



GENERAL CATALOG

2014 - 2015



PATTEN UNIVERSITY

Welcome to Patten University!

We are pleased to have you as a student. Patten University is a career-focused university, committed to providing you with a high-quality and affordable education. With the support of UniversityNow (www.unow.com), Patten University is redefining the role of higher education, particularly as it pertains to working adults and career oriented students.

Over the last year, we have become one of the fastest growing universities in the country, and we have received awards and special recognition from the Gates Foundation, The California Endowment and Forbes Magazine. Most of our students are working while completing their degree program, and we have learned that most busy and working adults students want flexibility, affordability, and support when they need it. In addition, we are one of the few universities in the country about which our average graduate can one day say: “I received a quality education, and I graduated with little to no debt.”

Although I received my PhD from Harvard University nearly twenty years ago ([Biography](#)), I have vivid memories of both the challenges and rewards associated with pursuing a college degree. With those memories in mind, as your president I am committed to ensuring that you have an exceptional experience. Our very talented faculty, student advisors, and other staff are equally committed to your success, and we are poised to provide you with the support and guidance you will need. Following are a few tips that our most successful online students have used to maximize their experience:

1. **Develop and practice good study habits.** The Academic Strategies course provides you with helpful insights and tools, and I strongly encourage you to take full advantage of this course.
2. **Take advantage of the student support services.** Your student advisor will be an important part of your experience, and you should schedule a meeting at least three times in the first thirty days.
3. **Provide us your feedback.** Take a few minutes after each course to complete the end-of-course survey. In addition, please complete the annual Noel Levitz student survey that will be administered in November. Your feedback is used to refine and improve every aspect of the student experience. You will receive more information very soon.
4. **Build a strong support network.** In addition to instructors, student advisors, and other students, the support of your family, friends, and coworkers will be important to your success. Let them know you are committed to graduating and share with them ways they can support you.

By following these recommendations, you will increase the likelihood of completing your degree program in a timely and successful manner.

Once again, welcome, and thank you for choosing Patten University!

Sincerely,

A handwritten signature in blue ink that reads "Thomas Stewart". The signature is fluid and cursive, with the first name "Thomas" and last name "Stewart" clearly legible.

Thomas Stewart, Ph.D.
President

Patten University Catalog

2014–2015

About Patten University

The Mission

The mission of Patten University is to provide high-quality, accessible, affordable undergraduate and graduate education that integrates leadership and service to inspire students to engage in community and global transformation.

The Patten education advances students' awareness of diverse cultures and traditions, and develops their ability to think critically and independently. The University remains fully committed to preparing students to pursue their academic and career goals, while helping them integrate social responsibility and leadership into all areas of their lives. Patten has expanded academic programs and degree offerings and extended its reach beyond on-campus courses by introducing flexible, online programs. At the same time, the institution continues its commitment to enriching the world and providing students the personal attention and support that has always characterized the Patten experience. The University is committed to serving students from a broad range of ethnic, geographic, and socioeconomic backgrounds through a supportive academic community that encourages and equips students to develop their unique talents.

Patten intends to motivate students to live as ethically responsible individuals in whatever profession they pursue. The long-standing foundation of humanistic values and emphasis on social justice are embedded across Patten's academic and civic service programs.

The University also is dedicated to recruiting and retaining faculty and staff who support Patten's values and vision: an overarching commitment to mentoring and coaching; demonstrating integrity through scholarship, institutional improvement, and service to the larger community; and employing innovative technologies and teaching methods that meet the needs of twenty-first century learners.

History

In December 2012, Patten University began the transition from a nonprofit, sectarian institution to a for-profit, secular institution under the umbrella of parent company UniversityNow, an innovative social venture dedicated to making a college education affordable to all qualified students. Through this transition, Patten University enters the next phase of its history: expanding course offerings and degree programs with a secular approach that broadens Patten's reach while, at the same time, emphasizing social justice, community service, and leadership preparation; and embracing

innovation by adding flexible online programs to complement its on-campus offerings. Besides addressing the needs of traditional age students, Patten also is committed to helping working adults acquire the skills and knowledge they need to advance or change their careers.

The Campus

Patten University campus is located in Oakland, California, a San Francisco Bay Area city. San Francisco is twenty minutes away via the Bay Bridge or a BART train. Lake Merritt, a 155-acre lake surrounded by beautiful Lakeside Park, is three miles from the campus. The East Bay regional Park System contains 26,000 acres of semi-wild recreation areas. A wide variety of museums and fine arts groups are located in Oakland and surrounding cities.

Mild year-round temperatures are an excellent feature of the Oakland area, with prevailing westerly winds from the Pacific Ocean bringing mild winters and cool summers. The annual average temperature is 57 degrees. Students have found that the natural beauty and cultural diversity of the Bay Area make it an inspirational place to live and study.

Accreditation and Affiliations

The Western Association Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, California, 94501, (510) 748-9001, is the regional accrediting body that accredits the University.

The California Commission on Teacher Credentialing approves the Multiple and Single Subject Teaching Credential programs.

The University also is approved by the United States Department of Justice, Immigration and Naturalization Service, for attendance of non-immigrant international students under the Immigration and Nationalization Act.

Administration

Office of the President

President Dr. Thomas Stewart
Chief of Staff Ms. Stacy Chiang
Senior Director of Institutional Effectiveness and Planning Ms. Lynnette Garetz
Director of Finance and Administration Mr. Eric Wagensonner
Manager of Operations and Security Ms. Patricia Ruelas
Director of Student Experience Ms. Koel Acedo

Academic Affairs

Vice President of Academic Affairs (Open Search)
Dean of Online Learning Dr. Tana Monaco
Dean of Academics Dr. Abraham Ruelas
Academic Affairs Coordinator Ms. Lauren McKown

Departments and Programs

Education Dr. Danielle Kaplan
Management Department Chair Dr. Marc Porter
 Program Chair, Leadership Dr. Tana Monaco
 Program Chair, Management Dr. Marc Porter
 Program Chair, MBA Dr. Marc Porter
Psychology Program Chair Dr. Yashica Crawford

Staff Accountant Ms. Aida Rodriguez
Information Technology Director Mr. Dennis Clark
Learning Commons Director Ms. Lisa Hubbell
Registrar Ms. Cindi Hogeboom
Financial Options Ms. LaVetta Joseph

Campus Academic Calendar 2014–2015

Fall 2014	
Classes Begin	August 19
Last day to ADD/DROP	August 23
Labor Day Holiday	September 2
Veteran's Day Holiday	November 11
Advising/Pre-Registration	TBA
Last Day to Withdraw	November 25
Thanksgiving Break	November 28–29
Last Day of Campus Classes	December 6
Final Exam Period	December 9–13
End of Main Campus Semester	December 13
Main Campus Winter Break Online Winter Break	December 16–January 2 December 23–January 5
Spring 2015	
Classes Begin	January 5
Last Day to ADD/DROP	January 9
Withdrawal Period Begins	January 12
Martin Luther King, Jr. Holiday	January 19
Presidents' Day	February 16
Spring Break	March 9–13
Advising/Pre-Registration	TBA
Last Day to Withdraw	April 20
Last Day of Classes	April 28
Final Exam Period	April 29–May 5

End of Semester	May 5
Commencement	May 10
Summer 2015	
Summer Session Begins	May 11
Memorial Day Holiday	May 25
Independence Day Holiday (federal observation)	July 3 (Friday)
Summer Session Ends	August 28

Online Academic Calendar 2014–2015

University terms are sixteen weeks long. For the most current academic calendar, please refer to the University website. For each term, courses begin at 9:00 a.m. on Mondays and end on Fridays at midnight Pacific Standard Time.

				<i>30 days prior to term end</i>	<i>2 weeks prior to term end</i>
Term Code	Term Start	Term End		Last Day to Change Enrollment Date of Next Term	Last Day to Request an Incomplete
1501	1/5/15	5/1/15		4/3/15	4/17/15
1502	1/12/15	5/8/15		4/10/15	4/24/15
1503	1/20/15	5/15/15		4/17/15	5/1/15
1504	1/26/15	5/22/15		4/24/15	5/8/15
1505	2/2/15	5/29/15		5/1/15	5/15/15
1506	2/9/15	6/5/15		5/8/15	5/22/15
1507	2/17/15	6/12/15		5/15/15	5/29/15
1508	2/23/15	6/19/15		5/22/15	6/5/15
1509	3/2/15	6/26/15		5/29/15	6/12/15

	3/9/15	SPRING		BREAK	2015
1511	3/16/15	7/10/15		6/12/15	6/26/15
1512	3/23/15	7/17/15		6/19/15	7/3/15
1513	3/30/15	7/24/15		6/26/15	7/10/15
1514	4/6/15	7/31/15		7/3/15	7/17/15
1515	4/13/15	8/7/15		7/10/15	7/24/15
1516	4/20/15	8/14/15		7/17/15	7/31/15
1517	4/27/15	8/21/15		7/24/15	8/7/15
1518	5/4/15	8/28/15		7/31/15	8/14/15
1519	5/11/15	9/4/15		8/7/15	8/21/15
1520	5/18/15	9/11/15		8/14/15	8/28/15
1521	5/26/15	9/18/15		8/21/15	9/4/15
1522	6/1/15	9/25/15		8/28/15	9/11/15
1523	6/8/15	10/2/15		9/4/15	9/18/15
1524	6/15/15	10/9/15		9/11/15	9/25/15
1525	6/22/15	10/16/15		9/18/15	10/2/15
	6/29/15	SUMMER		BREAK	2015
1527	7/6/15	10/23/15		9/25/15	10/9/15
1528	7/13/15	10/30/15		10/2/15	10/16/15
1529	7/20/15	11/6/15		10/9/15	10/23/15
1530	7/27/15	11/13/15		10/16/15	10/30/15
1531	8/3/15	11/20/15		10/23/15	11/6/15

1532	8/10/15	12/4/15		11/6/15	11/13/15
1533	8/17/15	12/11/15		11/13/15	11/20/15
1534	8/24/15	12/18/15		11/20/15	12/4/15
1535	8/31/15	1/8/16*		11/27/15	12/11/15
1536	9/8/15	1/8/16*		11/27/15	12/11/15
1537	9/14/15	1/15/16		12/18/15	1/1/16
1538	9/21/15	1/22/16		12/25/15	1/8/16
1539	9/28/15	1/29/16		1/1/16	1/15/16
1540	10/5/15	2/5/16		1/8/16	1/22/16
1541	10/12/15	2/12/16		1/15/16	1/29/16
1542	10/19/15	2/19/16		1/22/16	2/5/16
1543	10/26/15	2/26/16		1/29/16	2/12/16
1544	11/2/15	3/4/16		2/5/16	2/19/16
1545	11/9/15	3/11/16		2/12/16	2/26/16
1546	11/16/15	3/18/16		2/19/16	3/4/16
1547	11/23/15	3/25/16		2/26/16	3/11/16
1548	11/30/15	4/1/16		3/4/16	3/18/16
1549	12/7/15	4/8/16		3/11/16	3/25/16
1550	12/14/15	4/15/16		3/18/16	4/1/16
	12/21/15	WINTER		BREAK	2015
	12/28/15	WINTER		BREAK	2015

Admissions

Patten University does not discriminate on the basis of race, color, national or ethnic origin in administering its admission policies and its educational policies and programs.

Undergraduate Admission

The University accepts applications and announces admissions decisions continually throughout the year. A student who applies for admission to and enrolls in Patten University enters as a conditionally admitted (non-degree) student until the following conditions are met.

Undergraduate

In order to matriculate as a fully admitted degree-seeking undergraduate, an individual must:

- Verify or submit within thirty days of enrollment a high school transcript or equivalent (such as a GED) that is accepted by the University as valid
- Complete 12 college-level credits, either by completing courses at Patten University or by submitting transfer credits that are accepted by the University, or a combination of the two.

Patten University will verify high school graduation or equivalent and transcript authenticity. A student who cannot produce a high school transcript or equivalent cannot matriculate as a degree-seeking student at Patten University.

ACT or SAT scores are not required for admission. Written permission from a legal guardian is required for admission of persons who are under the age of 18.

Graduate

In order to matriculate as a fully admitted degree-seeking graduate student, an individual must possess a baccalaureate degree from an institution accredited by an accrediting agency that is recognized by the U.S. Department of Education. Degree conferral will be verified by Patten University. All verification and required transcript submission for matriculation must be completed within thirty days of enrollment. GRE or GMAT scores are not required. Students entering the MBA program are expected to have completed undergraduate-level microeconomics and college algebra with a C- or higher before starting their degree program. It is the student's responsibility to ensure the proper paperwork is submitted to verify that he or she has completed the prerequisites before the term starts. If the prerequisites are not complete at term start, the student will be placed into them automatically and will be required to complete them before starting a degree program.

International Admission

Patten University does not provide visa services to online students or vouch for student immigration status. Instruction at Patten University is provided in English, and the University does not provide English as a second language services. Applicants for whom English is a second language must take the Test of English as a Foreign Language (TOEFL®) and have their official TOEFL® score report sent to the Office of Registrar under separate cover. Applicants must receive a

TOEFL score of 550 on the paper-based test or 65 on the Internet-based test (iBT), and the University must receive the score within thirty days of enrollment. Alternatively, an applicant may enroll in the University's ENG101A Composition I course online as a non-degree student. The University will accept a grade of *C* or better as proof of English proficiency.

Applicants with non-U.S. educational credentials must first obtain a foreign credential evaluation from any member of the National Association of Credential Evaluation Services (www.naces.org), such as Educational Credential Evaluators, Inc. (ECE), or another independent U.S. evaluation service approved by the University, before submitting their transcripts. If a student chooses to submit her/his credentials to ECE, request forms and cost information are available at the ECE website (www.ece.org) or by contacting ECE at P.O. Box 514070, Milwaukee, WI 53203-3470, USA, telephone (414) 289-3400, fax (414) 289-3411. International applicants must obtain subject evaluations; the general evaluation is not sufficient. International students who do not have U.S. government photo identification will need to produce two forms of alternative photo identification during proctored examinations in order to verify identity.

To be accepted, transcripts must be official. Students must have them sent directly from the institution to Patten University under seal, where they must be confirmed by the Office of the Registrar as valid.

Prospective **online international students** should send official transcripts* and foreign credential evaluations to:

Patten University
Office of the Registrar
P.O. Box 7775 #37533
San Francisco, CA 94120-7775

*All official transcripts for online students must be accepted as valid by the Registrar's Office within thirty days of enrollment.

Undergraduate Transfer Credit

The acceptance of transfer credits between institutions is at the discretion of the receiving college or university. An applicant who wishes to receive a transfer and/or equivalent credit evaluation prior to enrollment must provide official college transcripts. The transfer credit evaluation serves as a guide for determining the remaining course work required for the student to complete his/her desired program of study. Students wishing to transfer Patten University credits to another institution should check first with that institution regarding its policy on transfer credit.

Course content and instructional quality varies across institutions and, because of this, Patten University does not consider grade points for work completed at other colleges or universities. Therefore, transfer credit neither raises nor lowers a student's grade point average. Only grades of *C-* or better will be considered for undergraduate credit and *B-* or better for graduate credit.

Maximum Transfer Credits That May Be Awarded from All Sources

Associate's Degree up to 45 credits (15 courses)*

Bachelor's Degree up to 90 credits (30 courses)*

* For Associate's and Bachelor's degrees, transfer credit may be awarded through a combination of transfer and/or credit by examination.

Campus Post-Baccalaureate and Graduate Program Admission

On campus, Patten University offers Master of Arts in Education and Multiple and Single Subject Teaching Credential programs. Contact the Department of Teacher Education for application deadlines.

Applicants seeking admission into any of these programs are to:

- Submit three letters of recommendation from the applicant's employer, former employers, former teachers, instructors, professors, etc.
- Comply with confidential disclosure of all prior offenses resulting in a criminal record that may preclude the opportunity to teach in California schools.

All sections of the California Basic Education Skills Test (CBEST) or other options being utilized to satisfy basic skills requirements must be passed prior to beginning supervised student teaching.

All sections of the California Subject Examinations for Teacher (CSET), or other options being utilized to satisfy the subject matter competence requirement, must be passed prior to beginning supervised student teaching.

Effective July 1, 2007, any one of five new options established by the California Commission on Teacher Credentialing (CTC) may be utilized to meet the state requirements for acceptance by all teaching credential programs (ref: CTC, CIA 07-02). These options are detailed in the Division of Education Admissions Handbook, available from the Department of Teacher Education. Specific information regarding the admissions requirements for each program is listed below.

M.A. in Education Admission Requirements

Applicants must hold a baccalaureate degree from an accredited institution or a degree that is deemed to be the equivalent of an American accredited degree by one of the Foreign Transcript evaluation companies approved by the California Commission on Teacher Credentialing.

