in common business applications and to build your skills and confidence in using mathematics as a tool to solve problems. 3 Credits.

MATC 203 Quantitative Fluency, Level B

Apply the concepts of statistical reasoning, data analysis, modeling, and interpretation.

This competency includes the calculation and interpretation of descriptive and inferential statistical data. Statistical methods [MSB1]

will be used to analyze and interpret real-world problems using probability theory, correlation analysis, and regression analysis. 3 Credits.

MATC 251 Discrete Mathematics

Identify fundamental concepts of discrete mathematics as they apply to computer programming techniques.

In many ways, Discrete Mathematics is not a single mathematical subject, but rather a collection of mathematical areas (e.g., logic, sets, arrays, graphs) that all have a common feature of being discrete (i.e., having specific values, but nothing in between those values). These topics are easily implemented within computing environments, and serve as the basis for the language used there (programming elements), the organizational structures employed to store data (data structures) and are able to be archived as algorithms (specific steps taken in a particular order to solve a problem). 3 Credits.

Management (MGTC)

MGTC 301 Fundamentals of Management

Demonstrate an understanding of management theory and practice.

This competency offers a broad look at the nature of managerial work and the roles of effective management. The nature and role of the four tasks of management – planning, organizing, leading, and controlling – will be analyzed and applied individually and for organizational structures. 3 Credits.

MGTC 305 Legal Environment

Demonstrate an understanding of the U.S. legal system and the legal environment of business.

Business entities in the United States operate in a unique legal environment. As a business professional, it is important to have an understanding of the legal and historical structures that impact business activity. In this competency, you will explore foundational principles of business law, the historical and statutory frameworks that impact various business decisions, and learn about the various torts and crimes that most often occur in business environments. 1 Credit.

MGTC 310 Contracting and Negotiation

Demonstrate an understanding of whether a contractual relationship exists and satisfies legal requirements.

This competency introduces the student to contract law and examines some of the important parts of intellectual property law. We will discuss how to determine whether a valid contract exists and what happens when someone breaches. We will also discuss how contracts can be negotiated. 1 Credit.

MGTC 315 Consumer Protection

Demonstrate an understanding of a business's legal and ethical responsibilities for warranties, product liability, and consumer protection.

In this competency, you will learn about the current laws, regulations, and organizations that exist in the United States to protect consumers from false claims and deceptive advertising. You will gain an understanding of business' legal and ethical responsibilities to protect consumers, including the issues of warranties and product liability. 1 Credit.

MGTC 320 Operations Management

Develop an understanding of the role of operations management in business.

Operations management is critical for any organization that offers a product or service, not just manufacturing. The organization is a series of gates through which either a process or product flows. Operations help organizations to view each step as a product or service flows through an organization to create efficiencies and become more effective. 1.5 Credits.

MGTC 325 Fundamentals of Supply Chain

Develop an understanding of supply chain fundamentals including project management.

Supply chain management is one of the major functions of any business. Supply chain is a way of looking at an organization as a series of processes rather than departments. With viewing a company as a series of processes, cost savings, time savings, and job satisfaction measures can be implemented through project management. Supply chain management is a key function for organizations that manufacture a product (like Boeing), as well as those that offer a service (like Bank of America). 1.5 Credits.

MGTC 330 Risk Management

Identify and describe the different types of risk and the techniques used by businesses to control risk

Risk management will be a major focal point of business and societal decision making in the 21st century. A separate focused field of study, it draws on core knowledge bases from law, engineering, finance, economics, medicine, psychology, accounting, mathematics, statistics, and other fields to create a holistic decision-making framework that is sustainable and value enhancing. 1 Credit.

MGTC 335 Negotiating and Managing Supplier Relationships

Develop an understanding of how to negotiate and manage supplier relationships.

Negotiating and Managing Supplier Relationships focuses on how to work with suppliers to streamline business processes and costs. This competency offers practical tools and skills for the important topic of supplier relationship management. 1 Credit.

MGTC 345 Transportation

Apply an understanding of the principles and methods for moving people or goods by air, rail, sea, road, pipeline, or digitally, including the benefits, costs, and risks associated with each option.

You will develop an understanding of the overarching principles and methods associated with the various modes of transportation, including the roles of various stakeholders in transportation, the impact of C-TPAT, the use of freight terms in the industry, and the tradeoffs involved in using delivery tracking systems, delivery performance measurements, and resolution processes. You will also develop an understanding of transportation metrics and planning/ distribution options and learn about the key components of a communication plan to internal and external stakeholders. 1.5 Credits.

MGTC 350 Materials and Inventory Management

Utilize inventory management tools to create value.

This course examines the value of cost savings achieved through the implementation of warehouse and inventory management systems; inventory management project plans; and technology for a warehouse management system (WMS). Specific topics include flowcharts, asset classification, and radio-frequency identification (RFID). 1.5 Credits.

MGTC 400 Global Economics

Understand the fundamentals and significance of international trade theories and systems.

The study of global economics takes into consideration elements of both microeconomics and macroeconomics, while applying these theories to the area of international business. The main elements that will be studied within this competency are the international trade theories and systems that are in use today. As the world becomes increasingly global through advancements in technology, the future business leader needs to have clear insights into the understanding of global economics. 1.5 Credits

MGTC 405 Organizational Change

Demonstrate an understanding and application of effective change strategies to enhance business performance.

