



**Patten University**  
General Catalog  
2016–2017

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This catalog and the information contained herein is for informational purposes only and in no way constitutes a legal contract nor agreement between Patten University and any individual or entity. This catalog supersedes all previous catalogs. Information within this catalog is subject to change at any time and without prior notice. Patten University makes every effort to present timely, current, and accurate information but makes no guarantee of any kind. It is the responsibility of the student to know and understand Patten University's published policies.



# **Patten University Catalog**

## **Effective July 1, 2016 to June 30, 2017**

2433 Coolidge Ave.  
Oakland, CA 94601  
510-261-8500  
[www.patten.edu](http://www.patten.edu)

## **ABOUT PATTEN UNIVERSITY**

### **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.

Patten University seeks to advance students' awareness of diverse cultures and traditions, and develops their ability to think critically and independently. The University is 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. 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.

The University 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 21<sup>st</sup> century learners.

## **HISTORY**

Patten University was founded in 1944 by Dr. Bebe Patten, and was originally named the Oakland Bible Institute. Patten University developed from a ministerial training institute into a regionally accredited Christian liberal arts university offering degrees in ministry, psychology, and business. In December 2012, Patten University began the transition from a non-profit, faith-based, and campus-based institution to a private, for-profit, secular online university.

As a result of this transition, Patten University entered the next phase of its history: expanding course offerings and online degree programs that broadened Patten's reach while, at the same time, emphasizing leadership preparation and embracing innovation by adding flexible online programs. Patten University is committed to helping students acquire the knowledge and skills they need to advance their careers and contribute to their communities.

## **LOCATION**

Patten University is located at 2433 Coolidge Avenue, Oakland, California, 94601, where its on-campus classes are held in Wycliffe Hall. Its online courses are managed from Patten's Administrative Offices, located at 101 Mission Street, Suite 525, San Francisco, CA, 94105.

## **ACCREDITATION AND AFFILIATIONS**

The WASC Senior College and University Commission, (985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001), the regional accrediting body that is recognized by the U.S. Department of Education, accredits the University.

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

Patten University is approved by the Student and Exchange Visitor Program (SEVIS), which is part of the Department of Homeland Security, to authorize international students to enroll in Patten University.

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate means the institution is compliant with minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of title 5 of the California Code of Regulations.

This institution has not had a pending petition in bankruptcy, is not operating as a debtor in possession and has not filed a bankruptcy petition within the preceding five years nor had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under chapter 11 of the United States Bankruptcy Code

A prospective student is encouraged to review this catalog prior to signing an enrollment agreement and to review the School Performance Fact Sheet, which must be provided prior to a student signing an enrollment agreement.

Any questions a student may have regarding this catalog not satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education (BPPE) at 2535 Capitol Oaks Dr., #400 Sacramento, CA 95833, P.O. Box 980818, West Sacramento, CA 95798, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll free telephone number (888) 370-7589 Fax (916) 263-1897.

A student, or any member of the public, may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll free (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website [www/bppe.ca.gov](http://www/bppe.ca.gov)

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

## **ADMINISTRATION**

### **Office of the President**

President	Dr. Thomas Stewart
Vice President of Finance and Administration	Mr. Eric Wagensonner
Sr. Director of Institutional Effectiveness and Planning	(open)

**Academic Affairs**

Vice President of Academic Affairs  
Dean of Campus Programs

Dr. Marc Porter  
Dr. Abraham Ruelas

**Departments and Programs**

Business and Management Department Chair  
Education and Psychology Department Chair

(open)  
Dr. Abraham Ruelas

**Registrar**

Mr. Aaron Hiatt

**Director of Information Technology**

Mr. Dennis Clark

**Patten University Board of Trustees**

Mr. David Morgan, Chair  
Dr. Salvatore Monaco, Vice-Chair  
Dr. Anna Guzman  
Honorable Elihu Harris  
Dr. Janet L. Holmgren  
Dr. Joe May  
Dr. Rodney Paige  
Mr. Gerard Robinson  
Dr. Nannette Schuster  
Dr. Gerald Heeger, Emeritus  
Dr. Thomas Stewart, Ex-officio