Candidates also must:

- submit a completed application form
- submit three letters of recommendation
- provide a writing sample to demonstrate academic language mastery
- achieve a GPA of 2.5 or higher for the baccalaureate degree
- earn a GPA of 3.0 or higher in all applicable post-baccalaureate work.

Multiple and Single Subject Teaching Credential Programs Admission Requirements

Patten University offers post-baccalaureate teaching credential programs authorized by the CTC. Applicants must satisfy the following procedures at least thirty days before the semester begins:

- Complete the teaching credential program application form
- Submit official transcripts of work completed at colleges and universities
- Submit three character references
- Submit a record of a recent tuberculosis (TB) test
- Submit personal statement
- The California Basic Educational Skills Test (CBEST) and provide scores for diagnostic purposes. Applicants who score five or more points below passing on the CBEST must take an appropriate remedial course in mathematics and/or English as needed.

Academic requirements may be met by submission of documents and transcripts showing one of the following:

- For Multiple Subject Teaching Credential candidates: completion of an acceptable baccalaureate degree from an institution accredited by a regional accrediting association with a minimum GPA of 2.5 and a passing score on the required California subject matter examinations.
- For Single Subject Teaching Credential candidates: completion of an acceptable baccalaureate degree from an institution accredited by a regionally accrediting association with a minimum GPA of 2.5, and a passing score on the required California subject matter examination(s), or completion of a CTC approved designated major waiver program from a California institution with a minimum GPA of 2.5.

Campus Graduate International Admission

Prior to applying for the required F-1 visa, which permits entry into this country as a student, international students must submit an application along with the required materials. Applicants must first obtain a foreign credential evaluation from any member of the National Association of Credential Evaluation Services (www.naces.org) such as Educational Credential Evaluators, Inc. (ECE) or another independent U.S. evaluation service approved by the University before submitting their transcripts. If a student chooses to submit her/his credentials to ECE, request forms and cost information are available at the ECE website (www.ece.org) or by contacting ECE at P.O. Box 514070, Milwaukee, WI 53203, USA, telephone (414) 289-3400, fax (414) 289-3411. International applicants must obtain subject evaluations; the general evaluation is not sufficient. International students who do not have U.S. government photo identification will need to produce two forms of alternative photo identification during proctored examinations in order to verify identity.

Since English is the language of instruction, international students from non-English speaking countries pursuing a degree and/or certificate program through Patten University must meet all other entrance requirements plus demonstrate their English language proficiency. The University uses the Test of English as a Foreign Language (TOEFL) exam results as evidence of English proficiency. An official TOEFL or International English Language Testing System (IELTS) score is

required for admission to the University's graduate program (67 for iBT; 183 for CBT; 580 for PBT; 6.5 for IELTS).

Applications for campus graduate programs will be reviewed when all of the materials have been received. Applicants are to request that official transcripts* be sent from the registrar's office of each institution previously attended directly to:

Patten University
Registrar's Office
2433 Coolidge Avenue
Oakland, CA 94601

*Students must have all official transcripts submitted to the Registrar's Office no later than the completion of their first term or they will not be allowed subsequent enrollment.

Graduate Transfer Credits

The acceptance of transfer credits between institutions is at the discretion of the receiving college or university. An applicant who wishes to receive a transfer and/or equivalent credit evaluation prior to enrollment must provide official college transcripts and training certificates. Transfer credit evaluations will not be performed using unofficial transcripts. The transfer credit evaluation serves as a guide for determining the remaining course work required for the student to complete his/her desired program of study. Students wishing to transfer Patten University credits to another institution should check first with that institution regarding its policy on transfer credit.

Course content and instructional quality varies across institutions and, because of this, Patten University does not consider grade points for work completed at other colleges or universities. Therefore, transfer credit neither raises nor lowers a student's grade point average. Only grades of B- or better will be accepted for graduate credit. In addition, the University has established the following limits on the maximum credits that are allowed for transfer into the degree programs.

Maximum Transfer Credits That May Be Awarded from All Sources

Master's Degree up to 6 credits (two courses)*

*For master's degrees, credit by examination does not apply.

Students who have previously completed course work in a recognized institution's graduate program may transfer up to 6 semester credits (or the equivalent) toward a Patten University master's degree. Credits must reflect a 3.0 GPA (B grade) or better. Program-specific constraints on the type of credit accepted in transfer, as well as exceptions to this credit transfer policy, are noted in the sections on degree requirements.

Official Notification

Students are responsible for keeping the Registrar's Office informed of any changes in name, address, email address, and/or telephone number. The mailing of notices, grades, and other University correspondence to the last address on record constitutes official notification.

Course Substitutions

In addition to transferring equivalent courses, students may be interested in substituting an elective course for a required course. Such substitutions are acceptable only if the substitution meets the specific educational goal of the student while maintaining the integrity of the degree program. The major advisor or designee determines the appropriateness of a substitution request and approves any substitutions.

Credit for Military Service School Experience

Learning acquired in military service schools that offer college-level work as determined and evaluated by the Office of Educational Credit of the American Council on Education (ACE) will be credited toward undergraduate and graduate degrees. The credit recommendations of the Office of Educational Credit and Credentials are contained in the Guide to the Evaluation of Educational Experiences in the Armed Services.

Army enlisted ratings, Navy enlisted ratings, Coast Guard enlisted ratings, Air Force enlisted ratings, Marine Corp enlisted ratings military occupational specialties, and similar military designations, plus courses completed in the Defense Language Institute, which have been evaluated by ACE, are also accepted for credit.

Credit by Examination

Patten University participates in several nationally recognized standardized testing programs. Such exams are designed, monitored, scored, averaged, and validated by authoritative educational testing agencies and enjoy wide acceptance throughout higher education. Patten University accepts the recommendations of the American Council on Education (ACE) for approved agencies offering credit by examination. These include:

- CLEP(College Level Examination Program)
- Excelsior College Exams
- DANTES Subject Exams
- College Entrance Examination Board Advanced Placement Examinations (CEEB-AP)

Transferability of Patten University Credits

The transferability of credits earned at Patten University is at the complete discretion of the transferring institution. Acceptance of the degree earned is also at the complete discretion of the transferring institution. If the credits earned at this institution are not accepted at the institution to which transfer is sought, some or all of the course work may need to be repeated at that institution.

Enrollment

A student is officially registered at the University when: (1) all admission requirements and registration forms are completed and accepted and (2) all applicable tuition and fees have been paid or, alternatively, a payment plan/contract has been completed.

Continuous Enrollment

A degree-seeking student is considered actively enrolled or “Active” if he or she is registered for at least one course, has been assigned an instructor, and has not been administratively withdrawn for any reason. Students continue in Active status unless they have a term in which they fail to successfully complete at least one course. Students who do not complete any courses in a given term will be considered “Inactive” and will be withdrawn from the University unless they contact their student advisor with a compelling explanation for the inactivity and are not subject to administrative withdrawal for any other reason.

Taking a Break Between Terms

A student may take a break between terms, as long as she/he notifies her/his student advisor at least two weeks prior to the end of the current term and the next term’s start date is within thirty days of completion of the previous term. Students who wish to take more than thirty days off must formally withdraw and then re-enroll when ready to continue their degree program. Upon re-enrolling, students are subject to the terms and conditions of the new enrollment agreement, including the new tuition rate and all applicable fees.

Learning Resources

The university delivers its online programs through the UniversityNow Learning Management Platform, an integrated Learning Management System and Student Information System that allows students to:

- access textbooks and supplemental materials online
- take low-stakes, formative assessments (such as end-of-chapter quizzes)
- submit assignments digitally directly to the faculty
- interact with peers and faculty in a social learning setting
- directly access the digital library, which includes the ProQuest databases, digital books through eBrary, and other resources that support student research
- directly ask questions of the University’s library information specialist
- immediately message student advisors and faculty
- view and pay account balances
- view degree progress and grades
- order transcripts

Student Orientation

All students who enroll in online courses are required to successfully complete the Patten University New Student Orientation course prior to taking any other courses. This course introduces students to the Patten learning platform, describes outcomes-based education, highlights University policies and procedures, and provides student success strategies. Orientation is completed online, at the student's convenience. Completion of the orientation course takes approximately two hours. This course may be completed prior to term start.

Technology Requirements

The university requires the following technical specifications to ensure that students can successfully take proctored examinations and complete online course work. If you have questions, contact support@patten.edu. Technical capabilities include the following:

- computer that runs at least Windows XP (Windows 7 recommended) or Mac OS X (or higher), with at least 1024 MB of RAM (2GB recommended)
- webcam (A resolution of at least 640x480, with 1280x720 being recommended)
- computer microphone (Many webcams have built in microphones.)
- computer speakers or headphones
- Microsoft Office
- Google Chrome web browser (the most current version) with Adobe Flash Player installed. Adobe Flash Player is a free download from adobe.com.
- reliable high-speed Internet connection of at least 1 Mbps (1.5 Mbps recommended)

Academic Load

Patten University's tuition policy allows students to register for as many courses as they can successfully complete in a term. Online students take one course at a time and must complete that course before moving on to the next one.

When a student has successfully completed a course in a given term, she/he will be automatically registered in the next available course on her/his degree map. When only four to six weeks remain in a term, students must apply through their student advisor to register for their next available course. If fewer than four weeks remain in the term, students may not register for another course. Because courses build on previous course work, students are required to take the courses in the sequence shown in their degree map.

Academic Load for On-Campus Students

Undergraduate on-campus students who wish to enroll in more than 15 semester units of work must have a 3.0 GPA and obtain written permission from the respective division dean. Should a student's GPA fall below 2.0, the University will work with the student to determine the cause and then limit the number of units taken during the following semester to assist the student in being more successful. A full-time graduate academic load is 9 or more semester units.

Undergraduate and Credential

12 units or more	Full-time
9–11 units	$\frac{3}{4}$ time
6–8 units	$\frac{1}{2}$ time
0–5 units	Less than $\frac{1}{2}$ time

Graduate

9 units or more	Full-time
7–8 units	$\frac{3}{4}$ time
4.5–6 units	$\frac{1}{2}$ time
1–4.4 units	Less than $\frac{1}{2}$ time

A Semester Unit of Study

To receive 1 semester unit of credit, a student spends fifteen hours in class or in classroom-related activities during a semester. For each hour of time in class or classroom-related activities, students will expect to complete two hours of out-of-class work related to classroom learning (e.g., homework). The form of the in-class and out-of-class work and contact time with instructors will take different forms in classes that are independent and directed studies and research (e.g., senior or M.A. thesis, internships, etc.) classes. When registering for classes, students should keep in mind that 1 semester unit requires at least two hours of study for each hour spent in class.

Adding/Dropping Campus Courses

New and continuing students register for classes prior to the first week of each semester. During the add/drop period at the beginning of each semester, students are to consult with their advisor to add/drop courses. Admittance to a new course is based upon space available under the condition that prerequisites are met. Students must secure the advising faculty member's signature to add/drop courses. Courses dropped during the add/drop period will not appear on the student's permanent record. The University will not recognize alteration of a schedule without the approval of the Registrar's Office.

No student may enter a class or laboratory after the first meeting following the end of the add/drop period.

Course Numbering and Prerequisites

The three-letter abbreviation preceding a course number indicates the department or discipline of instruction or the general subject area of study. For example: SOC = sociology; ENG = English; PSY = psychology; OGM = organizational management; MTH = math; BIO= biology, etc.

The three-number designation associated with each department and/or subject generally indicates the course level of study as shown below.

Developmental courses	001—099
Freshman-level courses	100—199
Sophomore-level courses	200—299
Junior-level courses	300—399
Senior-level course	400—499
Credential courses	500—599
Graduate-level courses	600—699

Students may not take upper-division courses (junior- or senior-level courses) without either first fulfilling lower-division requirements or obtaining permission from the major advisor for the program. The lower sequentially numbered courses are in most cases prerequisite to the higher.

NOTE: Developmental course work does not satisfy graduation requirements.

Course Cancellation

The University reserves the right to cancel a course, to change class times or class instructors, create new classes, and to alter any other policies or dates related to registration and student records at any time. Notification of such changes will be published in an appropriate manner.

Cross Registration (Transferring Credit from Another Institution)

Students who expect to enroll in a course at another institution while still planning to complete their degree at Patten and who would like to ensure the transferability of the course are encouraged to receive preapproval of the desired course(s) through the Registrar's Office. All courses for which prior approval is obtained are subject to the standards and conditions of the Patten University Transfer Credit policy.

Class Level Status

A student's class level is determined according to units completed (earned) and is updated at the end of each semester.

Class Level	Units Completed
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90+

Graduate Students in Undergraduate Courses

Graduate students may enroll in an undergraduate course when it is a prerequisite or preparatory area of study for a graduate course. No prior approval is necessary for such an enrollment.

Undergraduate Students in Post-Baccalaureate Courses

Generally, undergraduate students are not permitted to enroll in post-baccalaureate courses. However, undergraduate students in the final term of their undergraduate program may be permitted simultaneous enrollment in undergraduate and post-baccalaureate classes if:

- the student has applied for and been granted graduate admission
- the course is approved by both the undergraduate advisor and the post-baccalaureate program advisor.

A post-baccalaureate course completed in this way may not be counted toward fulfillment of both post-baccalaureate and undergraduate degree requirements.

Tuition and Fees

Students who enroll at Patten University assume responsibility for the payment of all tuition and fees in accordance with the financial policies set forth below. Patten University reserves the right to change the tuition and fee schedule for any given term without prior notice. After the beginning of a term, no changes in tuition or fees will affect that term.

Patten University delivers courses and degree programs in on-campus and online formats over each semester as part of the associate's, bachelor's, credential, and master's programs. On-campus tuition and fees for each semester are due in full prior to classes starting. Students have the option

of making installment payments for tuition, fees, and room costs at a small fee. The payment plan allows students to pay their tuition for the semester in four specified installments during that term.

Students may not enroll in a subsequent semester or course until any previous balance is paid in full. Grades and transcripts will not be released if a student owes the university for charges on their account.

Patten University online offers sixteen-week term and annual tuition (three sixteen-week term) agreements.

Schedule of Tuition and Fees

Please see the listing of current fees by referring to the University's website:

<http://www.patten.edu/>.

Tuition Reimbursement

Employers frequently pay the tuition of Patten University students through company tuition reimbursement programs. Students are encouraged to check with their employers to find out whether such a program is available to them.

Withdrawal from a Campus Course

Students may withdraw from a course after the add/drop period is over. To do this, they must complete the appropriate form available through the Registrar's Office. Students must secure the signatures of the course instructor before withdrawing. Completed withdrawal forms must be received by the Registrar's Office no later than the last day designated to withdraw from classes. A grade of *W* will be recorded on the student's permanent record. Students who neglect to follow this procedure will receive grades of *F* on their permanent record. Undergraduates may withdraw from no more than 18 units attempted at Patten University.

Withdrawal from a Campus Degree Program

Students who cannot continue their studies during a given semester must officially withdraw from the University. Forms for withdrawal are available through the Registrar's Office. Students should confer with their instructors and/or advisors, complete the withdrawal from school form, and obtain clearance from the library and business offices. Students who neglect to follow this procedure will receive grades of *F* on their permanent record.

Withdrawal from an Online Degree Program

Students who wish to withdraw from an online degree program will need to follow the process outlined here: <https://support.patten.edu/entries/71444413-How-do-I-withdraw->

Withdrawals are subject to certain fees and payments.

Fees

An enrollment fee will be assessed upon enrollment in an online degree program. This enrollment fee is waived unless you change your term start date or withdraw from Patten University at any time prior to day fourteen of your first term's start. See the Withdrawals and Refunds section of the enrollment agreement for more information on the application of this enrollment fee and Patten's Tuition Refund Policy

Withdrawal Payment and Tuition Refund Policy

Students are responsible for paying a certain percentage of their total tuition as part of the withdrawal process. If a student has paid the tuition in full, he or she may be eligible for a refund. For details on the payment and refund percentages, please consult the schedule below. The date that the Registrar's Office receives the withdrawal notice determines the date used in the withdrawal payment calculation. Please note that some non-refundable fees may apply.

Withdrawal and Refund Schedule

This chart summarizes what percentage of the total tuition is eligible for refund by week. A refund assumes that the tuition has been paid in full. If the total tuition has not been paid in full, the student will owe the non-refundable percentage of the full tuition.

Week after term start date	You Owe	Maximum Refund (If tuition is paid in full)
Week 1	\$50.00*	100.0%-\$50.00*
Week 2	\$50.00*	100.0%-\$50.00*
Week 3	25.0%	75.0%
Week 4	50.0%	50.0%
Week 5	75.0%	25.0%
Week 6	100.0	0.0%

*\$50 enrollment fee is applied. Note that the enrollment fee amount is subject to change. All enrollment fee amounts are included in the enrollment agreement. Students should consult their specific enrollment agreement for details on their enrollment fee.

If a student has paid tuition in full and subsequently withdraws by week five for single-term tuition and by week nine for annual tuition, the Student Accounts Department will refund the appropriate amount within sixty days of receipt of the request to withdraw. If the student has not paid in full, the student will be billed the appropriate balance of total tuition at the time of withdrawal.