This competency is a review of the fundamentals of change management, including strategies for dealing with resistance to change. Attention will be given to learning and applying Kotter's Eight Step Change Model, Lewin's Three-Step Change Model and Organization Development (OD) as a change strategy. This competency has a theory to practice orientation. 1.5 Credits.

MGTC 410 Strategic Fundamentals and Environment

Demonstrate an understanding of the business environment and the fundamentals of strategy.

Strategic Fundamentals and Environment is one of a series of four strategy competencies that address how to develop the components of a business plan. In this competency, the role of strategy in the business environment will be covered. The techniques for making strategy decisions, SWOT, and the three steps in planning an effective strategy will be applied. 1 Credit.

MGTC 415 Competitive Advantage

Demonstrate knowledge of competitive advantage and strategic positioning.

In this competency, you'll learn to evaluate and prioritize competitive advantage options. You will develop and demonstrate an understanding of strategic positioning as it relates to a new venture or privately owned business. 1 Credit.

MGTC 420 Strategic Development

Demonstrate an understanding of the appropriate tools and options for developing business strategies.

Strategic Development presents the most effective business strategies being implemented today. This competency addresses the Five Competitive Forces that shape industry competition and shows how the strongest competitive force(s) determines the profitability of an industry and becomes the most important factor in strategy formation. It also examines the business-level and corporate-level strategies, what the differences are, and how, and when to apply each strategy. 1 Credit.

MGTC 425 Supplier Relationship Management

Develop an understanding of the opportunities to create value through supplier relationship management (SRM).

The objective of this competency is to distinguish how supplier relationship management (SRM) creates value. This competency introduces students to the purpose of SRM and the qualification of suppliers. Materials and interactive activities will move the student from theory to the practical application of concepts as they create a qualification plan of their own. 3 Credits.

MGTC 430 Quality

Develop an understanding of the necessity of quality and the measurements for continuous quality improvement and target setting.

The Quality competency addresses the necessity of quality and the measurements for continuous quality improvement and target setting that enable organizations to produce, deliver, and market a successful product. Using the right tools to precisely measure the variable of quality within your organization's processes can actually reduce costs and increase profitability. 3 Credits.

MGTC 435 Social Responsibility and Risk

Apply an understanding of how to integrate the theoretical concepts of sustainability and social responsibility and risk throughout the supply chain.

In this competency, you will apply what you have learned about business ethics and supply management conduct, with a particular focus on sustainability, social responsibility, and risk. You will understand the importance of identifying and planning for risk factors and how these factors are indicative of sustainability and social responsibility. There is a direct correlation between the management of risk and the level of sustainability and social responsibility an organization achieves. Planning, through the practice of managing risk at multiple levels, ensures a high level of sustainability through creative processes, continuous innovation and improvements, and the application of adaptive strategies. The policies and standards can then be assessed to ensure that sustainable goals are well implemented and desired outcomes are successfully realized. 3 Credits.

Marketing (MKTC)

MKTC 301 Fundamentals of Marketing

Develop an understanding of marketing fundamentals.

Fundamentals of Marketing helps you understand what marketing is and how it fits into our lives and economy. 1.5 Credits.

MKTC 305 Fundamentals of Consumer Behavior

Demonstrate an understanding of consumer behavior fundamentals (e.g., demographics and purchasing behavior) and promotional practices.

The Fundamentals of Consumer Behavior competency gives you a basic understanding of what motivates and influences purchasing behavior, the role of demographics as well as promotional practices that trigger behavior. 1.5 Credits.

MKTC 310 Marketing Research and Analysis

Develop an understanding of marketing research and analysis.

Businesses cannot survive without having timely market research and analysis. In this competency, you will determine, learn, and practice the techniques of marketing research and make actionable decisions based on your analysis and findings. 3 Credits.

MKTC 320 Consumer Behavior

Develop an understanding of consumer behavior in marketing.

The Consumer Behavior competency presents the buying process of consumers, the steps they go through in making a purchase decision which should be repeated. You will learn and practice the complexities of decision making that consumers need to go through for effective marketing. 1.5 Credits.

MKTC 325 Segmentation, Targeting, and Positioning

Understand and apply segmentation targeting and positioning.

Successful marketing is dependent on marketers identifying and selecting the buyers that are most likely to buy their products and services; if effective segmenting, targeting and positioning aren't done, companies will fail and inappropriately use their time, money, equipment, and other resources. Marketers must determine how their products and services should be remembered through the process of positioning. There are many influences that are involved, and you will practice these all-important tactics. 1.5 Credits.

MKTC 410 Global Marketing

Understand and evaluate global markets and strategies.

For many years, marketing managers were only concerned with learning the intricacies of marketing in a domestic environment. They had to determine if a customer in Texas bought and consumed products differently than a consumer in Maine. Today, the marketplace is global. For companies to continue to grow, marketing teams must learn to tackle the global marketplace. When a company thinks globally, it takes advantage of overseas opportunities to increase its market share and customer base. In this competency, you will learn how to evaluate and deploy effective strategies in the global Markets. 1.5 Credits.