## ONLINE ACADEMIC CALENDAR 2016-2017

Term Start	Deadline for 100% Refund	Deadline to Register New Course	Term End
7/11/2016	7/24/2016	10/7/2016	10/28/2016
7/18/2016	7/31/2016	10/14/2016	11/4/2016
7/25/2016	8/7/2016	10/21/2016	11/11/2016
8/1/2016	8/14/2016	10/28/2016	11/18/2016
8/8/2016	8/21/2016	11/4/2016	11/25/2016
8/15/2016	8/28/2016	11/10/16	12/2/2016
8/22/2016	9/4/2016	11/18/2016	12/9/2016
8/29/2016	9/11/2016	11/23/2016	12/16/2016
9/6/2016 (Labor Day 9/5/2016)	9/18/2016	12/2/2016	12/23/2016
9/12/2016	9/25/2016	12/9/2016	1/13/2017
9/19/2016	10/2/2016	12/16/2016	1/20/2017
9/26/2016	10/9/2016	12/23/2016	1/27/2017
10/3/2016	10/16/2016	1/13/2017	2/3/2017
10/11/2016 (Indigenous Peoples' Day 10/10/2016)	10/23/2016	1/20/2017	2/10/2017
10/17/2016	10/30/2016	1/27/2017	2/17/2017
10/24/2016	11/6/2016	2/3/2017	2/24/2017
10/31/2016	11/13/2016	2/10/2017	3/3/2017
11/7/2016	11/20/2016	2/17/2017	3/17/2017
11/14/2016	11/27/2016	2/24/2017	3/24/2017
11/21/2016	12/4/2016	3/3/2017	3/31/2017
11/28/2016	12/11/2016	3/17/2017	4/7/2017
12/5/2016	12/18/2016	3/24/2017	4/14/2017

<b>Term Start</b>	<b>Deadline for 100% Refund</b>	<b>Deadline to Register New Course</b>	<b>Term End</b>
12/12/2016	12/25/2016	3/31/2017	4/21/2017
12/19/2016	1/1/2017	4/7/2017	4/28/2017
Winter Break			
Winter Break			
1/9/2017	1/22/2017	4/14/2017	5/5/2017
1/17/2017 (Martin Luther King, Jr. Day 1/16/2017)	1/29/2017	4/21/2017	5/12/2017
1/23/2017	2/5/2017	4/28/2017	5/19/2017
1/30/2017	2/12/2016	5/5/2017	5/26/2017
2/6/2017	2/19/2017	5/12/2017	6/2/2017
2/13/2017	2/26/2017	5/19/2017	6/9/2017
2/21/2017 (Presidents' Day 2/20/2017)	3/5/2017	5/26/2017	6/16/2017
2/27/2017	3/12/2017	6/2/2017	6/23/2017
Spring Break			
3/13/2017	3/26/2017	6/9/2017	6/30/2017
3/20/2017	4/2/2017	6/16/2017	7/14/2017
3/27/2017	4/9/2017	6/23/2017	7/21/2017
4/3/2017	4/16/2017	6/30/2017	7/28/2017
4/10/2017	4/23/2017	7/14/2017	8/4/2017
4/17/2017	4/30/2017	7/21/2017	8/11/2017
4/24/2017	5/7/2017	7/28/2017	8/18/2017
5/1/2017	5/14/2017	8/4/2017	8/25/2017
5/8/2017	5/21/2017	8/11/2017	9/1/2017
5/15/2017	5/28/2017	8/18/2017	9/8/2017

<b>Term Start</b>	<b>Deadline for 100% Refund</b>	<b>Deadline to Register New Course</b>	<b>Term End</b>
5/22/2017	6/4/2017	8/25/2017	9/15/2017
5/30/2017 (Memorial Day 5/29/17)	6/11/2017	9/1/2017	9/22/2017
6/5/2017	6/18/2017	9/8/2017	9/29/2017
6/12/2017	6/25/2017	9/15/2017	10/6/2017
6/19/2017	7/2/2017	9/22/2017	10/13/2017
6/26/2017	7/9/2017	9/29/2017	10/20/2017
Summer Break			