All students are subject to Patten's Financial Probation policy, as described below.

Financial Probation

It is Patten University's policy that students' financial accounts must be current. If difficulties arise, appropriate arrangements must be made with the Student Accounts Office at billing@unow.com. Students who fail to complete satisfactory arrangements or who default on their financial

arrangements are subject to financial probation. See the current policy here: <https://support.patten.edu/entries/95211923-Financial-Probation>.

Military Assistance

Patten University does not participate in Veteran's Administration or GI Bill benefits programs.

Student Policies

Patten University reserves the right to modify existing academic policies or to develop additional policies regarding the relationship between the institution and those who enroll in its programs. This includes tuition and fee schedules, enrollment procedures and requirements, program and course offerings, graduation requirements, and registration policies and procedures.

Those admitted to study at Patten University agree, by virtue of their enrollment, to be governed by such policies as are established by the University's board of trustees and administration. As a result, the University maintains disciplinary authority over students as it pertains to continuation of enrollment by students, their award of academic credit, and the conferring of degrees and certificates.

Academic Honesty and Integrity

The University insists on academic integrity and honesty and requires that all student submissions reflect the honest, ethical, and accurate representation of a student's academic work and record. Students are required to attest to the originality of all submissions.

Plagiarism is defined as "when a writer deliberately uses someone else's language, ideas, or other original material (not common-knowledge) without acknowledging its source" (Council of Writing Program Administrators). Plagiarism includes copying someone else's work without using correct citation and/or attribution, and it does include copying material from Wikipedia or any other Internet source. Patten University recognizes that instances of plagiarism can occur due to student misunderstanding or lack of knowledge about standards and practices of citation and attribution. However, it is the student's responsibility, as part of his/her academic development, to learn and adhere to the rules of appropriate citation and attribution.

When evidence suggests that plagiarism has occurred due to the lack of a student's understanding of citation guidelines, faculty are encouraged to work with the student to provide her/him with an opportunity to correct the issues and resubmit work. Faculty may adjust the grading standards in the course to penalize the student's resubmission by lowering the grade. It is solely within the faculty member's discretion to make this determination and to decide whether to allow the student to resubmit the assignment, fail the student on the assignment, or fail the student in the course. Faculty may recommend that the student be administratively withdrawn from the University.

Examples of academic dishonesty include but are not limited to:

- unauthorized collaboration between two or more students on a course project, assessment, or assignment
- sharing quiz or final examination questions or answers in public forums (e.g. Internet sites, blogs, etc.) without the University's express written consent
- submitting academic records (e.g. transcripts) that have been altered in any way or that are fraudulent
- submitting work that was not written or created by the student. Examples are papers purchased from others prepared by ghostwriters.

Violations of the Academic Integrity and Honesty policy will become part of the student's record. Depending on the severity and/or frequency of the violation(s), the faculty may take disciplinary action. This could include submitting a formal recommendation to the University administration that the student be withdrawn from the University. A student who has become subject to disciplinary action may submit an appeal to the academic dean per the University's Appeals and Grievances policy

Student Code of Conduct

As members of Patten University's academic community, students are expected to adhere to the established standards related to communication, academic integrity, and honesty. By signing the enrollment agreement, students agree to abide by these standards and all University policies. In addition to adhering to the policy on academic integrity and honesty, students are to abide by the code of conduct as it relates to all communications.

The exchange of diverse freethinking and the practice of debate are core elements of the academic environment. Patten University fully supports these ideals but also requires that all communications between and among students, faculty, and administration reflect civil discourse and professionalism.

Each student is responsible for the content of all communications including text, audio, or images that she/he places or sends over the Internet including, but not limited to, any Web-based sites or applications utilized through the University. Fraudulent, harassing, or obscene messages are prohibited. Information published on the Internet should not violate or infringe upon the rights of others. Abusive, profane, or offensive language transmitted in the classroom or through the system is not tolerated.

Any student who feels harassed is encouraged to immediately inform the alleged harasser that the behavior is unwelcome. If the informal discussion with the alleged harasser is unsuccessful in remedying the problem or if the individual experiencing the behavior does not feel comfortable with such an approach, the individual should immediately report the conduct to a student advisor, instructor, or any administrative official of the University. All reports of harassment or discrimination will be promptly investigated.

Violations of the Student Code of Conduct will become part of the student's record. Depending on the severity and/or frequency of the violation(s), the faculty may take disciplinary action, including administrative withdrawal from the University. A student who has become subject to disciplinary action may submit an appeal to the respective academic dean per the University's Appeals and Grievances policy.

Appeals and Grievances

Grade Appeals

Students have the right to appeal under due process. If a student disagrees with a grade, the student must first discuss the situation with the instructor responsible. Students must submit their grade appeal to their instructor within seven days of the grade being awarded. Upon submission of the appeal, the instructor has seven days to respond. If the student is unhappy with the results of the appeal, he/she may submit another appeal to the academic dean. This must be done within thirty days of the grade being awarded. Upon submission of this appeal, the dean has fourteen days to respond. The decision of the academic dean will be final.

Disciplinary Appeals

Appeals of disciplinary actions and other University decisions must also be made in writing to the academic dean. The student must provide evidence and/or a compelling explanation for why the disciplinary action should not be implemented.

To appeal: Students must submit their appeal in writing within seven days of the notification of the disciplinary action. During these seven days, no action will be taken to dismiss the student or suspend the student from access to courses or services, unless the administration determines that allowing the student to remain engaged with the University students, staff, or faculty would be harmful. Upon submission, the academic dean has fourteen days to respond. The decision of the academic dean will be final.

Copyright

The University complies with the copyright law of the United States, which prohibits the making or reproduction of copyrighted material except under certain specified conditions. Acts of copyright infringement include, but are not limited to, misusing copyrighted material in course work and misusing material for which the institution owns the copyright (i.e., website materials, course materials, publications, etc.)

Disabilities

Patten University is committed to complying with all applicable provisions of the Americans with Disabilities Act of 1990 (ADA). It is the University's policy not to discriminate against any qualified applicant because of such individual's disability or perceived disability. In keeping with ADA, the regulations in 29 CFR Part 1630 (1992), and the Rehabilitation Act of 1973 (Section 504), Patten University will provide reasonable academic accommodations for students who provide formal documentation outlining their disabilities and their reasonable and appropriate requests. It is the

student's responsibility to seek available assistance and to make his/her needs known to his/her student advisor at the time of enrollment or as the need arises. Documentation to support the disability must be provided to the student advisor at the time of the request. Information regarding a student's disability is voluntary and confidential.

Intellectual Property

Patten University is committed to excellence and innovation in teaching and scholarship. The University encourages academic scholarship resulting in papers, publications, and presentations and respects student ownership in these areas. Students own materials developed within the scope of course work.

Leave of Absence

In addition to the four weeks of vacation scheduled in a calendar year, online students may take up to an additional four weeks off between terms (maximum of four weeks between terms per year). This means students can take up to about eight weeks off total (four weeks vacation + four weeks leave) per year. Students wishing to take time off between terms must notify their student advisor at least two weeks before their next term starts.

If students are on a term-based billing plan, they will not be billed during time between terms. If students are on an annual plan, leaves of up to thirty days extend their plan duration by that amount. In essence, students on an annual plan have up to thirteen months to complete three four-month terms.

Students who wish to take more time off will be asked to withdraw and re-enroll when they are ready to continue their degree program. Once withdrawn, a student must re-enroll and will be subject to the terms and conditions of the new enrollment agreement, including the new tuition rate and all applicable fees.

Nondiscrimination

Patten University does not discriminate against individuals and provides equal employment opportunities to all employees and applicants without regard to race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information, or sexual orientation in accordance with applicable federal, state and local laws. In addition, Patten University complies with applicable state and local laws facilities. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

Sexual Harassment and Discrimination

It is the policy of Patten University to maintain an environment that encourages mutual respect and promotes respectful and congenial relationships between employees and that is free from all forms of harassment by anyone, including supervisors, coworkers, vendors, contractors, or students. Harassment, even when not unlawful or directed at a protected category, is expressly prohibited and will not be tolerated by the institution. Accordingly, Patten University's administration is committed to vigorously addressing complaints of harassment and sexual harassment at all levels within the institution.

Reported or suspected occurrences of harassment will be promptly and thoroughly investigated. Following an investigation, the institution will immediately take any necessary and appropriate disciplinary action. Patten University will not permit or condone any acts of retaliation against anyone who files harassment complaints or cooperates in the investigation of same.

1. The term *harassment* includes harassment based on any category protected by federal, state or local law, which may include depending on the jurisdiction, but is not limited to unwelcome slurs, jokes, or verbal, graphic or physical conduct relating to an individual's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information, or sexual orientation.

2. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

- a. Submission to such conduct is an explicit or implicit term or condition of employment or of student success.
- b. Employment decisions or student outcomes are based on an employee's or student's submission to or rejection of such conduct.
- c. Such conduct unreasonably interferes with an individual's work or school performance or creates an intimidating, hostile, or offensive working or learning environment.

Reported or suspected occurrences of harassment will be promptly and thoroughly investigated. Following an investigation, the University will immediately take any necessary and appropriate disciplinary action. The University will not permit or condone any acts of retaliation against anyone who files harassment complaints or cooperates in the investigation of same.

Student Privacy

Patten University protects the privacy rights of its students. Student education records are held confidential in accordance with university best practices. Written student consent is required for access and release of student records information.

Student Support

Patten University commits to providing students with the support they need to achieve their educational goals. Campus and online students alike have access to a variety of academic and administrative resources to help them be successful.

Campus-Based Student Support

On campus, students have assigned advisors who help them determine an appropriate degree program and program course sequence that meets their specific educational objectives. The advisor also works with the student to develop a degree completion plan. Students have access to a physical campus library that is staffed by a librarian. They also have access to electronic academic resources for convenience. Classrooms have standardized technology support and, in various campus areas, there is wireless connectivity in addition to the classrooms. The Campus Learning Commons provides a casual meeting place for students to gather and work independently or with others on assignments or just informal conversation. A dedicated area contains computers for students to use.

Online Student Support

Online students similarly have assigned advisors who help them determine an appropriate degree program that meets their specific educational objectives. They are the first point of contact for helping students successfully complete their programs and resolving issues involving their program of study or any other schooling-related issues students may have. Online instructors work closely with students to provide instruction both synchronously and asynchronously. They use a flipped-classroom teaching model where course material that would be traditionally covered in a lecture format is introduced in the learning management platform. Robust course texts, resource materials, exercises, and assessments are hosted in the online classroom environment. Discussions between instructors and students occur via technological tools that allow both synchronous and asynchronous communication.

The University's librarian serves as a resource to assist students with the digital library and other questions regarding research. The Patten University Support Desk allows students to submit requests twenty-four hours a day for technical and nontechnical support. Patten University Frequently Asked Questions (FAQs) are also accessible through the Support Desk website <http://support.new.edu>.

The Registrar's Office is another key supporting unit for campus and online students. This office: manages student academic records, determines the transferability of courses, administers degree plan services, manages course registration and enrollment verification, provides official and unofficial transcripts, assesses and confers degrees, consults on academic policies and procedures, and informs students, faculty members, and staff regarding their rights and responsibilities related to educational records, access, and privacy.

Program and Course Information

Program Objectives

Patten University offers outcomes-based degree programs that are focused on the knowledge, skills, and abilities needed in today's twenty-first-century workforce. Industry experts collaborate with the University faculty to identify the requisite competencies and key learning objectives in their respective fields.

This outcomes-focused approach allows students to advance as quickly as they develop the skills and knowledge (competencies) required to be successful. Graduation is based on demonstrating competence, not on how much time is spent in a classroom. A typical student who had no background in the course material would spend an average of 135 hours of student work to successfully demonstrate achievement of all learning objectives in a single course. However, students who already possess some of the knowledge, skills, and abilities required in the course may find that they are able to complete the courses in less time. Our academic model measures a set of demonstrated skills, rather than a succession of courses, to determine whether or not a student has gained the knowledge, skills, and abilities to be successful in today's workplace.

Course Overview

Patten University courses are designed around a set of course outcomes that align with program-level competencies. Unit topics within the courses map to specific learning objectives. Students master the course outcomes through a variety of learning resources (e.g., textbooks, readings, journal articles, videos, and webinars) and formative assessments (e.g., quizzes and exercises).

Students demonstrate mastery through objective assessments (proctored examinations) and performance assessments (projects, papers, presentations, etc.). For each course, the assessments are designed to measure achievement of course outcomes. Course exercises, practice quizzes, and other course-based activities also contribute to student mastery measurement.

Patten University currently uses the following system of grading:

Undergraduate			
A	Outstanding	93–100%	4.00
A-	Outstanding	90–92%	3.67
B+	Above Average	87–89%	3.33
B	Above Average	83–86%	3.00
B-	Above Average	80–82%	2.67
C+	Competent	77–79%	2.33
C	Competent	73–76%	2.00

C-	Competent	70–72%	1.67
D+	Not Proficient (no credit)*	67–69%	1.33
D	Not Proficient (no credit)*	63–66%	1.00
D-	Not Proficient (no credit)*	60–62%	0.67
F	Not Passing (no credit)*	Below 59%	0.00

Graduate			
A	Outstanding	93–100%	4.00
A-	Outstanding	90–92%	3.67
B+	Competent	87–89%	3.33
B	Competent	83–86%	3.00
B-	Competent	80–82%	2.67
C+	Not Proficient (no credit)*	77–79%	2.33
C	Not Proficient (no credit)*	73–76%	2.00
C-	Not Proficient (no credit)*	70–72%	1.67
D+	Not Proficient (no credit)*	67–69%	1.33
D	Not Proficient (no credit)*	63–66%	1.00
D-	Not Proficient (no credit)*	60–62%	0.67
F	Not Passing (no credit)*	Below 59%	0.00

*A final course grade of “Not Proficient” or “Not Passing” is not sufficient to earn credits toward a degree.

As the university transitions its academic model from that of traditional to one reflective of competency-based principles, the grading policy will be revised accordingly. The following grading policy has been approved by the Academic Senate to go into effect in spring 2015. All students will be notified prior to this change. Course grades will reflect the grading policy in effect at the time the grade was earned, and transcripts will include information about the change and its effective date.

New Grading Policy (effective spring 2015)

Undergraduate			
A	Outstanding	90–100	4.00
B	Above Average	80–89	3.00
C	Competent	70–79	2.00

D	Not Proficient*	60–69	1.00
F	Not Passing*	59 or below	0.00
Graduate			
A	Outstanding	90–100	4.00
B	Competent	80–89	3.00
C	Below Standard	70–79	2.00
F	Not Passing*	69 or below	0.00

*A final course grade of “Not Proficient” or “Not Passing” is not sufficient to earn credits toward a degree.

Grade Point Average (GPA)

GPA's are computed by dividing the total number of grade points earned by the total number of units attempted in courses in which grades *A* to *F* are assigned.

Example:

Course	Semester Units	Grade Earned	Grade Points Earned	Total Grade Points
English 101A	3	A	4.0	$3 \times 4.0 = 12.0$
History 110	3	C	2.0	$3 \times 2.0 = 6.0$
GPA Calculation				$12.0 + 6.0 = 18.0$ $18.0 \text{ grade points} / 6$ $\text{semester units} = 3.0 \text{ GPA (B average)}$

Online Course Grading

Patten University online courses have two grading scales available: “challenge” mode or “standard” mode, as described below.

Challenge mode includes only summative assessments (exams and projects). No other course work is included in the grade. Challenge mode tends to be better for students who have some prior knowledge of the course content and choose not to go through every unit in the course before

taking their exam or submitting their project. In this mode, assessments (final and project) are worth 500 points each, for a total of 1,000 points.

Standard mode includes summative assessments (exams and projects), as well as formative exercises. This allows students to earn credit for work during the course. Standard mode tends to be better for students who may have limited course content knowledge and who prefer to do all the unit work in the course. In this mode, assessments (final and project) are worth 400 points each, three graded exercises are worth 40 points (120 points per course), and self-assessed exercises are worth 10 points total per unit. Together these total 1,000 points.

Students do not need to “declare” which mode they want to use, although it is highly recommended that they work with their instructor to define a target course completion path that is the most appropriate given the student’s prior knowledge. Once a student has received a passing grade in challenge mode, she/he cannot go back into the course and do unit work to achieve a better grade using standard mode.

Satisfactory Academic Progress

Satisfactory academic progress (SAP) is defined as maintaining a 2.0 grade point average (GPA) for undergraduate students and a 3.0 GPA for graduate students. Students who fail to maintain a cumulative GPA of at least 2.0 for undergraduates and 3.0 for graduate students will be placed on academic probation and will be required to maintain a cumulative GPA of 2.0/3.0 for the next term. While on probation, a student may not receive a grade of “Incomplete” in a course or take a leave of absence.