MKTC 415 Marketing Ethics

Understand and apply marketing ethics.

Marketing ethics are the internal and external guide to marketing properly and being accepted by suppliers, competition, customers, and all those in other global marketplaces. Completing this competency will provide you with a respect of marketing ethics and a recognition of their value and importance when properly being implemented. 1.5 Credits.

MKTC 420 Pricing and Methods

Understand and apply pricing strategies.

Price is critical in the eyes and mind of the buyer. This competency investigates the strategies and tactics of pricing along with determining the relevant components of a price, what the price means to both buyers and the company. You will also practice pricing a product ready for the global marketplace. 1.5 Credits.

MKTC 425 Marketing Planning

Develop an understanding of strategic marketing and prepare a marketing plan.

The objective of this competency is to address and identify the components and strategies of marketing planning ending in a marketing plan for management's implementation. Basic principles of marketing, planning, decision-making, marketing research, and analysis that should be used by management in and throughout business operations are presented and practiced. This competency takes students deeply into the tasks, strategies, and skills of effective marketing planning for sought after results. Materials and interactive activities guide students through theory to relevant practice and strategic processes of marketing. Goal setting is stressed as the ultimate guide of marketing planning. By the end of this competency, you will be able to determine strategies and tactics of marketing to work with and make decisions on how to manipulate marketing's variables effectively to achieve their desired future. You will gain a greater understanding of the complex issues facing today's and the future's marketing leaders while serving corporate management and the customer. 1.5 Credits.

MKTC 430 Product Development

Develop an understanding of how to increase value to an organization through the improvement in the design and/or implementation of products and services.

Successful organizations create product development plans that include design and marketing steps. This process includes improvement, product line extension, and the latest technology trends. In order to successfully develop a product, you must have a formal process in place that involves specific steps. 3 Credits.

MKTC 440 Branding and Packaging Decisions

Explain the various components of brand equity.

This competency focuses on one of the most valuable assets a company can own: its brand. You will learn the components that help to create, manage, and protect brand equity. You will learn about positioning and branding strategies, as well as how to distinguish between brand extension and brand equity. Finally, you will learn what it takes to build a brand through the utilization of product packaging, labeling strategies, and positioning techniques. Having an understanding of your company's brand and how to best protect it will help you to develop and grow the value of your brand. 1 Credit.

MKTC 445 Integrated Marketing Communications and Promotions

Understand the fundamentals of integrated marketing communications and promotions.

In this competency, you will learn how integrated marketing communications and coordinated promotions are leveraging the evolving media landscape to reach target markets using various metrics and tracking techniques. You will also learn how these new tactics differ from traditional integrated marketing communication channels and strategies. Finally you will learn how to understand demographic trends, which will improve how you reach your target customers and determine which channel—such as blogging, e-blasts, or social media—is the most effective and appropriate way to optimize communication with your customers. 1 Credit.

MKTC 450 Advertising, Public Relations, Direct Marketing, and Sales Promotion

Develop an understanding of advertising, public relations, direct marketing, and sales promotion.

This competency looks into the key concepts related to designing and executing an advertising campaign. You will learn how advertising media, sales promotions, and the use of a Public Relations (PR) tool kit, along with Direct Marketing techniques, contribute to generating successful sales and increasing revenue. Finally, you will learn how to effectively utilize advertising, PR campaigns, and sponsorships, as well as how to successfully navigate both good and bad publicity. Knowing what each part of your organization's advertising and promotional departments do will enable you to work smarter while coordinating with them and to better support your organization's customer outreach effort. 1 Credit.

MKTC 460 Interactive Marketing and Customer Relationship Management

Develop and apply interactive marketing strategies using the internet and social media for customer relationship management.

This competency focuses on how organizations are able to know their customers, individually connect with them, and create relationship channels that strengthen their brand and drive sales. You will learn about various communication channels and how the Internet impacts the way companies interact with customers. Additionally, you will learn how

customer relationship management (CRM) solutions use customer data to segment and serve target markets. 3 Credits.

MKTC 465 Business-to-Business Marketing

Develop an understanding of business-to-business (B2B) marketing

"Business-to-business transactions" occur between companies, rather than between companies and consumers. The term "B2B" may also describe a company that provides goods or services for another company. The biggest challenges in business-to-business marketing are truly understanding the business customer's needs and effectively communicating the value of the products or services being offered to the customer. In this competency, you will learn how businesses engaged in B2B transactions develop and deploy effective marketing plans. 3 Credits.

MKTC 470 Middlemen and Multichannel Marketing

Understand and apply principles of multichannel marketing.

Middlemen include wholesalers, retailers, agents, and brokers. The main objective of marketing is to create valuable exchanges between consumers and producers. Middlemen, also referred to as "intermediaries," play a vital part in ensuring that the distribution channel between the producer and the consumer is complete. The more intermediaries in the supply chain, the higher the distribution channel. The higher the distribution channel, the larger the potential market share could be. 3 Credits.

MKTC 605 Marketing Management

Adapt a current marketing strategy using innovative concepts and tools to improve target market outreach and profitability in alignment with organizational strategy.

This competency introduces marketing strategy, providing students with an overview of the role of marketing within specific companies and society. The course will provide students with the fundamental, conceptual and analytical tools essential for a comprehensive understanding of marketing. 3 Credits.