**Winter Break, December 26, 2016 – January 6, 2017**

**Spring Break, March 6-10, 2017**

**Summer Break, July 3-7, 2017**

## **OFFICIAL HOLIDAYS**

Labor Day - September 5, 2016

Indigenous People's Day - October 10, 2016

Veteran's Day - November 11, 2016

Thanksgiving - November 24-25, 2016

Christmas Day - December 25, 2016

New Year's Day - January 1, 2017

Martin Luther King, Jr. Day - January 16, 2017

President's Day - February 20, 2017

Memorial Day - May 29, 2017

Independence Day - July 4, 2017

## CAMPUS ACADEMIC CALENDAR 2016

Summer Session ends August 26, 2016

Campus Fall 2016	
Classes Begin	August 29
Last day to ADD/DROP	September 2
Labor Day Holiday	September 5
Indigenous Peoples Day	October 10
Veterans Day	November 11
Thanksgiving Break	November 24-25
Last Day of Campus Classes	December 4
Final Exam Period	December 7-11
End of Campus Semester	December 13
Campus Winter Break	December 14 - January 6

## GENERAL ADMISSIONS

Patten University does not discriminate in its educational programs or any other student-related activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability, gender, gender identity, sexual orientation, military or veteran status, genetic information, nor any other characteristic protected under applicable federal, state, or local law.

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 conditions outlined in the “Undergraduate Admissions” and “Graduate Admissions” sections are met.



## **UNDERGRADUATE ADMISSIONS**

To be admitted into an undergraduate degree program, a prospective student must have earned a high school diploma or equivalent (such as a GED). If Patten University has reason to believe that the credential is not valid or was not obtained from an entity that provides secondary school education, the University will require an official transcript be submitted for additional verification.

If the University is unable to determine the validity of the credential, or if the student fails to provide valid documentation supporting their eligibility for admission within 30 days of beginning their program, the student will become subject to administrative withdrawal for academic ineligibility and may not enroll again until valid documentation is provided. A student who cannot produce a high school transcript or equivalent cannot be admitted into an eligible degree program at Patten University. The university does not admit students without a high school diploma or its equivalent.

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

### **Re-entry Policy**

The University reserves the right to refuse re-admittance based upon the attendance, academic, and/or conduct history of the student during previous enrollment periods.

### **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.

## **GRADUATE ADMISSIONS**

In order to be admitted into graduate degree program, a prospective student must possess a baccalaureate degree from an institution approved by an accrediting agency that is recognized by the U.S. Department of Education. Patten University will verify that the degree has been awarded. The University requires that the student submit an official transcript from the awarding institution. If the student fails to provide valid documentation supporting their eligibility for admission within 30 days of enrollment, the student will become subject to administrative withdrawal for academic ineligibility and may not enroll again until valid documentation is provided. GRE or GMAT scores are not required.

Students entering the MBA program must have completed undergraduate-level Microeconomics and College Algebra with a C- or higher grade before starting their degree program. It is the prospective student's responsibility to ensure the proper documentation is submitted to confirm they have completed the prerequisites before their first course begins. If the prerequisites are not completed by start date, the student will be placed into the appropriate course(s) automatically, and will be required to complete these courses before starting their degree program. Preparatory coursework does not count toward the degree and must be paid in full by the student upon the course start date.

## **INTERNATIONAL ADMISSIONS**

Patten University does not provide Visa services to online students nor verify online 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 80 or higher on the Internet-Based test (iBT), and the score must be received by the University within 30 days of enrollment.

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](http://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 their credentials to ECE, request forms and cost information are available at the ECE website ([www.ece.org](http://www.ece.org)) or by contacting ECE at:

## **ECE**

Post Office Box 92970  
Milwaukee, WI 53202-0970 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.