Probationary students who fail to maintain a 2.0/3.0 GPA in the subsequent term will be dismissed. This academic action will be noted on the student’s permanent record and appear on the transcript. Consideration of subsequent reinstatement may be made through the appropriate dean.

Grade of “Incomplete”

A grade of “Incomplete,” (*I*) may be granted under exceptional circumstances if a student: (a) can provide a compelling rationale, (b) has successfully completed at least 50 percent of the course work, and (c) is not on probation. Students must request the “Incomplete” from the course instructor, who will make the determination regarding whether or not the “Incomplete” is warranted. Students have thirty days from the end of the term to resolve a grade of “Incomplete,” after which time the grade will revert to an *F* if the work has not been completed.

Grade of “Withdrawal”

A student may not withdraw from a course once he/she has submitted a summative assessment for grading (project, portfolio, essay, etc.) or has taken a proctored examination. Otherwise, an undergraduate student may withdraw from a course and take a *W* grade a maximum of six times, and a graduate student may withdraw from a course and take a *W* grade a maximum of three times over the course of the entire Patten University program (including re-enrolling after separation from the University for any reason). Exceptions to this withdrawal limit for both undergraduate and

graduate students include courses dropped during the Add/Drop period.

Once a student's total number of *W* grades reaches the maximum, any subsequent Request for Course Withdrawal will be denied. Therefore, the student will remain enrolled in the course(s) and will receive a final grade.

Exceptions to this policy will be considered for extenuating circumstances, such as a documented medical condition or military deployment. These circumstances should be explained and documented on the Request for Course Withdrawal form (requested through student advisor).

Grade of "IP" (In Progress)

A grade of "In Progress" (*IP*) may be given by an instructor for campus courses that require extended research and field experience, e.g., degree program internship, supervised student teaching, case study research, graduate capstone projects, senior thesis projects and thesis research, etc. Students are required to enroll continuously for one credit for each term that the capstone is in progress up to one year from the end of the semester that the grade of *IP* was given. After one year, the grade will automatically turn to an *F*, and the course will need to be retaken.

Repeating Courses

Students may repeat courses when (a) they have received a non-passing grade, (b) they have received a grade that does not meet program requirements, or (c) they wish to improve their GPA. Students may repeat a course that was passed only once. That is, they may take any course no more than a total of two times. When the student repeats a course and receives a higher grade, the higher grade will be used for calculating the GPA. If the student performs unsatisfactorily in the repeated course(s), the original grade will be used for calculating GPA.

Students may fail a Patten course no more than two times. After failing any course twice, a student will have to take the course at another institution and transfer the credit to meet the course requirement. Online students who fail a course will not be allowed to repeat the course in the same term. Exceptions to this are when a student is in the final term of her/his degree, enrolled in Academic Strategies (PSS 100), or enrolled in MBA Foundations (MBA 500).

Graduation Requirements

Associate's degrees require the completion of 61 credits: Up to 45 credits (fifteen courses) can be awarded through a combination of transfer and equivalency credit and/or credit by examination.

Bachelor's degrees require the completion of 121 credits. Up to 90 credits (thirty courses) can be awarded through a combination of transfer and equivalency credit and/or credit by examination.

Master's degrees require completion of 36 credits (twelve courses). Up to 6 credits (two courses) can be awarded through a combination of transfer and equivalency credit. Credit by examination does not apply to graduate programs.*

*Graduate students in the Education Division must earn a *B* or higher on all required course work; grades below this must be repeated for credit.

Application for Graduation

Students must file an Application for Graduation form no later than sixty days prior to graduation. A student must be in good financial standing in order to graduate. Degrees are conferred during the month following the completion of all degree requirements.

Students must attain a minimum cumulative grade point average (GPA) of 2.00 for undergraduate students or 3.00 for graduate students to meet graduation requirements. Online students will need to contact their student advisor to request an Application for Graduation and campus students will need to contact the registrar to request an Application for Graduation.

The registrar will confirm that the student has paid all required tuition, that the student has met the school's standards for ethical and honest behavior, and that the student has satisfactorily completed all academic requirements. When the registrar has confirmed that the student is a candidate for graduation, Patten University will send the student a diploma and an official transcript.

Graduation with Honors

Honors at graduation are conferred upon students who complete work for the bachelor's degree with high distinction. These are recorded on the student's transcript. The categories are as follows.

Summa cum laude: Graduating students who have earned a cumulative 3.8 GPA or higher

Magna cum laude: Graduating students who have earned a cumulative GPA of 3.5–3.79

Cum laude: Graduating students who have earned a cumulative GPA of 3.2–3.49

Awards

Dean's List

This award is presented to honor students each semester. Those who are placed on the Dean's List receive a notation on their transcript noting this distinction. An honor student must earn a GPA of 3.2 with no fewer than 12 units of work for which he/she receives grade points. A semester grade of *D* or *F* in any subject removes eligibility for this honor.

Master of Arts in Education Honor Award

This award is presented to a student who excels academically (4.0 GPA) and shows outstanding leadership abilities as determined by the Division of Education faculty.

Teaching Credential Program Honor Award

This award is presented to a student who excels academically (4.0 GPA) and shows outstanding ability in relating to students in the classroom, professionals, and parents, as determined by both the University faculty and the supervising teachers.

Commencement Ceremony

Patten University holds one commencement ceremony a year in May. Online and on-campus students are all encouraged to participate. Please contact the Registrar's Office for information regarding participating in the ceremony.

Academic Programs

Patten University offers Associate's, Bachelor's, and Master's degrees. Regardless of the level of study, the University has established Institutional Learning Outcomes to ensure that the graduates of Patten University will be able to:

- demonstrate a balanced and growing breadth and depth of knowledge
- think critically, ethically, analytically, and creatively
- use proficient and appropriate written, oral and technology-based communication skills
- achieve quantitative, informational and computer literacy
- recognize and understand intercultural and global perspectives
- show competence in the content and methods of their major field of study, and
- exercise social consciousness by engagement in transformative activities in the local national, and global communities.

These Institutional Learning Outcomes are integral to all programs of the University.

Academic Programs

Associate of Arts in General Studies

- Concentration in Business
- Concentration in Criminal Justice
- Concentration in Early Childhood

Bachelor of Arts in Leadership

- Concentration in Entrepreneurship
- Concentration in Law Enforcement and Criminal Justice
- Concentration in Management

Bachelor of Arts in Management

- Concentration in Entrepreneurship
- Concentration in Leadership

Bachelor of Arts in Psychology

- Concentration in Criminal Justice
- Concentration in Early Childhood Education
- Concentration in Industrial-Organizational

Master's of Business Administration

- Concentration in Finance
- Concentration in Health Care
- Concentration in Human Resources
- Concentration in Information Technology
- Concentration in Marketing
- Concentration in Management
- Concentration in Sales Management
- Concentration in Strategic Planning

Master of Arts in Education

- Concentration in Curriculum Design
- Concentration in Educational Leadership
- Concentration in Teaching English as a Second Language

Teaching Credential

- Multiple Subject Teaching Credential Program
- Single Subject Teaching Credential Program

General Education Curriculum

PSS 100	Academic Strategies	3
ART 220	Introduction to Film	3
BIO 151	Introduction to Biology	3
CIS 101	Computer Literacy	3
COM 146	Communication	3
ENG 101A	Reading and Composition	3
ENG 101B	Critical Thinking, Reading, and Writing	3
ENG 204	Interdisciplinary Reading, Writing, and Research	3
HIS 101	American History	3
MTH 115	College Algebra	3

PHL 263	Social Ethics	3
PHL 271	Philosophy	3
PHY 154	Physics I with Lab	4
POL 241	American Government	3
PSC 152	Physical Science	3
PSY 221	Psychology	3
SSC 304	World Religions	3
SOC 230	Sociology	3
	Total Units	55

The Associate of Arts Degree

The Associate of Arts degree (A.A.) degree program is recommended for students who plan to further their education in a vocational field or a four-year degree program. Degree-seeking students matriculate through the 61-unit curriculum by completing a specified number of General Education units in each content/discipline area and 15 units in a concentration. The breadth of general education courses is intended to meet the personal and academic interests and goals of students, while the concentration courses are designed to prepare graduates for entry level, generalist positions across industries.

Summary of Associate of Arts Degree Requirements

General Education Requirement	46
Concentration Courses	15
Total Semester Units	61

For students completing the A.A. degree, following are the concentration courses:

Business Concentration Requirements

CIS 101 Computer Literacy	3
BUS 101 Introduction to Business	3
BUS 209 Financial Accounting	3
BUS 220 Microeconomics	3
MGT 301 Leadership in Organizational and Business Management	3

Criminal Justice Concentration Requirements

CRJ 101 Introduction to Criminal Justice	3
CRJ 150 Corrections	3
CRJ 260 Criminology	3
CRJ 265 Juveniles in the Justice System	3
CRJ 350 Ethical Behavior in the Criminal Justice System	3

Early Childhood Concentration Requirements

EDU 325 Infant and Toddler Growth and Development	3
EDU 335 Introduction to Children with Special Needs	3
EDU 345 Observation and Assessment	3
EDU 355 Curriculum and Intervention Strategies for Young Children	3
EDU 365 Teaching Young Children in a Diverse Society	3

The Bachelor of Arts Degree

The Bachelor of Arts degree requires a minimum of 121 semester hours of study. Students in this program must complete 55 units of core General Education courses, 42 units within their chosen major, 24 units of courses from a concentration. Transfer students must complete a minimum of 30 units of study at Patten University.

General Education Requirement	55
Major	42
Academic Minor/Concentration	24
Total Semester Units	121

Leadership

The B.A. in Leadership degree program prepares individuals in a variety of academic contexts to:

- manage and lead twenty-first century organizations—nonprofit, civic, community, corporate, and governmental
- develop the skills to build highly effective cross-functional teams
- negotiate, manage, and nurture professional relationships
- craft strategy to build competitive organizations
- effectively manage complex projects

- evaluate efficient business systems
- value and foster the role of innovation and creativity in organizations.

Learning Outcomes

With the successful completion of this program, students will be able to:

- apply leadership and communication theories, models, and principles to develop and support strategies for simple or complex environments to achieve positive results from followers and organizations
- demonstrate ethical, legal, and reasoned decision-making skills in the context of short and long-term goals
- describe the anticipation of and response to change by embracing ambiguity, adapting to evolving circumstances, and enabling agility to navigate change
- develop an understanding of the human condition to motivate, problem solve, plan, promote accountability, empower, embrace and integrate diversity, achieve unity, and gain mutual respect
- evaluate business systems and identify and analyze organizational structures to achieve desirable results.

Leadership Major Core Requirements

BUS 209 Financial Accounting	3
LDR 364 Organizational Behavior	3
LDR 471 Conflict Management	3
LDR 472 Mentoring and Team Leadership	3
LDR 481 Principles and Practices of Leadership	3
LDR 499 Capstone	3
MGT 301 Leadership in Organizational and Business Management	3
MGT 304 Organizational and Business Communication	3
MGT 313 Business Law and Ethics	3
MGT 408 Marketing Management	3
MGT 410 Human Resource Management	3
PSY 389 Cross-Cultural Psychology	3
PSY 421 Social Psychology	3
PSY 476 Counseling	3

Total Units for Leadership Major Core	42
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Entrepreneurship Concentration Requirements

LDR 301 Social Entrepreneurship	3
LDR 302 New Venture Creation	3
LDR 303 Founders' Dilemma	3
LDR 360 International Business	3
LDR 401 Family and Small Business	3
LDR 402 New Product Development	3
LDR 403 New Venture Financing	3
MGT 411 Strategic Planning	3

Law Enforcement and Criminal Justice Concentration Requirements

CRJ 101 Introduction to Criminal Justice	3
CRJ 150 Corrections	3
CRJ 260 Criminology	3
CRJ 265 Juveniles in the Justice System	3
CRJ 350 Ethical Behavior in the Criminal Justice System	3
CRJ 360 Criminal Law and Procedure	3
CRJ 370 Criminal Investigation	3
CRJ 450 Drug Use and Abuse	3

Management Concentration Requirements

BUS 220 Microeconomics	3
LDR 360 International Business	3
MGT 303 Management Theories and Practices	3
MGT 305 Research Methods	3
MGT 401 Information Systems for Business Processes and Management	3

MGT 407 Managerial Economics	3
MGT 409 Managerial Finance	3
MGT 411 Strategic Planning	3

Summary of the Leadership Major

General Education	55
Leadership Major	42
Concentration	24
Total Units for B.A. in Leadership	121

Management

The Bachelor of Arts in Management major is a traditional business degree program designed for individuals desiring to gain the knowledge, skills, and perspectives that will enable them to become effective managers in an organization or business.

Learning Outcomes

With the successful completion of this program, students will be able to:

- apply a working knowledge of the principles and practices useful in successfully conducting business planning and operations
- acquire theoretical foundations and practical skills in leadership, management, and written and oral communication that will apply to a variety of organizational and business leadership situations
- develop strategies for using portfolio assessment and data analysis to measure personal and organizational strengths, needs, and outcomes necessary for success in a competitive environment
- demonstrate mastery of balanced reasoning and analysis using research methodology and demonstrated through an applied management project
- develop an ethical and professional philosophy that enhances communication, decision making, interpersonal relationships and a climate of mutual respect using research methodology and depth and breadth of degree-program knowledge.

Management Major Core Requirements

BUS 209 Financial Accounting	3
BUS 220 Microeconomics	3
MGT 301 Leadership in Organizational and Business Management	3

MGT 303 Management Theories and Practices	3
MGT 304 Organizational and Business Communication	3
MGT 305 Research Methods	3
MGT 313 Business Law and Ethics	3
MGT 358 Production and Operations Management	3
MGT 401 Information Systems for Business Processes and Management	3
MGT 407 Managerial Economics	3
MGT 408 Marketing Management	3
MGT 409 Managerial Finance	3
MGT 410 Human Resource Management	3
MGT 499 Capstone Integrated Management Project	3
Total Units for Management Major Core	42

Entrepreneurship Concentration Requirements

LDR 301 Social Entrepreneurship	3
LDR 302 New Venture Creation	3
LDR 303 Founders' Dilemma	3
LDR 360 International Business	3
LDR 401 Family and Small Business	3
LDR 402 New Product Development	3
LDR 403 New Venture Financing	3
MGT 411 Strategic Planning	3

Leadership Concentration Requirements

LDR 360 International Business	3
LDR 364 Organizational Behavior	3
LDR 471 Conflict Management	3

LDR 472 Mentoring and Team Leadership	3
LDR 481 Principles and Practice of Leadership	3
MGT 411 Strategic Planning	3
PSY 389 Cross-Cultural Psychology	3
PSY 421 Social Psychology	3

Summary of Management Major

General Education Requirements	55
Major Requirement	42
Concentration	24
Total Units for B.A. in Management	121

Psychology

The psychology major explores multiple perspectives of human thought processes and behavior, which include biological, behavioral, cognitive, socio-cultural, and developmental.

All students learn the skills necessary to conduct research and to carefully evaluate other's research, with the goal of increasing our understanding of human nature. The psychology major is designed to prepare the student for the next step after undergraduate studies, whether it is immediate employment or graduate school. The degree includes a concentration in either criminal justice, early childhood, or industrial-organizational.

Course offerings in the major provide insight into current research findings and major psychological theories, including their historical and philosophical underpinnings and methods for studying human behavior.

Learning Outcomes

With the successful completion of this program, students will be able to:

- demonstrate knowledge of major psychological theories, concepts, testing and assessment strategies, research methodologies and therapeutic techniques, and their development over time
- utilize computer-based technology for research, writing, and visual presentation in the process of developing well-crafted and presented written reports and oral reports of research projects

- utilize higher-order thinking in applying basic research methods in psychology including research design, data analysis, and interpretation of findings and reporting the results both in written and oral forms in conformance with APA format
- demonstrate familiarity with standards and ethics of professional practice including professional responsibility; record keeping; confidentiality; duty to warn; and sensitivity for gender, ethnicity, culture, disability, and national origin
- demonstrate the ability to self-critique one's personal and professional strengths and growth areas during field application of psychological practice and procedures.

Prerequisites

In order to take the core and specialization courses of the psychology major, students first must complete the PSY 221 General Psychology or equivalent course with a satisfactory grade.