MKTC 624 Seminar in Marketing Research

Examine marketing methods and applications, the scope of market research, buyer and industrial applications, and research methodologies.

Research issues, methods and applications in marketing are examined. Other issues explored are the scope of market research, buyer and industrial applications, research methodologies including research design, data collection and analysis, report writing and presentation. 3 Credits.

MKTC 635 Seminar in Advertising and Promotion

Examine the role of advertising and promotion in the marketing mix and the critical role advertising plays in marketing success.

This competency provides an introduction to current processes and practices of advertising and promotion. The competency focuses on the role of advertising and promotion in the marketing mix and the critical role advertising plays in marketing success. 3 Credits.

Natural Science (NSCC)

NSCC 111 Principles and Concepts, Level A

Understand the Scientific Method as a process and master the fundamental principles, concepts, and methods of biology.

The natural sciences are those branches of science that explore and interpret important knowledge domains (like biology) by applying an

empirical and scientific method to the study of the world around us. In this competency, you will begin by reviewing the Scientific Method, a method of inquiry consisting of observational study, measurement, experimentation, and the formulation, testing, and modification of hypotheses. Following that, you will explore the discipline of biology, the study of living organisms, taking particular note of how the Scientific Method establishes the truths of biological science through the methodology of scientific research. 1.5 Credits.

NSCC 112 Principles and Concepts, Level B

Master the fundamental principles, concepts, and methods of chemistry and environmental science.

The natural sciences are those branches of science that explore and interpret important knowledge domains (like chemistry and environmental science) by applying an empirical and scientific method to the study of the world around us. In this competency, you will explore the discipline of chemistry, the study of substances, the way they interact and change, and how to use them to form new substances. It is a rich subject, but at its heart is understanding the structure of atoms according to modern chemistry theory. When done, you will know much more about bonding, heat energy's relationship to reactions, atomic structure, and the properties of solids, liquids, and gases. Then you will explore the discipline of environmental science, which studies the natural world and how humans as a species interact with it. This includes ecosystems, populations and how they change, current problems in land use and preserving biodiversity, and specific issues around water, minerals, fossil fuels, and alternative energy sources, and even energy efficiency. 1.5 Credits.

NSCC 115 Methods and Applications

Apply the principles, concepts, and methods of the natural sciences.

This competency focuses on how to apply the principles, concepts, and methods of the natural sciences to a real-world situation. Specifically, it focuses on taking the scientific method and applying it to solve a problem or issue. 3 Credits.

Organizational Leadership (OLCC)

OLCC 300 Organizational Behavior

Demonstrate an understanding of organizational behavior factors, processes, and theoretical concepts as they relate to organizational effectiveness and productivity.

This competency provides an overview of topics and concepts in the field of Organizational Behavior (OB). Specifically, it focuses on existing research, theories, and models. Students will learn how individual and group behavior and processes shape workplace behavior. Upon completion, students will have a better understanding of human behavior and how to use that knowledge to help people be more productive and satisfied in organizational settings. 3 Credits.

OLCC 303 Managing Change

Demonstrate an understanding of how leaders effectively implement and manage change.

Remaining competitive in today's rapidly changing world demands leaders who are skilled at building the capacity to change within their organizations. Effectively managing and sustaining change requires managers to understand the reasons why change occurs, how to overcome resistance and facilitate change efforts, and employ best

practices such as systems thinking and communications to ensure long-term success. 3 Credits.

OLCC 325 Personal Leadership

Develop a personal philosophy of leadership through a personal assessment, and focus on personal and professional development.

In this competency you'll learn the process of defining your personal leadership and management styles, beginning a personal journey to explore your continued leadership development requirements. You will develop and demonstrate an understanding of leadership theories and principles as they relate to your own assumptions, behaviors, and beliefs about leading. 3 Credits.

OLCC 350 Ethics and Social Responsibility

Describe the importance of ethical principles and social responsibility to business Decisions.

This competency discusses various ethical dilemmas that are common in the corporate world and focuses on strategies for resolving them. Regardless of your role in a company, you will undoubtedly face ethical dilemmas that you will have to navigate through. Therefore, this competency will help you understand how to recognize and analyze an ethical dilemma and how to understand it from a variety of perspectives. This competency is broad-reaching in that it also delves into corporate social responsibility and corporate sustainability. These defined business strategies foster longevity by taking into consideration every aspect of how a business operates. 1.5 Credits.

OLCC 355 Organizational Dynamics

Demonstrate an understanding of the impact organizational dynamics has on performance.

Organizational Dynamics links the latest management theory and practice with students' real-life work situations. 1.5 Credits.

OLCC 400 Organizational Structure and Culture

Demonstrate an understanding of the impact organizational structure and culture have on organizations.

This competency familiarizes the student with basic concepts related to organizational structure and culture. The primary focus is on how organizations are structured and how they function, with a particular focus on the influence of internal and external factors of organizational and individual productivity and effectiveness. 3 Credits.

OLCC 414 Team Building

Demonstrate an understanding of the importance of team dynamics to organizational effectiveness, productivity, and communication within an organization.

Teams are needed because the world we live in requires constant experimentation, a continual response to changing conditions. In our exploration of new conditions and possibilities, we have to rapidly integrate new partners and different work disciplines. The team structure adapts most easily to changing conditions and has the greatest potential for creative solutions and new approaches to work challenges. This competency provides an overview of the team development process, team roles, and team building. Whether your team is an ongoing workgroup or a special project-based team of limited duration, you will rapidly increase its effectiveness with the use of these teamwork tools and skills. 3 Credits.

OLCC 425 Leadership in Diverse and Multicultural Organizations

Demonstrate an understanding of leadership in the context of diverse and multicultural organizations.

In today's workplace, leaders must possess cultural intelligence in order to work with people with different values and beliefs. Society's demographics—including the make-up of the workforce—are changing rapidly, requiring leaders to gain new skills and knowledge to maintain an ideology of change and adaptation. To be competent in global cultures is no longer the norm; leaders must cultivate their competence in managing in diverse and multicultural organizations. 1.5 Credits.

OLCC 430 Human Resources

Develop an understanding of human resource management best practices (e.g., identifying talent and motivating, developing, and directing people as they work).

HR managers must be competent in selecting the right candidate for each job opportunity, monitoring the performance and improvement of each employee, developing the KSA's of employees to close performance gaps or to prepare them for job/career movement, manage work and tasks such that employees are motivated in their job role, and providing consistent and continuous performance feedback to employees. A competent HRM professional should be able to successfully recruit and hire, process a hiring decision based on 'right fit' principles, assess performance objectively and plan and execute development programs for their employees, that help them close KSA gaps and/or prepare for future roles. 1.5 Credits

OLCC 440 Organizational Control

Develop an understanding of organizational control systems and the related use of qualitative and quantitative tools for an organization.

Organizational control is an important part of management. As you already know, planning, leading, organizing, and controlling are the four main functions of management; therefore, the manager must be aware of how to utilize control methods to ensure the objectives of the organization are met. This competency will discuss organizational control from three perspectives: output control, behavior control, and clan control. 1.5 Credits.

OLCC 445 Operations Control

Understand and apply the tools used for operational control.

Demonstrate successful operational controls analysis in managing to realistic efficiency benchmarks and goals. Upon completion of this competency, students will be able to analyze and discuss three operational tools/methods that are employed to achieve successful operating outcomes in complex scenarios. 1.5 Credits.

OLCC 501 Data-Driven Decision Making and Planning

Analyze research and scholarly sources to make sound organizational decisions.

The Data-Driven Decision-Making and Planning competency will guide you through the research process which is important to making strong leadership decisions and assisting with organizational performance. In today's fast-changing environment research and scholarly writing are essential. 3 Credits.

OLCC 600 Foundations of Organizational Leadership

Evaluate classical and contemporary leadership theories to refine leadership practices.

This competency will explore classic to contemporary leadership theories and the necessary knowledge and skills to exercise effective leadership.

Students will evaluate their personal leadership qualities and develop a plan to access their leadership potential. 3 Credits.

OLCC 601 Ethical Leadership and Decision-Making

Apply ethical principles to inform decision-making.

This course is an exploration of ethical decision making for self and organizations (personal/leadership). A variety of ethical issues that you may face in groups, teams, organizations, and in life, in general, are examined. You will review ethical theories, decision-making models, policy, governance, and values. You will learn about practices that help encourage ethical behavior and decision making. 3 Credits.

OLCC 613 Organizational Theory and Behavior

Apply motivation and behavioral theories to impact organizational performance.

This competency covers how leadership can affect employee satisfaction and drive, organizational effectiveness, and efficiency. Different types of organizations, group interaction, motivation, and ways to deal with disagreements and change will also be analyzed. 3 Credits.

OLCC 614 Team Leadership and Collaboration

Utilize team-building principles to promote organizational effectiveness.

This competency introduces students to the theories and practices of team leadership, skill development, group process, and the enhancement of cooperative climates. Students will acquire knowledge about the principles of effective team building, conflict management, cooperative learning and collaboration based upon developing group process and dynamics. 3 Credits.

OLCC 615 Change Management

Evaluate theories and models that leaders implement to effectively lead change.

Change is a constant condition that can be planned or occur without warning. In this competency, students will be confronted with the realities of change and given opportunities to apply change management strategies and leadership approaches to authentic situations that mirror life. Change initiatives that are planned are ideal and often yield the best results but sometimes, managing change stems from the unexpected. 3 Credits.

OLCC 632 Leadership and Innovation

Apply innovative frameworks and strategies to address organizational problems.

In this competency, you will learn how to bring additional value to the local and global marketplace through the cultivation of creativity and innovation skills. You will explore, research, and analyze a variety of industries, and assess enhancements and barriers to individual and organizational creativity and innovation. 3 Credits.

OLCC 641 Leadership in Military Communication

Apply appropriate communication strategies, formats and principles in military scenarios.

Identify and utilize various forms of communication necessary for successful operations in field and garrison environments. 3 Credits.

OLCC 643 Military Operations Leadership

Apply military operations principles and theories to meet established objectives.

Apply military standard operational procedures for planning, conduct and evaluation of operations in a variety of military scenarios. 3 Credits.

OLCC 654 Inclusive Leadership

Apply cultural intelligence practices by utilizing strategies and tools to create inclusive workplace environments.