Psychology Major Core Requirements

PSY 301 Psychological Testing and Assessment	3
PSY 302 Learning Theory	3
PSY 311 Experimental Psychology	3
PSY 312 Lifespan Development	3
PSY 321 Statistics for the Behavioral Sciences	3
PSY 322 Personality Theories	3
PSY 355 Child Growth and Development	3
PSY 375 Biological Basis of Behavior	3
PSY 389 Cross-Cultural Psychology	3
PSY 403 Human Sexuality	3
PSY 411 Abnormal Psychology	3
PSY 421 Social Psychology	3
PSY 422 Psychology of the Family	3
PSY 476 Counseling	3
Total Units for Psychology Major Core	42

Criminal Justice Concentration Requirements

CRJ 101 Introduction to Criminal Justice	3
CRJ 150 Corrections	3
CRJ 260 Criminology	3
CRJ 265 Juveniles in the Justice System	3
CRJ 350 Ethical Behavior in the Criminal Justice System	3
CRJ 360 Criminal Law and Procedure	3
CRJ 370 Criminal Investigation	3
CRJ 450 Drug Use and Abuse	3

Early Childhood Concentration Requirements

EDU 325 Infant and Toddler Growth and Development	3
EDU 335 Introduction to Children with Special Needs	3
EDU 345 Observation and Assessment	3
EDU 355 Curriculum and Intervention Strategies for Young Children	3
EDU 365 Teaching Young Children in a Diverse Society	3
EDU 425 Administration I: Program Management	3
EDU 435 Administration II: Leadership and Supervision	3
EDU 445 Advancing the Profession	3

Industrial-Organizational Psychology Concentration Requirements

LDR 364 Organizational Behavior	3
LDR 471 Conflict Management	3
LDR 481 Principles and Practices of Leadership	3
LDR 499 Capstone	3
MGT 303 Management Theories and Practices	3
MGT 304 Organizational and Business Communication	3
MGT 313 Business Law and Ethics	3

MGT 410 Human Resource Management	3
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Summary of the Psychology Major

General Education Requirements	55
Major Requirement	42
Academic Minor	24
Total Units for B.A. in Psychology	121

Master of Business Administration

The Master of Business Administration is a professional degree program recognized across all industries. An integrated curricular framework allows students to examine the core functional areas of business, deepen their management knowledge and skills in select concentrations that address their specific needs, and assess their learning through practical and challenging applications.

The Master of Business Administration degree program prepares individuals in a variety of academic contexts to:

- distinguish the key features of each business function
- evaluate how changes to an organization’s knowledge systems can improve performance
- lead others in order to meet organizational goals
- assess the financial health of an organization using accounting methods
- create marketing strategies to meet customer needs
- provide information to enable an organization to maximize financial performance
- evaluate business situations from legal, ethical, and regulatory perspectives
- predict how changes in the international economic environment will affect an organization
- propose strategies to improve an organization's competitive position.

Program Learning Outcomes

With the successful completion of this program, students will be able to:

- develop analytical and critical thinking and interpersonal skills applicable to real-world business
- demonstrate a thorough knowledge of management skills specifically needed to develop a proactive, ethical approach to the organizational management of a business
- apply knowledge of advanced theory and applications of business practices; analyze business trends to predict the global economic climate
- perform critical analysis of business-oriented research and research design.

Prerequisites

A baccalaureate degree in any discipline will qualify a student to enter this program. As part of the admission process, applicants must demonstrate proficiency in college-level mathematics and microeconomics, either by submitting official transcripts of undergraduate courses in each discipline with a grade of *B* or better or by submitting CLEP tests in each subject area with a minimum score of 50. Students may transfer in a maximum of two courses (6 credits) except through formal articulation agreement with another university. The same course may not be used to fulfill multiple requirements in this degree program.

MBA Core Requirements

MBA 500 MBA Foundations	3
MBA 600 Decision Analysis	3
MBA 605 Leadership and Organizational Behavior	3
MBA 610 Managerial Accounting	3
MBA 615 Marketing	3
MBA 620 Managerial Finance	3
MBA 625 Business Law and Ethics	3
MBA 630 The Global Economy	3
MBA 635 Strategic Management	3
Total Units for MBA Core	27

Concentration in Finance

Description: Evaluating the risks of doing business and the prospects of earning a suitable rate of return is essential for business survival and growth. The finance concentration provides up-to-date knowledge of financial theory, analytical techniques, institutional practices, and practical applications and allows students to become effective decision makers regarding fiscal policy and strategy.

Finance Concentration Requirements

FIN 605 Financial Institutions and Markets	3
FIN 610 Risk Analysis and Insurance	3
FIN 615 Investment Analysis and Portfolio Management	3

Concentration in Health Care

Description: The health care concentration addresses a unique and growing context for management practice. Techniques are explored related to managing health care organizations, maintaining and predicting financial strength, and understanding ethical challenges and legal constraints in this setting.

Health Care Management Concentration Requirements

MBA 655 Health Care Management	3
MBA 670 Health Care Finance	3
MBA 675 Legal and Ethical Issues in Health Care	3

Concentration in Human Resources

Description: Understanding the importance of human capital is critical for today's managers and leaders. This concentration examines global talent management, organizational development, and strategic human resource management.

Human Resources Concentration Requirements

MBA 611 Organizational Development and Transformational Leadership	3
MBA 612 Cross-Cultural Management	3
MBA 645 Managing the Global Workforce	3

Concentration in Information Technology

Description: This concentration weighs the impact of information technology on how the world does business. It specifically examines logical design, documentation, storage, management, and security of information.

Information Technology Concentration Requirements

MBA 680 Systems Analysis and Design	3
MBA 685 Database Management	3
MBA 690 Computer and Network Security	3

Concentration in Management

Description: The general management concentration focuses on skills for positions of increasing managerial responsibility in areas of operations, human resources, and sales.

Management Concentration Requirements

MBA 640 Operations Management	3
MBA 645 Managing the Global Workforce	3
MBA 643 Sales Management	3

Concentration in Marketing

Description: The marketing concentration examines the psychological, sociological, and cultural factors influencing consumer behavior, the use of market research, and issues and approaches in Internet marketing, including privacy, big data, and social networks.

Marketing Concentration Requirements

MBA 651 Consumer and Buyer Behavior	3
MBA 652 Marketing Research and Analysis	3
MBA 653 E-Marketing	3

Concentration in Sales Management

Description: Delivering a company's products and services and reinforcing its value proposition falls upon the sales force. The sales management concentration focuses on core competencies in selling, entrepreneurship, and sales management.

Sales Management Concentration Requirements

MBA 641 Intermediate Selling	3
MBA 642 Entrepreneurial Strategy	3
MBA 643 Sales Management	3

Concentration in Strategic Management

Description: Strategic action is the force behind a mission statement, and it requires an understanding of the competitive environment from the perspective of senior leaders, who are responsible for identifying new sustainable business opportunities.

Strategic Management Concentration Requirements

MBA 601 Managerial Economics	3
MBA 602 Executive Leadership	3
MBA 603 New Venture Creation	3

Summary of the MBA Degree

Core Requirements	27
Concentration	9
Total Units for MBA	36

Department of Education

The Department of Education programs are designed for those who are seeking preparation in the foundations of human learning, effective instructional design and assessment, education of culturally and linguistically diverse students, and strong educational leadership. The underlying philosophy within this division is consistent with the socially conscious values upon which Patten University is based. Strong ethical standards are integrated into all of the course work, which consists of a balance of theory and fieldwork designed to assist in developing educational leaders who are able to put into practice all that they have learned.

Multiple Subject and Single Subject Teaching Credential Programs

The Multiple Subject and Single Subject Teaching Credential programs at Patten are specialized post-baccalaureate programs for those who wish to teach in a kindergarten through twelfth grade classroom in public and private schools. The programs are designed to include all of the requirements of the CTC and special emphases of Patten University, while accommodating differences and interests of individual teacher candidates. These programs incorporate a balance of educational course work with hands-on field experiences and supervised student teaching in the schools.

Learning Outcomes

In keeping with the broader goals of the University, these programs seek to develop in students the ability to:

- integrate educational theories and practices and attain high academic, professional, and ethical standards appropriate to a successful career with an emphasis on inner-city teaching
- acquire knowledge, skills, technology, and practices that are crucial in teaching both basic skills and other high-order thinking skills
- evaluate one's own strengths and weaknesses for continuing growth as an effective, ethical teacher

- appreciate, understand and be sensitive to students of different racial, ethnic, language, cultural, and religious backgrounds at different grade levels and with different special needs
- create a classroom environment for a diverse student population that promotes high expectations for all students and provides challenging instruction to facilitate students' development
- utilize a variety of assessment strategies to evaluate students' growth and apply appropriate teaching interventions
- establish between school, family, and community a climate of mutual respect
- work with school and community to create and maintain a safe environment where learning can be achieved.

The programs meet the requirements of the State of California Commission on Teacher Credentialing. Students who successfully complete the required course work and supervised student teaching, pass the CBEST, meet the subject matter competence requirements, pass the four Teacher Performance Assessments (TPAs), pass the Reading Instruction Competency Assessment (RICA) examination (Multiple Subject Candidates only), and meet the moral and legal requirements of the State may be recommended to the CTC for a preliminary teaching credential.

An applicant who is working as a contracted full- or part-time teacher in a public or private school may apply for entry into the Multiple or Single Subject Credential Program. Formal arrangements must be made in advance of the application and admission process in order to insure that all of the prior requirements have been met in a timely fashion.

Multiple Subject and Single Subject Preliminary Teaching Credential Requirements

This preliminary credential is good for five years, after which time the requirements of the clear credential must be met while enrolled in a CTC-approved Induction Program.

The requirements for the preliminary teaching credential are as follows:

- Completion of a B.A. degree from a regionally accredited institution with a minimum GPA of 2.5
- Completion of 21 units of course work for Multiple Subject candidates/19 units for Single Subject candidates and 12 in supervised fieldwork, which consists of 2 units of observation and participation and 10 units of supervised student teaching. A *B* average must be maintained in course work. Supervised student teaching requires a grade of *B* or better.
- A passing score on the CBEST or CSET Plus Writing Skills exam
- Demonstrated competency in U.S. constitutional principles and provisions. Competency is defined as having obtained a grade of *C* or higher in a course covering the U.S. Constitution, or a passing score on an approved examination.
- A current tuberculosis (TB) test, administered within the last year, that indicates the candidate is free of tuberculosis
- For Multiple Subject Credential candidates: A passing score on the multiple-subject CSET

- For Single Subject candidates: A letter of equivalency from a CTC approved program, as per the CTC Approved Subject Matter Programs list, or a passing score on the CSET or other CTC approved exams
- A passing score on each of four TPA, with an overall score of 12 points or higher (For details related to these assessments, see the *CTC TPA Handbook*, chapter 8, Patten Policy.)
- A passing score on the Reading Instruction Competence Assessment (RICA) exam (Multiple Subject only). This requirement is to be met following the completion of EDU 589 Advanced Reading/Writing Instruction and Methods. Visit www.ctcexams.nesinc.com for more information.

The Multiple Subject Preliminary Credential Requirements

Prerequisites:

- LNG 611 Introduction to Linguistics, which can be taken concurrently with program course work
- Technology requirement, which may be met by course or exam

First Semester Requirements

EDU 575 Professional and Legal Foundations	2
EDU 577 Educational Assessment and Learning	2
EDU 579 Reading Instruction and Methods	3
EDU 581 Curriculum and Instruction	3
EDU 583 Classroom Observation, Participation, and Management	2
EDU 587 Theories and Methods of Teaching English in a Diverse Setting	3

Second Semester Requirements

EDU 584 Multicultural Education Seminar	1
EDU 588 Advanced Curriculum and Instruction	3
EDU 589 Advanced Reading/Writing Instruction and Methods	2
EDU 590 Supervised Student Teaching/EDU591 Intern Practicum	10
EDU 594 Educating the Exceptional Child	1
EDU 596 Health Education for Classroom Teachers	1

Total Units, Multiple Subject Track	33
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The Single Subject Preliminary Credential Requirements

Prerequisites:

- LNG 611 Introduction to Linguistics, which can be taken concurrently with program course work
- Technology requirement, which may be met by course or exam

First-Semester Requirements

EDU 575 Professional and Legal Foundations	2
EDU 577 Educational Assessment and Learning	2
EDU 578 Introduction to the Teaching of Reading for Single Subject Candidates	3
EDU 582 Curriculum and Instruction for Single Subject Candidates	3
EDU 583 Classroom Observation, Participation, and Management	2
EDU 587 Theories and Methods of Teaching English in a Diverse Setting	3

Second-Semester Requirements

EDU 584 Multicultural Education Seminar	1
EDU 588 Advanced Curriculum and Instruction	3
EDU 590 Supervised Student Teaching/EDU591 Intern Practicum	10
EDU 594 Educating the Exceptional Child	1
EDU 596 Health Education for Classroom Teachers	1

Total Units, Single Subject Track	31
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Admission to Supervised Student Teaching

Supervised student teaching is a privilege, not a right. The candidate is allowed to proceed into the student teaching phase only after satisfactory completion of the following:

- first-semester course work
- passing score on the CBEST examination
- fulfilling the subject-matter competence requirements (CSET or letter of equivalency)
- passing scores on TPA: *Subjects-Specific Pedagogy* and TPA: *Designing Instruction*
- evaluation for eligibility as per CTC requirements

Student teaching requires regular, prompt attendance and complete cooperation with the supervising teacher.

Multiple and Single Subject Intern Partnership Programs

The internship programs are designed for individuals who have been made an offer of employment as contracted full-time classroom teachers in a public or charter school.

Requirements for admission to the Internship Program, in addition to the standard admission requirements include the following:

- letter showing the school district's offer of employment
- CBEST Examination passing score
- subject matter requirement met with Multiple Subject candidates obtaining a passing score on the CSET examination and Single Subject candidates either with a letter of equivalency from a CTC approved program or the CSET examinations
- U.S. Constitution requirement either by approved course work or examination
- 120 hours of CTC approved pre-service course work
- two years in which to complete their Teaching Credential program.

Credit Toward the Association of Christian Schools International Credential

Courses satisfactorily completed in the fifth-year program will be accepted toward the teaching credential of the Association of Christian Schools International (ACSI).

Please note:

Requirements for the credential meet the legal requirements of the State of California at the time of publication of this catalog. However, changes do occur in credentialing requirements. It is important that you check with the Education Department chair to ascertain that your planned program of studies will meet all current credential regulations. In some cases, additional work may be required to meet new CTC requirements as they are put into effect.

Master of Arts in Education

The Master of Arts in Education Degree program is committed to educational excellence for emerging educational leaders of the twenty-first century. This commitment is reflected in the program's design to provide intensive study of theories and practices in educational leadership, teaching English as a second language, and curriculum design. The M.A. in Education program provides:

- innovative and interdisciplinary courses and programs
- qualitative and intensive studies in curriculum design, educational leadership, and teaching English as a second language
- diversity within the curriculum, students, and faculty
- technology to enhance teaching and learning
- professional research for continued growth as an effective educator
- knowledge and skills to evaluate program effectiveness, appropriately assess student learning, and interact effectively within communities.

Program Requirements and Sequencing

The M.A. in Education program is a two-year, full-time sequence of courses leading to an M.A. in Education. The program requires a minimum of 34 units, among which 16 units are core courses, at least 12 units are in the area of concentration choice, and 6 elective units are in the field of education. The courses are offered evenings and weekends to accommodate the schedules of full-time teachers or other professionals.

Post-Admission Guidelines

After admission, the graduate student works with an assigned advisor and completes and files the approved program form, which indicates the concentration area and necessary elective courses, totaling a minimum of 34 units.

The course of study for students includes:

- completing all core courses
- completing all electives
- maintaining a GPA of 3.0
- demonstrating satisfactory progress in the Mid-Program Evaluation
- enrolling in EDU 603 and complete the cumulative scholarly activity

The student must obtain approval from the oral defense committee, which is made up of three faculty members, for approval of his or her Master of Arts thesis or project.

Culminating Requirements

The M.A. Oral Examination is an evaluation of a candidate's ability to think critically and express himself/herself effectively as related to the chosen research topic.

The M.A. Thesis/Project: The candidate produces a comprehensive, approved research document in his/her area of concentration.

Core Courses

All students are required to complete 34–50 units of course work. Courses taken will depend on the concentration chosen and other factors, such as whether the student is matriculating for a teacher credential and length of research. Course work is selected from the 500 and 600 (graduate level) series so that at least 15 units are in the 600s, and all course work is completed through the Department of Education unless special permission is granted to take business classes. Graduate classes are offered over a two-year sequence.

Master of Arts in Education Core Requirements

EDU 575 Professional and Legal Foundations	2
EDU 577 Educational Assessment and Learning	2

EDU 581/582 Curriculum and Instruction	3
EDU 601 Research Writing and Evaluation in the Classroom	3
EDU 602 Values and Ethics in Educational Settings	3
EDU 603 Research Seminar I	3
Total Units for Education Core	16

Please note: If a student cannot complete his/her thesis or project while enrolled in EDU 603, Research Seminar I, he/she must sign-up for EDU 604 Research Seminar II (1–4 units). This course must be registered for each semester until the thesis or project is complete.