This course provides an overview of the challenges and solutions to creating inclusive cultures and work environments. Students will learn about the critical issues involved in framing, designing, and implementing inclusion initiatives in organizations. They will also explore approaches to developing competencies for inclusion. The course is designed to prepare students to identify opportunities for diversity, equity, and inclusion, and use inclusion strategies to improve employee engagement and business results. 3 Credits.

OLCC 681 Organizational Leadership Capstone

Evaluate a strategic organizational issue from multiple perspectives to recommend effective leadership approaches and an action plan.

In this competency, students will analyze leadership concepts and theories. Using this acquired knowledge, students will apply learnings to current case scenarios in professional and/or personal settings. Lastly, students will use strategic planning to create action plans and recommendations for an organizational challenge, resulting in a comprehensive, integrated final paper. 3 Credits.

Philosophy (PHLC)

PHLC 110 Creative and Critical Thinking

Develop a creative solution to a historical, social, ethnic, economic, technological, and/or geographic problem.

Critical thinking is the process of examining, analyzing, questioning, and challenging situations, issues, and information of all kinds. Throughout this competency, you will read about, identify, and define creative and critical thinking processes. In addition, you will utilize the creative and critical thinking processes that you learn in order to identify a problem and propose your own solution. 3 Credits.

Public Administration (PADC)

PADC 607 Public Policy Analysis

Interpret data to provide recommendations about public policy development and application.

Public policy analysis requires a sophisticated understanding of a variety of types of data. Empirical arguments and counterarguments play a central role in policy debates. This competency will introduce students to strategies of data collection and principles for critically evaluating data collected by others. Topics include measurement reliability and validity, questionnaire design, sampling, qualitative research methods, and the politics of data in public policy. 3 Credits.

Sociology (SOSC)

SOSC 110 Behavior and Cognition

Evaluate individual, organizational, and social behavior.

This competency will provide a foundation for social science theories through an assessment of the relationship of individuals to social systems and their environment. There will be an evaluation of how culture, global institutions, and events influence individuals and societies. 4.5 Credits.

SOSC 115 Social Systems

Using a social systems perspective, investigate global problems and develop possible solutions.

Having an integrated "social systems" perspective/model is critical to studying any global issue. It requires you to think about the social, environmental, and economic aspects of a problem. We live in a world where these elements are integrated and our approach must take this into consideration. In this competency, you will be challenged to look at a problem from a social systems perspective/model. 4.5 Credits.

STATE AUTHORIZATION

The United States Department of Education requires that institutions comply with various authorization requirements in each state in which distance education instruction is delivered to its residents. In addition, and pursuant to 34 CFR 668.43(b), institutions must provide current and prospective students with contact information for filing complaints with the appropriate state agency in their home state. Some states also require University of Massachusetts Global to include specific language in the catalog and/or website.

To satisfy these requirements, contact and other information for each state's Higher Education Department (or equivalent) are listed below by state. Regarding complaints, we encourage all students to review and utilize our University Complaint Policy which can be found in the General Information section.

Further, University of Massachusetts Global regularly monitors developments in each state's laws and works with Higher Education authorities to maintain compliance. However, due to the complex and ever changing landscape of State Authorization, our approach and status in each state is subject to change. As a caution, admissions may be restricted or limited until required approvals have been granted. We will continue to monitor changes in each state's laws and our out-of-state activities. If authorization becomes necessary, we will take the appropriate next steps.

If you have concerns or questions about State Authorization, distance education requirements, or the availability of certain programs in your state, please contact the office of the Director of State Authorization and Legal Affairs at stateauthorization@umassglobal.edu.

Alabama

Alabama Commission on Higher Education

Elizabeth C. French
Director, Office of Institutional Effectiveness and Planning
Alabama Commission on Higher Education
334-242-2179
elizabeth.french@ache.alabama.gov

Alabama Community College System

Tivoli Nash
Director of Private School Licensure
Alabama Department of Postsecondary Education
Office of Private School Licensing Division
334-293-4653
tivoli.nash@accs.edu

Alaska

Alaska Commission on Postsecondary Education

Kierke A. Kussart
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Alaska Commission on Postsecondary Education
907-465-6741
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Arizona

Arizona State Board for Private Postsecondary Education

Teri Stanfill
Executive Director
Arizona State Board for Private Postsecondary Education
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Keith Blanchard
Deputy Director
Arizona State Board for Private Postsecondary Education
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Arkansas

Arkansas Department of Higher Education

Alana Boles
Coordinator, Academic Affairs
Arkansas Department of Higher Education
501-371-2060
Alana.Boles@adhe.edu

California

California Bureau for Private Postsecondary Education

Leeza Rifredi
Deputy Bureau Chief
Bureau for Private Postsecondary Education
916-431-6959
bppe.licensing@dca.ca.gov

"An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 1747 N. Market Street, Suite 225, Sacramento, CA 95834, website: <http://www.bppe.ca.gov> (<https://www.bppe.ca.gov/>), telephone (916) 574-8900 and fax (916) 263-1897."