Educational Leadership Concentration

EDU 631 Leadership of Learning and Teaching	3
EDU 632 Human Resources	3
EDU 633 Legal, Financial, and Operational Elements in School Leadership	3
EDU 634 The Effective Communicator	3

Teaching English as a Second Language Concentration

LNG 611 Introduction to Linguistics	3
LNG 620 Sociolinguistics	3
LNG 621 Introduction to Psycholinguistics	3
LNG 622 Approaches to Teaching English as a Second Language	3
LNG 624 Assessment and Testing of Second Language Proficiency	3

Curriculum Design Concentration

EDU 581/582 Curriculum and Instruction	3
EDU 588 Advanced Curriculum and Instruction OR EDU 623 Curriculum Planning, Design, and Development	3
EDU 622 Comparative Curriculum Development	3
EDU 624 Advanced Curriculum Design	3

Elective Courses

EDU 579 Reading Instruction and Methods	3
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EDU 584 Multicultural Education Seminar	1-2
EDU 588 Advanced Curriculum and Instruction	3
EDU 589 Advanced Reading/Writing Instruction and Methods	2
EDU 592 Computer Literacy in Education	1-2
EDU 594 Educating the Exceptional Child	1-2
EDU 596 Health Education for Classroom Teachers	1-2
EDU 635 School Finance	3
LIT 625 Children's Literature	3

Summary of the M.A. Degree in Education

Core Courses	16
Concentration	12/15
Elective Courses	6/3
Minimum Total Units for M.A. in Education Degree	34

Transferring Units

A maximum of 6 units may be transferred from other accredited institutions with the consent of the Department of Education chair. These units are not automatically approved, as some restrictions apply. Required course work will vary depending upon which of the concentrations is selected and other graduate courses may be approved by advisor.

Faculty

Rick Abshier (2013)

Assistant Professor of Management
B.A., Benedictine University; M.B.A., Benedictine University

Yashica Crawford (2013)

Program Chair, Psychology, Assistant Professor of Psychology
B.A., Howard University; B.S., Howard University; M.A.E., University of Florida; Ph.D., University of Florida

Peter Francis (2013)

Assistant Professor of Management
B.S., DeVry Institute of Technology; M.B.A., University of Phoenix

Danielle Kaplan (2014)

Department Chair, Education
Professor of Education
B.F.A., New York University; M.E.S., Yale University; Ed.M., Columbia University; M.Ph., Columbia University; Ph.D., Columbia University.

Tana Monaco (2012)

Dean of Online Learning, Professor of Management
B.A., University of Maryland; M.A., University of Hawaii; Ph.D., University of Maryland

Pamela Parkinson (2013)

Assistant Professor, Psychology
B.S., Weber State University; M.A., University of Minnesota-Duluth; D.J., University of Utah

Marc Porter (2013)

Department Chair, Business and Management, Professor of Management
B.A., University of Georgia; M.A., Brigham Young University; Ph.D., Ohio University

Abraham Ruelas (1981)

Dean of Academics, Professor of Communications and Psychology
B.A., Patten College; B.A., California State University–East Bay; Ph.D., Stanford University

Rob Shah (2014)

Assistant Professor of Management
B.S., Arizona State University; M.B.A., DeVry University

Keith Wade (2013)

Assistant Professor of Management
B.A. in Management. Oakland University; M.B.A., University of Detroit-Mercy

Adjunct Faculty

Yvette Aguilar (2007)

Instructor, Earth Science
B.A., Patten University; M.A., Patten University

Sharon Anderson (2004)

Instructor, Liberal Studies
B.A., Patten College; B.A., Holy Names College; M.A., Patten College; California Clear Teaching Credential; Ph.D., Capella University

Kathleen A. Belgrade (1991)

B.S., D'Youville College; B.S., Medaille College; M.S., State University of New York–Buffalo; M.S., State University of New York–Buffalo; Ed.D., University of San Francisco; Ph.D., Center for Psychological Studies, Berkeley, California Teaching Credential

Ruth Bissell (2014)

Instructor, Education
B.A., University of California, Santa Cruz; M.A., University of California at Berkeley; Ph.D., University of Massachusetts

Hannah Harrington (1983)

B.A., Patten College; B.Mus., San Francisco Conservatory of Music; M.A., University of California–Berkeley; Ph.D., University of California, Berkeley

William Harrington (1983)

Instructor, Music
B.Mus., San Francisco Conservatory of Music; M.A., California State University, East Bay

Lisa Haynes (2012)

Instructor, English
B.A., San Diego National University; M.A., San Diego National University

Robert Heinzman (2013)

Instructor, Management
B.S., University of Central Florida; MBA, University of Phoenix; D.M., Colorado Technical University

Brenda Lewis (2010)

Instructor, Pastoral Studies
B.A., Patten University; M.Div., American Baptist Seminary of the West

Christopher Lim (2013)

Instructor, Management
Chartered Diploma, M.Sc., University of Strathclyde

Lauren McKown (2013)

Instructor, Liberal Studies

B.A., University of California, San Diego; M.A., American University; Ph.D. candidate, American University

Eduardo Miciano (1996)

Instructor, Theology

B.Th., Asian Seminary of Christian Ministries; M.Div., Church of God Theological Seminary; D.Min., Fuller Theological Seminary

Gary Oстераas (2013)

Instructor, History

B.A., Carleton College; Ph.D., Columbia University

Jeffrey Parker (2011)

Instructor, Pastoral Studies

B.A., University of California, Davis; M.Div., Pacific School of Religion

Sherilyn Rasmussen (2013)

Instructor, Psychology

B.S., Utah State University; M.A., Western Governors University

Rachelle Sallee (2012)

Instructor, Education

B.S., Ohio University; M.A., University of Phoenix; Ph.D., Capella University

Karl Shaddox (2014)

Instructor, English

B.A., University of Alabama; M.A., San Francisco State University; M.A., Michigan State University; Ph.D., State University of New York at Stony Brook

Bebe Rebecca Skaggs (1975)

B.A., Holy Names College; M.A., Wheaton Graduate School of Theology; M.A., Dominican School of Philosophy and Theology; Ph.D., Drew University

Janeal Crane Smith (2013)

Instructor, English

B.A., University of Utah; M.Ed., University of Utah; Ed.D., Walden University

Clifford Wayne Thompson (1999)

Assistant Professor, Education

B.A., University of California, Davis; B.A., M.S., California State University–Hayward; Ed.D., University of San Francisco

Susanne Tilney (2000)

Instructor, Teaching Credential Programs

B.A., Trinity College; M.A., Trinity College; Certificate of Advanced Graduate Studies, Boston University.

Courses

ART 220: Introduction to Film (3)

This course introduces students to the fundamental analysis of film in America, including building an appreciation for the role of film as a communication tool for political and social commentary. Students will gain a basic understanding of films and the different genres of film.

BIO 151: Introduction to Biology (3)

This course introduces the basic principles of biology and demonstrates how relevant science is to everyday life. General biology focuses on the theoretical foundations that form our understanding of the living world. Upon completion, students will possess a broad, conceptual understanding of living organisms from the building blocks of cells to ecosystems.

BUS 101: Introduction to Business (3)

This course is an introduction to the concepts and practice of business at all levels. Students will approach numerous topics while exploring the fundamentals of business including entrepreneurship, marketing, human resources, and trends. Case studies will help the student acquire the necessary skills to succeed in building a knowledge base for a career in business.

BUS 209: Financial Accounting (3)

Introduction to bookkeeping procedures: emphasis on the development of skills for both cash and accrual methods of recording, including adjusting and closing entries, cash controls and bank reconciliation, coverage of accounting systems, internal control procedures, and procedures for completion of an accounting cycle.

BUS 220: Microeconomics (3)

This is a general introduction to microeconomic systems. An examination of general microeconomics theory with an emphasis on supply and demand, opportunity cost, consumer choice, the firm, the market structure (s) and regulation, allocation of resources, capital, interest, profit, labor unions, income analysis, energy, national resource economics, and public policy.

CIS 101: Computer Literacy (3)

This is an introduction to the skills necessary for Advanced Computer Class and is required for students in the Subject Matter Preparation Program for prospective teachers. The course covers basic word processing and the legal and ethical issues and practices pertaining to computer use and word processing from the Internet in regard to authoring and identity.

COM 146: Communication (3)

This course will introduce students to the fundamentals of public speaking. These basics include every step of the process, from researching to outlining to delivering a speech. Learning experiences will also focus on the relationship between speaking and listening, dealing with

nervousness, gauging an audience, and using visual aids as support. Students will be asked to give an array of speeches that will enhance their appreciation of and comfort with the art of elocution.

CRJ 101: Introduction to Criminal Justice (3)

This course provides students with an introduction to the criminal justice system in the United States. Emphasis is placed on crime and justice; law and the criminal justice system; police and law enforcement operations; and contemporary issues in policing, courts, corrections, incarceration, and reentry, as well as juvenile justice. Students will develop an understanding that criminal justice is a complex social system and is a larger part of the broader social, political, and economic systems of the country.

CRJ 150: Corrections (3)

This course examines the context, trends, practices, and special interests of corrections. Emphasis is placed on the history and current trends of the practice, jails, the prison experience, institutional management, educational/treatment programs, prisoners' rights, women in prison, and race/ethnicity challenges.

CRJ 260: Criminology (3)

An inspection of classic theories and current developments in theory, research, and policy with regard to such issues as mass and serial murder, hate and occult crimes, drugs and crime, career criminality, terrorism, and new forms of organized and white-collar crime.

CRJ 265: Juveniles in the Justice System (3)

A study of youthful crime: its volume, causes, and trends. The prediction, prevention, treatment, and control of juvenile delinquency by social control agencies is examined relative to social policies needed to reduce its incidence. The organization and procedures of the juvenile justice system are also explored.

CRJ 350: Ethical Behavior in the Criminal Justice System (3)

An examination of a wide range of ethical issues in policing, the practice of law, sentencing, corrections, criminal justice research, and crime-control policy.

CRJ 360: Criminal Law and Procedure (3)

A comprehensive survey of source, distinctions, and limitations relating to criminal law; the development of criminal law in the United States; the principles of criminal liability; the various crimes and their elements; and the criteria considered in determining capacity and defenses. Also explored are the elements of due process, rule of law, and the role of the Constitution in protecting rights.

CRJ 370: Criminal Investigation (3)

An examination of the fundamental principles and procedures employed in the investigation of a crime. Emphasis is placed on the investigation of specific crimes, the identification of sources of information, and the procedures necessary for the proper handling of evidence. Students develop a

working knowledge of the steps of investigation beginning with the initial security of the crime scene and concluding with the presentation of evidence and proper testimony in court.

CRJ 450: Drug Use and Abuse (3)

This course serves as an overview of the chemicals that are commonly being abused in our current society. It will address the classes of drug and the effect of each class of drug. It will discuss the common methods of administration, the speed of transmission to the brain, and the neurological impact on the brain. There will also be a brief look at the treatment continuum of care.

EDU 325: Infant and Toddler Growth and Development (3)

This course will examine prenatal, infant, and toddler development and the influences of physical development, including the early development of the human organism, brain development, physiological and social influences, emotional regulation, and attachment.

EDU 335: Introduction to Children with Special Needs (3)

This course will examine the developing child with special needs and the influence of family, community, and laws that support the continued development of a child.

EDU 345: Observation and Assessment (3)

In this course, students will evaluate the appropriate use of assessment through objective and subjective observation to document development and make learning visible for families and professionals.

EDU 355: Curriculum and Intervention Strategies for Young Children (3)

This course will evaluate the use of observation and assessment in creating inclusive learning environments. This will include curriculum and intervention strategies for working with all young children, including those with special needs, and working in partnership with families and other support systems.

EDU 365: Teaching Young Children in a Diverse Society (3)

This course will examine the development of social identities in diverse societies and discuss the role of inclusive practices in creating a dynamic classroom environment that is developmentally appropriate.

EDU 425: Administration I: Program Management (3)

This course provides an introduction and framework for early childhood education program management to include regulatory and policy issues, budget and financing, project management, and assessment skills.

EDU 435: Administration II: Leadership and Supervision (3)

This course emphasizes the practical application of leadership principles and supervision techniques and the role these play in the development of the effective supervisor.

EDU 445: Advancing the Profession (3)

This course provides an application of strategic management practices and key leadership skills needed to advance the education profession. Emphasis also is placed on developing and mentoring staff, fostering leadership, and modeling reflective practices.

EDU 498: Projects in Writing (3)

This is a required class for international students who speak English as a second language and area enrolled in the Education Division. Included is the deliberate practice and application of academic writing skills of English language at the graduate level. Students work through major assignments from graduate courses to increase English proficiency and improve communication effectiveness with English speaking faculty. May be repeated (Credit/No Credit).

EDU 575: Professional and Legal Foundations (2)

This is an introductory course to the historical, philosophical, and social developments that have impacted education, and an examination of the legal rights and responsibilities of classroom teachers and their students. Current legal and professional issues, standards, and resources applicable to the teaching field are addressed. Legal and policy implications for services to immigrants, bilingual education, and diverse cultural, linguistic, and racial populations are emphasized.

EDU 577: Educational Assessment and Learning (2)

This course is an exploration of modern theories of education and concepts of learning. Developmental stages, cultural differences, and theories of motivation are covered. Formal and informal instruments for the diagnosis and evaluation of student progress and achievement are surveyed, and classroom management techniques are reviewed.

EDU 578: Introduction to the Teaching of Reading for Single Subject Candidates (3)

In this course, single subject candidates will study and investigate research theories, instructional strategies, and research materials associated with facilitating the teaching of reading in the secondary school. Students will explore a range of reading topics and practices including early reading development, utilization of reading curriculum materials, the teaching of writing, motivating the secondary student, and the ongoing assessment of reading levels, student progress, and measurements of literacy in the classroom.

EDU 579: Reading Instruction and Methods (3)

This course will familiarize students with the basic principles of the reading process and reading development and approaches for assessing reading skills and teaching reading in kindergarten through fifth grade. Topics include developing an understanding of phonemic awareness, emergent readers, and necessary phonic skills, planning a reading program with a balanced approach to reading instruction and assessment, and designing strategies to address special needs of second-language learners who are from diverse cultural, social, and ethnic backgrounds.

EDU 579-A: Reading Instruction and Methods, A (Internship) (1)

In this course, emphasis is placed on planning and organizing a reading curriculum that includes word recognition skills, linguistic and vocabulary development, and reading comprehension.

EDU 579-B: Reading Instruction and Methods, B (Internship) (1)

Students will become familiar with the basic principles of the reading process and reading development and approaches for assessing reading skills and teaching reading in the kindergarten through fifth grade. Topics include developing an understanding of phonemic awareness, emergent readers, and necessary phonics.

EDU 581: Curriculum and Instruction (3)

The purpose of this course is to familiarize students with the content of the elementary school curriculum along with a variety of teaching strategies that actively promote critical thinking and problem-solving abilities. In preparation for student teaching and for teaching a meaningful curriculum, emphasis is placed on the following: (1) addressing the needs of the whole child; (2) developing competency in higher-level questioning skills; (3) creating a safe environment for cooperative/collaborative learning; and, (4) using integration and a hands-on approach to learning.

EDU 582: Curriculum and Instruction for Single Subject Candidates (3)

The focus of this course is to provide prospective single subject teachers with the theory knowledge, content-based review, and practical experience that are needed for genuine instructional success at the secondary level. Students will explore and study a range of secondary curriculum for the chosen subject area, with special emphasis and hands-on practice given to that particular area of professional knowledge and application.

EDU 583: Classroom Observation, Participation, and Management (2)

This course includes intensive exposure to classroom teaching at the primary, intermediate, and high school levels. Teacher candidates make field observations in diverse school settings and directly participate on a regular basis in tutoring and teaching tasks in a specific classroom prior to student teaching. Attention is paid to individual student differences and particular models for effective teaching and classroom organization.

EDU 584: Multicultural Education Seminar (1-2)

This course is a foundation in the development of cultural sensitivity through exploration of cultural diversity, including manifestations of culture, assimilation, accommodation, acculturation, pluralism, multiculturalism, and multilingualism. The seminar culminates in practical suggestions for transforming classroom content to meet the needs of various ethnic groups.

EDU 587: Theories and Methods of Teaching English in a Diverse Setting (3)

This course is designed to teach English as a second language with a focus on strategies grounded in an understanding of theories and principles of teaching and learning. It pays special attention to the learner's acquisition and comprehension of second language and the use of technology in the

English classroom. The students in this course are expected to acquire a repertoire of theoretically grounded strategies for use to meet the learning needs of diverse student populations.

EDU 588: Advanced Curriculum and Instruction (3)

A course designed to accompany the full-time student-teaching experience. Curriculum and methodology in reading, mathematics, science, music, art, and physical education are reviewed and applied to the classroom setting. Topics such as problems confronted in actual teaching situations, classroom management techniques, strategies for developing competency as an effective classroom teacher, and motivating students are discussed. Special attention is focused on integrating theory and practice in the classroom.

EDU 589: Advanced Reading/Writing Instruction and Methods (2)

This course is designed to assist the future teacher with intermediate reading/writing methodologies, further research on the topic of reading/writing teaching, effective assessment techniques, continued work on linguistic/phonics, and organizing, implementing, and evaluating reading lessons for older students. Prerequisite: EDU 579 (A1 and B1).

EDU 590A: Supervised Student Teaching (5)

Full-time supervised student teaching, at the elementary or secondary level, in a private or public school. One of two required placements with an emphasis on classroom planning and management, assessment and meeting individual student needs.

EDU 590B: Supervised Student Teaching (5)

Full-time supervised student teaching, at the elementary or secondary level, in a private or public school contrasting with the first placement in grade level and cultural and socioeconomic conditions. The second required placement emphasizes classroom planning, assessment, meeting individual student needs, and long-term planning.

EDU 591A: Intern Practicum (5)

Full-time paid teaching, at the elementary or secondary level, in a public school under supervision of a Patten University supervisor. Emphasis is on classroom planning and management and meeting individual student needs.

EDU 591B: Intern Practicum (5)

Full-time paid teaching, at the elementary or secondary level, in a public school under supervision of a Patten University supervisor. Emphasis is on classroom planning and management and meeting individual student needs.

EDU 592: Computer Literacy in Education (1-2)

Through a process of skill building and discovery, the student learns to integrate technology into his/her curriculum. The student acquires knowledge, skill, and experience in determining the appropriateness of curriculum-related computer applications for use by his/her students; researches computer uses in the classroom and tests these applications; and creates and teaches

lesson plans for all of the areas covered. This course fulfills the clear credential requirement for a Ryan Single or Multiple Subject California Teaching Credential.

EDU 594: Educating the Exceptional Child (1-2)

A survey of the characteristics and behavior of exceptional pupils and measures for assessing their special needs. Professional standards for mainstreaming and due process requirements are reviewed. Emphasis is placed on developing alternate methods and materials for providing educational opportunities for the exceptional child in the regular classroom. This course also fulfills the clear credential requirements for a Ryan Single or Multiple Subject California Teaching Credential.

EDU 596: Health Education for Classroom Teachers (1-2)

The focus here is nutrition and substance abuse as related to physical, intellectual, and emotional well-being. Topics included are the harmful effects of tobacco, alcohol and drugs; nutrition; HIV/AIDS; environmental health; First Aid; and safety. Strategies for presenting health education in the classroom are emphasized.

EDU 601: Research Writing and Evaluation Education (3)

An introduction to literature review, experimental design, and identification of research questions are part of this course. This is followed by the study of educational evaluation, including collection and uses of data, tests and measurement, application of principles, and various forms of assessment. This course also includes reporting procedures and basic concepts of tests and measurement as related to determining educational needs.

EDU 602: Values and Ethics in Educational Settings (3)

This course is a study of standard and institution-specific ethical expectations for the educator. The content of the course addresses teacher and administrator as role models and it examines the moral choices and consequences, diplomacy and tact in the professional workplace.

EDU 603: Research Seminar I (3)

Provides the student with the opportunity to conduct research under the guidance of an advisor. The techniques of viable research include review of the literature on the subject or issues being examined by the student, experimental design, identification of the research questions and pertinent variables of the study, and data analysis including basic statistics. Working with an advisor, the student begins the writing of his/her master's thesis during this course. Prerequisite: EDU 601

EDU 604: Research Seminar II (1-4)

This is a continuation of the research project or thesis study begun in Research Seminar I, and it focuses on the use of research to produce greater learning and improve instructional methods.

EDU 622: Comparative Curriculum Development (3)

The course prepares the student as developer and trainer in the design, incorporation, and evaluation of curriculum. A historical overview of curriculum development, philosophy, social sciences, communication, and the humanities are examined in relation to curriculum and teaching and learning.

EDU 623: Curriculum Planning, Design, and Development (3)

This course is designed for teachers to use their knowledge of and ability to plan, design, and develop a curriculum based on state-adopted academic standards and frameworks or for ESL in context of the given teaching assignment. It also addresses the specific learning needs of students in the academic area of focus.

EDU 624: Advanced Curriculum Design (3)

Focuses include developing appropriate discipline- and population-specific curriculum and studying instructional processes and teaching methods. Students develop strategies and tools for the compilation and maintenance of disaggregated data for assessing the effectiveness of teaching and learning. Factorial analyses of key areas in the curriculum are included.

EDU 631: Leadership of Learning and Teaching (3)

A preparatory course for the educational leader, with a historical overview of the leadership role, its demands, and the need to facilitate premier systems for the teaching environment and population one serves. This course provides training for the educational leader, who must possess (1) proficiency in order to oversee staff as well as to align components of teaching and learning, (2) flexibility in order to serve a wide diversity of students and disciplines, and (3) consistency in order to maintain contemporary knowledge of leadership, management, control, and practicality.

EDU 632: Human Resources (3)

The course examines the educational leader's roles as administrator, coach, and mediator between labor and management, stoking the fires of teamwork in a conciliatory yet authoritative manner to facilitate the common goal of quality education. Students develop traits of a successful leader who intuits the need for revision of institutional themes according to community needs and standards, incorporates challenges to incite superior teaching and learning methods, implements choices to match vision and strategic planning, and proactively leads change.

EDU 633: Legal and Operational Elements in School Leadership (3)

The advantageous use of available resources applied with a study of the legal aspects and restrictions involved in the day-to-day operation of school systems: precision in accomplishing goals on a budget while answering to an outcome-oriented administration and the legal and ethical mandates of school planning.

EDU 634: The Effective Communicator (3)

The course focuses on the power of communication and the wide array of applications available to the organizational leader. The organizational leader develops skills as an effective communicator

including methods of vertical and lateral communication, humor, candor, inspiration, and influence. The art of communication is taught as a connective device and as a motivational device. Dialogue and monologue are examined in public speech, private listening, and group discussion across the strata of corporations, organizations, and educational institutions.

EDU 635: School Finance (3)

This course provides an overview of basic financial principles, procedures, tools, and applications necessary for leading or operating a school in public and private settings. Focus is placed upon reading and understanding financial statements and financial projections necessary for strategic planning, budgeting, and decision making for the school site or organization in a manner that is efficient and cost effective.

ENG 080: Fundamental Reading (non-credit)

This course will help students increase their comprehension of college-level material by providing them with specific, research-based strategies to use before, during, and after reading. Vocabulary enrichment, reading comprehension strategies and exercises, written responses, and reflections will all be used to increase student understanding of college texts.

ENG 081: Fundamental Writing (non-credit)

This course explores the foundational writing concepts related to college composition and provides opportunities to practice drafting sentences, paragraphs, and essays. Basic grammar and the structure of the writing process will be covered to assist students with creating grammatically correct and well-structured paragraphs. Students who complete the course will be able to compose a coherent, well-organized essay and will be prepared for college-level composition.

ENG 101A: Reading and Composition (3)

This course calls for reading and interpreting a variety of narrative and expository texts including essays, fiction, and one longer, significant text. Students compose a sequence of expository essays and a research paper. Instruction emphasizes reading and writing as discourse with a focus on purpose setting/thesis formation, sentence and paragraph structure, and essay development. (Acceptable placement score or passing grade on developmental work required.)

ENG 101B: Critical Thinking, Reading, and Writing (3)

Reading to analyze, evaluate, and form rational arguments through inquiry and research. Develops skills of reasoning, argumentation, drawing conclusions from evidence, and inductive and deductive thinking. Work is contextualized in the critical analysis of current issues that effect daily life.

ENG 204: Interdisciplinary Reading, Writing, and Research (3)

This course is a portal course to upper division course work. It is designed to refine skills in reading, writing, and critical thinking and apply these skills in a multifaceted approach to research in specific disciplines.

FIN 605: Financial Institutions and Markets (3)

This course examines the role that financial institutions and markets play in the dominant economies of the world. Financial institutions will be explored, with emphasis on the types of institutions and how each type of institution participates in financial intermediation. The roles and interactions of financial markets, governments, businesses, and consumers will be examined with focus on regulation, market structure, interest rates, and the function of central banks and the Federal Reserve.

FIN 610: Risk Analysis and Insurance (3)

This course focuses on analyzing and solving risk management problems in business organizations based upon the assumption that risk can be managed if risks are identified prior to a loss and that insurance is an important tool for that purpose. Utilizing managerial, consumer, and societal perspectives, topics include methodology for risk analysis, insurance principles and practices, and techniques for risk and loss control.

FIN 615: Investment Analysis and Portfolio Management (3)

This course focuses on the analysis of investment options including stocks, bonds, mutual funds, stock options, and derivatives. Capital market theory and market efficiency are examined from a financial management perspective. Students learn to evaluate investments in an international market by incorporating economic conditions, ratios, and market information. Emphasis is placed on portfolio management and diversification.

HIS 101: American History (3)

A survey of political, economic, social, cultural, and diplomatic phases of American life.

LDR 301: Social Entrepreneurship (3)

Social entrepreneurs, who propose to make a difference in the for-profit world, face a unique set of entrepreneurial challenges, particularly when it comes to establishing a viable business model and securing funding. This course provides an introduction to the world of social entrepreneurship and an exploration of how individuals throughout the world are assessing problems in their communities, finding entrepreneurial solutions, and entering the marketplace.

LDR 302: New Venture Creation (3)

This course is an introduction to new venture creation. Students will be provided with a hands-on experience in the preparation of a professional business plan for a new venture. Emphasis will be placed on strategic and tactical objectives, as well as strategic variables critical to achieving success in a new venture.

LDR 303: Founders' Dilemma (3)

New ventures face a host of challenges. The vast majority of these, particularly in the beginning, must be met head-on by the new-venture's founder, the individual who is building the company from the ground up. This course examines the process for establishing a new venture and the unique decisions the founder or CEO must make as the venture progresses from an idea to an

established corporate presence. Students will study various benchmarks, trends, and influences that must be known to ensure a successful enterprise.

LDR 360: International Business (3)

This course covers the concepts of international organizational structures and management processes, including the cultural, political, economic, and legal environments of global marketing, world market patterns, and international trade theory.

LDR 364: Organizational Behavior (3)

Workplaces vary substantially, not only in their products and services, but also in organizational behavior. This course addresses the sources of difference, such as communication, decision making, culture, and structure, and it focuses on the ways managers can influence individual and group behavior to create effective organizations.

LDR 401: Family and Small Business (3)

In this course, students will apply business-knowledge basics to the specific study of small and family business ventures. Students will analyze the various structures that family and small businesses can take, assess management and marketing strategies, and consider ethical business operation and succession planning.

LDR 402: New Product Development (3)

Bringing something new to a market successfully involves much more than simply coming up with a “gotta have it” idea. To be sustainable, the product or service must be tested and refined—and its target market must be thoroughly defined and researched. Success also hinges on accurate sales projections, top management buy-in, ample funding, and an effective marketing plan and product launch. Students will explore this complex process and expand their understanding of marketing, market research and targeting, financial projections, entrepreneurship, and financing—all within the context of bringing something new to market.

LDR 403: New Venture Financing (3)

Even the greatest ideas need funding to get off the ground. In this course, students will study the funding of start-ups and new ventures from the perspectives of both the entrepreneur and the financier. By examining how investors view and analyze potential investment opportunities and how entrepreneurs structure their firms, products, services, and secure funding, students will develop a broad understanding of the financial decisions and strategies, on both sides, that must occur for a new venture to shift from idea to reality.

LDR 471: Conflict Management (3)

This course will focus on techniques and skills to manage conflict using appropriate strategies, tactics, and goal setting. Emphasis is placed on building long-term positive relationships in professional settings, theoretical and practical aspects of authority, face-saving, conflict assessment, communication, and problem solving.

LDR 472: Mentoring and Team Leadership (3)

This course will give students insight into the management and motivation of employees. Areas covered in this course include selecting the right people for the job, delegating effectively, addressing accountability, coping with challenging people, and building effective teams.

LDR 481: Principles and Practice of Leadership (3)

This course explores the history, meaning, theory, and styles of leadership. From individual, interpersonal, group, and organizational perspectives, students examine the type of leadership that is required to create and maintain high levels of performance in organizations. Students learn how leaders evolve and also discover their own philosophy of leadership and how to apply it effectively.

LDR 499: Capstone (3)

A capstone project provides a culminating experience for students to identify and study a current managerial problem or issue applicable to an organizational or business setting. Students design, research, and present their final project in a manner that demonstrates their mastery and integration of the knowledge and skills expected of an organizational leader, manager, or professional.

LIT 625: Children's Literature (3)

This course presents an overview of the historical, psychological, and sociological perspectives of children's literature, both traditional and contemporary. It offers an in-depth examination of children's literature and its place in a balanced, comprehensive reading program.

LNG 611: Introduction to Linguistics

An introduction to the structure and use of language with an emphasis on English linguistics. The topics examined in this course include: phonetics and phonology, morphology and lexicon, syntax, semantics, pragmatics, speech acts, conversational analysis and gender issues, registers and dialects, language and culture, classroom discourse, textual structure, and the history of English and language in general.

LNG 620: Sociolinguistics (3)

An introduction to relationships between significant cultural and linguistic concepts; provides cultural and ethnographic background knowledge for teaching English as a first or second language; includes cultural variables, such as social roles and status, language learning styles, family socialization, and strategies for teaching. Prerequisite: LNG 611

LNG 621: Introduction to Psycholinguistics (3)

An introduction to theories and concepts on language acquisition, with special emphasis on grammar rules that form sentences. Includes the variations of child and adult learning and acquisition of English. Prerequisite: LNG 611

LNG 622: Approaches to Teaching English as a Second Language (3)

An introduction to variables of learning English as a second language; survey and backgrounds of language teaching approaches covering specially designed academic instruction in English (SDAIE) and bilingual education. Prerequisite: LNG 611

LNG 624: Assessment and Testing Second Language Proficiency (3)

An overview of the nature of second language testing. The course focuses on how to evaluate standardized tests, which the students may be asked to select, administer, and interpret from time to time.

MBA 500: MBA Foundations (3)

This course provides an overview of fundamental management concepts across a broad spectrum of subject areas as a foundation for later specialized study. Students will learn how to think in strategic terms, how to communicate as a manager, and how to conduct effective research at the master's level. Topics covered include the critical business functions of accounting, economics, marketing, finance, and strategy, providing students with cross-functional knowledge to inform decision making.

MBA 600: Decision Analysis (3)

Managers typically need to be able to make decisions based on incomplete information. This course focuses on the application of a wide variety of quantitative methods to aid in decision making, including populations and samples, probabilities, expected values, decision-tree analysis, resource allocation, and correlations. Each method is applied in real-world management situations, preparing students for critical decision making in the workplace.

MBA 601: Managerial Economics (3)

This course examines interactions that take place within organizations, among companies, and between firms and consumers from an economic perspective. Students will learn why firms behave the way they do, and they will be introduced to tools and frameworks that will help them make better decisions in their professional and personal lives. The course also provides a good foundation for understanding matters such as how companies set prices and why they advertise.

MBA 602: Executive Leadership (3)

A leader is a person who is able to cast a vision in a way that others want to follow and accomplish that vision. This course is designed to help students improve their leadership skills in order to function effectively in the global economy. Topics include foundational concepts in leadership, critical issues in leadership, motivation, insights, strategies, and negotiation skills.

MBA 603: New Venture Creation (3)

This course prepares students to spearhead new initiatives, paying special attention to the process and activities required before a start-up can open for business. Entrepreneurship, in this context, is viewed as long-term value creation. Accordingly, using real-world case studies, this course focuses on critical issues in the development of a new venture: market and competitive conditions, testing

critical assumptions upon which the new business concept rests, adequate planning, proper assessment of skills and resources required to create a strong competitive position, and creation of a formal business plan.

MBA 605: Leadership and Organizational Behavior (3)

Dynamic environments need leaders who challenge themselves and others to discover and test new ways to be effective. This course examines a variety of methods to manage and lead people in complex organizations and to design workplaces that elicit high performance from individuals, teams, and organizations.

MBA 610: Managerial Accounting (3)

Managers need basic knowledge of accounting principles and practices. In this course, an emphasis is placed on managerial uses of accounting data including: what kind of information is needed, where this data can be obtained, and how these figures can be used by managers as they perform their planning, controlling, and decision-making responsibilities.

MBA 611: Organizational Development and Transformational Leadership (3)

This course investigates organizational development and change practices used to enhance organizational effectiveness, improve quality of work life, increase productivity, and facilitate the organization's ability to assess and solve its own problems. In an examination of the role of transformational leader/change agent, students will develop skills in organizational diagnosis, survey development, change management, team building, systems redesign, problem identification, and problem solving.

MBA 612: Cross-Cultural Management (3)

The hyper-competitive global arena of the twenty-first century mandates that managers develop skills necessary to design and implement global strategies, to conduct effective cross-national interactions, and to manage daily operations in foreign subsidiaries. Through extensive case study, students learn how culture interacts with other national and international factors to affect managerial processes and behaviors. Cross-cultural management and competitive strategy is evaluated in the context of global changes in the European Union, North America, the Commonwealth of Independent States, and Asia.