Colorado

Colorado Department of Higher Education

Heather DeLange
Academic Policy Officer
Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
303-862-3001
heather.delange@dhe.state.co.us

Connecticut

The Connecticut Office of Higher Education

Noah Dion
Director, Academic Affairs
Office of Higher Education
860-947-1822
NDion@ctdhe.org

Delaware

Delaware Department of Education

Teacher & Administrator Quality Development
Delaware Department of Education
302-857-3388
IHE@doe.k12.de.us

District of Columbia

District of Columbia Higher Education Licensure Commission

1050 First Street NE, 5th Floor
Washington, DC 20002
osse.elcmail@dc.gov

Florida

Commission for Independent Education Florida Department of Education

Susan Hood
Operations and Management Consultant Manager
Florida Department of Education
850-245-3200
susan.hood@fldoe.org

Sam Ferguson
Executive Director
Commission for Independent Education
850-245-3200
sam.ferguson@fldoe.org

Karl Washington
Educational Policy Analyst
Commission for Independent Education
850-245-3200
karl.washington@fldoe.org

Georgia

Georgia Nonpublic Postsecondary Education Commission

Laura S. Vieth
Deputy Director
770-414-3206
<https://gnpec.georgia.gov/>

For state specific complaint procedures, please see:
<https://gnpec.georgia.gov/student-complaints> (<https://gnpec.georgia.gov/student-complaints/>)

The University agrees to the Georgia Nonpublic Postsecondary Education Commission as stated in O.C.G.A. §§ 20-3-250.5(b)(2); 20-3-250.6(a)(12) and available here:

<https://gnpec.georgia.gov/standard-twelve-refund-policy> (<https://gnpec.georgia.gov/student-complaints/>)

Hawaii

Hawaii Post-Secondary Education Authorization Program

Bobbi Lum-Mew

Hawaii Post-Secondary Education Authorization Program
808-586-7327
hpeap@dcca.hawaii.gov

Idaho

Idaho State Board of Education

Val Fenske
Private Postsecondary & Proprietary School Coordinator
Idaho State Board of Education
650 West State Street, (PO Box 83720), Boise, ID 83720-0037
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Illinois

Illinois Board of Higher Education

Dr. Dan Cullen
Deputy Director, Academic Affairs
Illinois Board of Higher Education
1 N.Old, State Capitol Plaza, Suite 333
Springfield, IL 62701
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Cullen@ibhe.org

Indiana

Indiana Commission for Higher Education

Ken Sauer, Ph.D.
Senior Associate Commissioner for Research and Academic Affairs,
Indiana Commission for Higher Education (CHE)/Executive Director
Indiana Board for Proprietary Education
101 W. Ohio Street, Suite 550 Indianapolis, Indiana 46204-1984
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ksauer@che.in.gov

Ross Miller
Director of Accreditation and Regulatory Compliance
Indiana Board for Proprietary Education/
Indiana Commission for Higher Education
101 W. Ohio Street, Suite 670
Indianapolis, IN 46204-1984
Phone: (317) 464-4400 Ext. 138
Fax: (317) 233-4219
rmiller@che.in.gov

Iowa

University of Massachusetts Global is registered with the Iowa College Student Aid Commission and authorized to offer degree granting, distance education programs in the state of Iowa.
The Commission accepts questions, concerns and complaints from any student attending an Iowa postsecondary school, regardless of the student's state of residency, and from an Iowa resident attending any postsecondary school in the United States.

Iowa College Aid has created a Student Complaint Form (https://iowacollegeaid.co1.qualtrics.com/jfe/form/SV_9Br0hqNMto1FitT/) to accept a student's questions, concerns, or complaint related to a postsecondary school. A student may also contact Iowa College Aid toll-free at 877-272-4456.

Iowa College Student Aid Commission

Jayne M. Smith, J.D.
 Postsecondary Registration Administrator
 Iowa College Student Aid Commission
 515-725-0959
 jayne.smith@iowa.gov
<https://iowacollegeaid.gov/StudentComplaintForm> (<https://iowacollegeaid.gov/StudentComplaintForm/>)

Kansas

Kansas Board of Regents

Crystal Puderbaugh

Senior Associate Director, Academic Affairs

Kansas Board of Regents

785-430-4287

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 Jennifer Armour

Associate Director, Academic Affairs

Kansas Board of Regents

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Danielle Garretson
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 Kansas Board of Regents
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Kentucky

Kentucky Council on Postsecondary Education

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 Director of Postsecondary Licensing
 Council on Postsecondary Education
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 sarah.levy@ky.gov

Louisiana

Louisiana Board of Regents

LeAnn Detillier,
 Assistant Commissioner for Program Administration,
 Louisiana Board of Regents
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Maine

Maine Department of Higher Education

Angel Martinez Loreda
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 Maine Department of Education
 Augusta, Maine 04333

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 angel.loredo@maine.gov

Maryland

Maryland Higher Education Commission

Office of Academic Affairs
 Maryland Higher Education Commission
 6 North Liberty Street
 Baltimore, MD 21201
 collegiatecomplaint.mhec@maryland.gov

<https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766> (<https://onestop.md.gov/forms/student-complaints-mhec-5f74bfc0ab0f9d00fc796766/>)