MBA 615: Marketing (3)

This course includes marketing management essentials such as the establishment of marketing goals that align with internal resources and marketing opportunities, planning and execution of appropriate activities to meet the goals, and measurement of progress. Innovation in the marketplace, including new products, technologies, and services are considered as well as the strategies for achieving marketing objectives.

MBA 620: Managerial Finance (3)

This course introduces the basic principles of managerial finance and demonstrates how businesses manage their funds to accomplish organizational objectives. Emphasis is placed on financial

environment, financial statements, cash flow and financial planning, time value of money, risk and return, interest rates and bond valuation, stock valuation, and capital budgeting cash flows. Upon completion of this course, students will possess a broad, conceptual understanding of how to use these financial techniques to analyze a company's finances.

MBA 625: Business Law and Ethics (3)

This course involves the study of ethical principles and concepts of business law, focusing on U.S. corporate law. Topics of relevance that will be explored include the following core legal concepts: government regulation, consumer protection, business formation, contracts, crimes and torts, employment, and employment relationships. The application of these legal concepts to practical business issues will be emphasized, demonstrating the relevance of business law to a variety of business situations.

MBA 630: The Global Economy (3)

In a study of the financial operations of multinational corporations and financial institutions, students will focus on macroeconomic variables, models of policy effects over time, geo-political changes, foreign exchange markets, and trade balances. Topics include gross domestic product, foreign exchange risk, rates of return analysis, purchasing power parity, interest rate determination, and policies affecting fixed and floating exchange rates in the unique context of multinational finance.

MBA 635: Strategic Management (3)

This course introduces students to the strategic management process. Through analysis and real-life problem solving, students integrate management, finance, accounting, marketing, economics, production, and decision-making concepts in order to understand an organization's many moving parts. Students will gain insight into the daunting task of managing an organization and its complex components.

MBA 640: Operations Management (3)

This course presents techniques and methods for managing operations in services and manufacturing. Current topics such as supply chain management, the balanced scorecard, and yield management are examined using a real-world perspective and a contemporary approach. This course stresses teamwork, quality, and customer service.

MBA 641: Intermediate Selling (3)

This course is designed to give the graduate student the concepts and skills necessary to successfully sell to executive-level decision makers in a corporation. The topics covered include responding to requests for proposals, making formal presentations, selling in the boardroom, selling to top-level executives, and selling strategies.

MBA 642: Entrepreneurial Strategy (3)

This course focuses on the creation of strategic growth as a catalyst for a small company's transition to being a key competitor in an industry segment. Using a diverse selection of case studies, students explore the strategic management process as it relates to building the entrepreneurial firm. This is the capstone course for the entrepreneurship concentration.

MBA 643: Sales Management (3)

This course is designed to teach students a series of key concepts, methods, techniques, and skills that, when used by the sales manager, can produce highly effective and successful sales. These tactics are applicable to a wide variety of management and sales management roles.

MBA 645: Managing the Global Workforce (3)

Global leaders must be able to effectively acquire, develop, compensate, and motivate employees in order to maximize organizational effectiveness. In this course; through the investigation of case studies and supplemental readings, students will learn about how human resource management contributes to business success by strategically managing an organization's human capital.

MBA 651: Consumer and Buyer Behavior (3)

This course provides an in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. Students will focus on identifying the relevant behavioral variables in a given product purchase situation and determining how marketing strategy can be adapted to meet the way in which consumers perceive, select, and buy.

MBA 652: Marketing Research and Analysis (3)

Marketing research serves a central basis for marketing strategy and firm profitability. It is critical for marketing managers to understand the nature of marketing research and to be able to specify what information to seek, how to get it, and how to utilize it in making marketing decisions. Emphasizing the manager's perspective, this course examines marketing research in terms of needs, definition, process, analysis, and reporting. Topics include emerging trends in marketing research, ethical and global implications, and the continuing integration of new technologies.

MBA 653: E-Marketing (3)

This course examines Internet marketing, a process that is challenged by rapidly-evolving electronic and interactive media and communications methods. Students will have the opportunity to assess the benefits and risks of Internet marketing, integrate marketing techniques with technology, evaluate old versus new methods and paradigms, and investigate some of the controversial issues still hotly contested in the marketing field and the public policy arena: privacy, security, measurement of advertising impact, filtering, etc.

MBA 655: Health Care Management (3)

This course addresses the management of organizations that deliver health care services such as hospitals, nursing homes, multispecialty clinics, and home health care agencies. Students will examine principles of effective management, including organizational design, motivation,

leadership, conflict management, teamwork, and strategic alliances. Management issues that distinguish health services organizations from other types of organizations will be identified and strategies for dealing with these issues will be evaluated.

MBA 670: Health Care Finance (3)

This course addresses systems and uses of accounting and financial planning in health care organizations, including planning and control. Students will examine analysis of financial statements, reporting, ratios, and budgeting for health care organizations to make sound decisions. This course provides a conceptual and practical knowledge of health care finance including sources of funding, revenue and cost determinants, third-party payers, managed-care contracts, and valuations that have an impact on health care organizations.

MBA 675: Legal and Ethical Issues in Health Care (3)

Managers in medical offices, hospitals, clinics, or skilled nursing facilities have a professional stake in understanding the multiple legal and ethical issues that they will encounter as part of their day-to-day responsibilities. This course examines the legal aspects of health services management including consumer protection, the patient/physician relationship, principles that govern patient information, professional licensure and liability, medical malpractice, and public duties of a health care professional.

MBA 680: Systems Analysis and Design

This course provides an introduction to the field of systems analysis and design with the objective of using the appropriate logical and design processes to develop business information systems. Specific topics include determining business requirements, documenting organizational processes, analyzing information flows, and reengineering/designing information.

MBA 685: Database Management

This course examines database management methods and specially designed software applications used in a variety of information system environments. Topics include storing, cataloging, modifying, querying, and extracting data in relational database management systems. Examples of database management systems to be discussed include SQL Server, Oracle, SAP, Microsoft Access, and FileMaker.

MBA 690: Computer and Network Security

This course provides an introduction to the field of computer security principles and network security. Specific topics to be examined include computer security threats and attacks, vulnerabilities in the password authentication system, file system, virtual memory system, threats and vulnerabilities to network architectures and protocols, Botnets, E-mail security, IP security, Web security, and network security management techniques such as Firewalls and IDS.

MGT 301: Leadership in Organizational and Business Management (3)

This course is an introduction to organizational leadership and business management. It is designed to provide opportunities for personal assessment, setting of goals and priorities, and planning for professional development necessary for functioning effectively as a leader or manager

in an organizational or business setting. Emphasis is placed on exploring and identifying suitable leadership or management styles and strategies useful in problem solving, decision making, and conflict resolution by individuals, groups, and organizations.

MGT 303: Management Theories and Practices (3)

This provides an examination of the management theories, principles, and practices that apply to informal and formal organizations. Systems models and other emerging management paradigms are emphasized for use in identifying, analyzing, and resolving problems in organizations and businesses. Methods of style, planning, and motivation are studied to prepare the student for use in organizational and business settings. Managing a multicultural organization, a changing environment, and the international market place are also explored.

MGT 304: Organizational and Business Communication (3)

This course is an exploration of the critical role of communication in creating and maintaining a productive organizational and business environment. Students develop and strengthen their communication capabilities by learning and practicing effective interpersonal and group communication and feedback, as well as formal written and oral presentation skills.

MGT 305: Research Methods (3)

This course covers the use of business research methods for investigating and analyzing business problems. It is designed to provide students with an understanding of quantitative and qualitative research, of writing research questions and hypotheses, of collecting and analyzing data, and of preparing and presenting a research report. An emphasis is placed on conducting practical research of business problems in order to help managers make informed and data-driven decisions.

MGT 313: Business Law and Ethics (3)

This course provides an overview of the basic legal terminology, sources, and principles that apply to resolving typical organizational and business problems. The course is designed to provide students with an understanding of selected legal topics, such as business organizational structures, contracts and other legal documents, property, tort law and liability, civil rights and criminal law. The intricate interrelationships between legal and ethical responsibilities are stressed. Special emphasis is placed on preventative law and alternate methods of dispute resolution available to individuals, organizations, and businesses.

MGT358: Production and Operations Management (3)

This course examines the concepts, processes, and methods of managing and controlling operations in manufacturing or service settings. Current issues such as globalization, supply chain strategy, E-business, and enterprise resource planning are analyzed.

MGT 401: Information Systems for Business and Management

This course will explore how information systems may be used, developed, and managed to support both the tactical and strategic decision-making activities as well as operations of organizations.

MGT 407: Managerial Economics (3)

This is a survey of the basic concepts and principles of economics that managers, supervisors, and decision makers need to understand and apply in organizations and businesses. Topics, trends, and approaches in both microeconomics and macroeconomics are addressed. The internationalization of our economy and its impact are stressed.

MGT 408: Marketing Management (3)

This is an introduction to the role and impact of marketing in achieving the mission and goals of an organization or business. Basic marketing concepts and strategies, which are useful to the leader or manager in improving the image, sales, and profitability of businesses, are emphasized. Domestic and international marketing opportunities, entrepreneurship, and other topics related to business development are explored.

MGT 409: Managerial Finance (3)

This provides an overview of basic financial principles, procedures, and tools necessary to the manager in leading or operating any organization or business. Focus is placed upon reading and understanding accounting terminology and utilizing accounting documents to the extent that they facilitate the manager's tasks of planning, budgeting, and decision making for the organization or business in a manner that is efficient and cost effective.

MGT 410: Human Resource Management (3)

This course is a survey of the principles and practices of human resource management in an organizational or business setting. It provides students the opportunity to review and critically assess an organization's personnel structure, policies, and procedures and their impact in the workplace. Special attention is given to the legal, ethical, and practical implications of planning, recruitment, selection and hiring; training and development; performance evaluation, discipline and termination; compensation and benefits; safety and health protection; employer-employee relations; and diversity and equal employment opportunity.

MGT 411: Strategic Planning (3)

Elements and approaches for developing and implementing a strategic plan that will be useful in successfully carrying out the mission and long-term objectives of an organization or business. Special emphasis is placed on an integrated planning process that incorporates strategic analysis and other action steps necessary for creating and documenting a strategic plan that will allow the organization or business to move forward with the operational plan and results management.

MGT 499: Capstone Integrated Management Project (3)

The capstone project for the management degree provides a culminating experience for students to integrate business and management principles to create a comprehensive business plan for a new product or service for an existing business or entrepreneurial venture. Students design, research, and present their final project in a manner that demonstrates their mastery and integration of the knowledge and skills expected of a manager

MTH 090: Fundamental Math (non-credit)

This course introduces fundamental mathematical skills and concepts with a focus on practical application. Topics covered include basic operations with whole numbers, fractions, decimals, and roots; factoring; ratios and rates; estimation techniques; measurement; and basic geometry and algebraic expressions.

MTH 115: College Algebra (3)

Topics discussed include functions and graphs; rational functions; exponential and logarithmic functions; systems of equations.

PHL 243: Critical Thinking (3)

Students develop the skills to express their thoughts and form judgments clearly, logically, and effectively, using appropriate and adequate evidence for a variety of purposes and audiences. Students also learn to reflect on and challenge their own values and assumptions and form positions that demonstrate sensitivity and tolerance of various viewpoints and interpretations.

PHL 271: Philosophy (3)

Philosophy is foundational to most other disciplines in that it seeks to address issues and questions about the way the world is or should be, about what is right or wrong, about what is and can be known. In short, philosophy seeks to raise questions that impact the foundations of thought, knowledge, and behavior. In this course, students consider the perspectives and worldviews of the great thinkers of the past, from Socrates to Sartre, including some voices from non-Western perspectives. From the consideration of these thinkers, students will begin to develop and raise their own questions about the foundational issues of how and what we think, do, and know and how these impact how we live and believe.

PHL 263: Social Ethics (3)

Traditional inquiries into ethics assume that certain principles provide the foundation for determining the rightness, or morality, of human actions. Students study these principles and qualities embodied in the term *ethics* in the context of the Judeo-Christian worldview. The seminar seeks to establish basic principles that determine ethical behavior in society.

PHY 154: Physics w/Lab (4)

This course focuses on mechanics, covering the following topics: motion in one and two dimensions; Newton's laws; statics; work, energy and power; momentum. Laboratory participation required.

POL 241: American Government (3)

A study of the principles and problems of American government, including the U.S. Constitution and the concept of Federalism, and the organization and functions of federal, state, and local governments.

PSC 152: Physical Science (3)

Introduction to the physical sciences, including selected topics from astronomy, chemistry, geology, meteorology, oceanography, and physics. This course is a prerequisite to PHY 154.

PSS 100: Academic Strategies (3)

In this course, students develop skills and plans that will help them succeed throughout their academic programs, and beyond. This includes how to set and reach goals, manage physical health and stress, build and maintain strong support systems, stay organized, practice effective reading and writing strategies, and prepare for exams.

PSY 221: Psychology (3)

Introduction to the principal areas, problems, and concepts of psychology: perception, thinking, motivation, personality, and social behavior.

PSY 301: Psychological Testing and Assessment (3)

The focus here is theory and principles of assessment and testing including the construction, reliability, validity, and application of assessment methods and devices in various professional settings.

PSY 302: Learning Theory (3)

This course explores empirical findings and theoretical development in the area of learning and their applications to human behavior.

PSY 311: Experimental Psychology (3)

This course covers philosophy, methodology, and analysis of the experimental method. It includes discussions of problems in conducting and evaluating psychological research.

PSY 312: Lifespan Development (3)

This course is a study of the total person (spiritual, cognitive, psychological, social, and physical) as related to human growth and development from birth through adulthood.

PSY 321: Statistics for the Behavioral Sciences (3)

This course provides an understanding of basic statistics that are appropriate for use in psychological research as well as in other disciplines. The course will cover descriptive and inferential statistics including correlation/regression, analysis of variance, and several nonparametric tests such as chi-square. For non-psychology majors, this course may be substituted for the general education math/science requirement.

PSY 322: Personality Theories (3)

An overview of personality theories including the primary representatives of the major schools: analytic or dynamic, humanistic-existential, and behavioral. An integrative model will also be presented.

PSY 355: Child Growth and Development (3)

This is an in-depth study of theory and research concerning the childhood period from conception through preadolescence. Genetic maturational factors along with their interaction with experiential factors will be examined as to their effect upon behavior. Both pathogenic and adaptive patterns will be addressed with a view to facilitating optimal development and socialization of children.

PSY 356: Adolescent Growth and Development (3)

This is an in-depth study of theory and research concerning the adolescent period including the transition from childhood to adolescence and from adolescence to adulthood. Issues to be considered will include physiological, psychological and social changes, identity formation, behavior and moral development. Discussion will include timely issues of personal relevance to the University student's own development as an emerging young adult.

PSY 359: Psychology of Adult Development (3)

This course is an examination of the emotional, cognitive, physical, social and spiritual development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects is examined. The emphasis is on typical patterns in personal and emotional development in adulthood, as well as on contemporary research in the areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality. Issues of aging in contemporary society in such areas as mental health and economic security are also examined.

PSY 375: Biological Basis of Behavior (3)

This course is an exploration of the anatomical and physiological systems that influence human behavior. Topics include the acquisition and processing of sensory information, the neural control of movement and the biological basis of complex behaviors such as sleep, learning, memory, sex, language, and addiction, as well as basic functioning of the nervous system.

PSY 389: Cross-Cultural Psychology (3)

This course provides an opportunity to explore the importance of culture in various mental and emotional states, which includes problem solving, parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society.

PSY 403: Human Sexuality (3)

This provides an examination of human sexual functioning, behavior, relationships, and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural, and medical/health-related perspectives.

PSY 411: Abnormal Psychology (3)

This course is an overview of the major theories, concepts, issues, data, and research methodologies of abnormal psychology. Assessment, treatment, and prevention are emphasized.

PSY 421: Social Psychology (3)

This is an analysis of social behavior, including social cognition, attitude formation and change, conformity, prejudice, group processes, etc. Both theory and research findings will be examined.

PSY 422: Psychology of Family (3)

An overview of developmental and systematic theories of family functioning with emphasis on the impact of family on individual development.

PSY 476: Counseling (3)

This course provides critical guidance and help in comprehending the overall nature of professional counseling. Resources are made available for students to appropriate the “how” and “why” of professional counseling in its various definitions and emphases.

SOC 230: Sociology (3)

This course provides an introduction to society, culture, and personality. Major problem areas examined are the interaction of culture and personality, socialization, social change, prejudice, and large-group behavior.

SSC 304: World Religions (3)

This course is a study of traditional religions, including Judaism, Christianity, Hinduism, Buddhism, and Islam as living religions. Special attention is focused upon the worldview inherent in the religions and the consequent social and cultural impact of these views of reality.