Massachusetts

Massachusetts Department of Higher Education

One Ashburton Place, Room 1401
 Boston, MA 02108
 approvalquery@bhe.mass.edu

Michigan

Michigan Department of Licensing and Regulatory Affairs

Michael Beamish
 Manager
 Michigan Department of Licensing and Regulatory Affairs Corporations,
 Securities, and Commercial Licensing Bureau, Licensing Division
 PO Box 30718- Lansing, MI 48909
 517-241-6806
 beamishm@michigan.gov

Minnesota

University of Massachusetts Global is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions

Minnesota Office of Higher Education

1450 Energy Park Dr., Suite 350
 St. Paul, MN 55108
 651-642-0533
 www.ohe.state.mn.us (<https://www.ohe.state.mn.us>)

Betsy Talbot
 Manager Institutional Licensure and Registration
 Minnesota Office of Higher Education
 1450 Energy Park Dr., Suite 350
 St. Paul, MN 55108
 651-259-3965
 Betsy.talbot@state.mn.us

Mississippi

Mississippi Commission on College Accreditation

Menia Dykes
 Director of Accreditation
 Mississippi Commission on College Accreditation
 3825 Ridgewood Road

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Missouri

Missouri Department of Higher Education

Leroy Wade
Deputy Commissioner
Missouri Department of Higher Education
573-751-1176
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Montana

Montana University System Office of the Commissioner of Higher Education

State Authorization Compliance Agent
Montana University System
Office of the Commissioner of Higher Education
2500 Broadway, BOX 203201
Helena, MT 59620-3201
406-444-6570
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Nebraska

Nebraska Coordinating Commission for Postsecondary Education

Kathleen Fimple
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Nebraska's Coordinating Commission for Postsecondary Education
402-471-0030
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Nevada

Nevada Commission on Postsecondary Education

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New Hampshire

New Hampshire Department of Education Division of Higher Education- Higher Education Commission

Patricia Edes
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New Jersey

New Jersey Secretary of Higher Education

Rochelle Hendricks
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State of New Jersey Higher Education
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Executive Assistant: Lauren Banks
lauren.banks@oshe.nj.gov (Carol.Johnson@oshe.nj.gov)
<http://www.state.nj.us/highereducation> (<http://www.state.nj.us/highereducation/>)

New Mexico

New Mexico Higher Education Department

Michelle Casias, Director, Private Postsecondary Schools Division,
New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
(505) 476-8409
Private.Schools@state.nm.us

University of Massachusetts Global is seeking Licensure for programs with clinical or internship components.

New York

New York Office of College and University Evaluation

Leslie Templeman
Director
Office of College and University Evaluation
New York State Education Department
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North Carolina

The University of North Carolina Board of Governors

Terrence Scarborough
Director of Licensure
The University of North Carolina General Administration
919-962-4558
trscarborough@northcarolina.edu

Student Complaints: The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF) and submit their complaint using the online complaint form at <https://studentcomplaints.northcarolina.edu/form> (<https://studentcomplaints.northcarolina.edu/form/>).

For more information contact:
North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit The State Attorney General's web page at: <http://www.ncdoj.gov/complaint> (<http://www.ncdoj.gov/complaint/>). North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address:
Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

North Dakota

North Dakota University System

Tanya Spilovoy
 Director, Distance Education and State Authorization
 North Dakota University System
 1815 Schafer Street, Ste.202 Bismarck, ND 58505-0230
 tanya.spilovoy@ndus.edu

Ohio

The Ohio Board of Regents

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Oklahoma

Oklahoma State Regents for Higher Education

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The Oklahoma Board of Private Schools

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Oregon

Oregon Office of Degree Authorization

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 Oregon Higher Education Coordinating Commission
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<https://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx>

Pennsylvania

Pennsylvania Department of Education

Patricia Landis
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 Pennsylvania Department of Education
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Rhode Island

Rhode Island Office of the Postsecondary Commissioner

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 Assistant Commissioner
 Rhode Island Office of the Postsecondary Commissioner
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 Michael.Walker-Jones@riopc.edu

South Carolina

South Carolina Commission on Higher Education

Clay Barton

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 cbarton@che.sc.gov (lgoodwin@che.sc.gov)

South Dakota

South Dakota Secretary of State

Krista Rounds
 Postsecondary Education
 Office of Secretary of State-State Capitol
 500 East Capitol Avenue
 Pierre SD 57501-5070
 605-773-3537
 sos.edu@state.sd.us

Tennessee

Tennessee Higher Education Commission Division of Postsecondary State Authorization

Information regarding THEC's authority and policies:
 Julie M. Woodruff
 Assistant Executive Director for DPSSA and Lead Attorney
 Tennessee Higher Education Commission
 615-253-8857
 julie.woodruff@tn.gov (lindsey.vaughan@tn.gov)

Texas

The student complaint form is available on the THECB website. All complaints must be submitted to the Agency on the student complaint form.

<https://www.highered.texas.gov/student-complaints/>

For specific information regarding student complaints pursuant to Title 19 of the Texas Administrative Code, Sections 1.110-1.120 please see the following site:

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y) ([https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC/?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC/?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y))

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University of Massachusetts Global is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes University of Massachusetts Global to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at degreeauthorization@wsac.wa.gov.

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For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy (<http://www.wsac.wa.gov/loan-advocacy/>) or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov."

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