In order to be accepted, academic transcripts must be official (that is, sent directly from the institution to Patten University under seal) and must be confirmed by the Office of the Registrar as valid. The Registrar will evaluate all official transcripts for students when received.

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

## **Patten University**

Office of the Registrar  
101 Mission St Suite 525  
San Francisco, CA 94105

## **MATRICULATION**

### **UNDERGRADUATE**

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

- Submit for verification 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 units in the program in which the student enrolled. Of the 12 units, at least 3 units must be earned by completing courses at Patten University.

## **GRADUATE**

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

- Submit for verification within thirty days of enrollment evidence of completion of a baccalaureate degree from an institution accredited by an accrediting agency that is recognized by the U.S. Department of Education.
- Complete 12 units in the program in which the student enrolled. Of the 12 units, at least 3 units must be earned by completing courses at Patten University.

## **TRANSFER OF CREDIT**

A written record of the student's previous education will be created and archived by the Registrar's Office. The archived documents will include a statement that credit has been granted. The student will receive notification of the recognition of transfer of credit. Units earned are transferred for unit credit only. However, the units are not included in the calculation of the GPA.

Patten University has not entered into an articulation or transfer agreement with any other college or university.

Patten University does not award credit for prior experience.

## **UNDERGRADUATE 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 such an evaluation must provide official (original) college transcripts from the transferring institution. Course content and instructional quality varies across institutions. Because of this, Patten University accepts the transfer of completed coursework from other institutions, accredited by an accrediting agency recognized by the U.S. Department of Education. Only grades of C or better will be considered for undergraduate credit.

Undergraduate students who earn a final course letter grade D or F after two attempts will need to complete an equivalent course at another accredited university. The student must seek pre-approval before attempting the transfer substitution. The dean or

department chair may require, in addition to the course title and its catalog description, the course syllabus or other evidence before approving transfer credit.

Transfer credits that are recognized and accepted by Patten University are not factored into the calculation of the student's grade point average.

Students wishing to transfer Patten University credits to another institution should check with that institution regarding its policy on recognition of credit for units earned from Patten University.

## **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 (including satisfaction of prerequisites) must provide official college transcripts. The transfer credit evaluation serves as a guide for determining the remaining coursework required for the student to complete their desired program of study.

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. The maximum transfer credit that may be awarded from all sources towards attainment of a master's degree is limited to 6 semester units.

For master's degrees, credit by examination does not apply. Students who have previously completed coursework in a recognized institution's graduate program, accredited by an accredited agency recognized by the U.S. Department of Education, may transfer up to 6 semester credits toward a Patten University graduate 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.

Graduate students who earn a final course letter grade of D or lower in a Patten master's course after two attempts must complete an equivalent course at another accredited university. The student must seek pre-approval before attempting the transfer substitution. The dean or department chair may require, in addition to the

course title and its catalog description, the course syllabus or other evidence before approving transfer credit. The same 6-unit limit of maximum transfer credits applies.

**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.*

Master's Degree - up to 6 credits (2 courses)

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

## POST-BACCALAUREATE AND GRADUATE PROGRAM ADMISSION

On campus, Patten University offers Master of Arts in Education and Multiple and Single Subject Teaching Credential programs.

***The University is not currently enrolling students in campus-based programs, and interested students should contact the Education and Psychology Department for information.***

Applicants seeking admission into any of these programs are to:

- Submit three letters of recommendation from among the applicant's employer, former employers, former teachers, instructors, professors, or anyone who can provide objective feedback about the prospective student's talents, qualifications, character, and capacity to manage the rigors of a post-secondary education.
- 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 used 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 used to satisfy the subject matter competence requirement, must be passed prior to beginning supervised student teaching. *Patten*

*University is not accepting students to its Multiple and Single Subject Teaching Credential programs.* These policies apply to students currently enrolled in this degree program.

## **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 (CTC). Submission of official transcripts is required. *Patten University is not accepting students to its M.A. in Education program.* These policies apply to students currently enrolled in this degree program.

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. Patten University is not accepting students to its Multiple and Single Subject Teaching Credential programs. These policies apply to students currently enrolled in the credential programs. Applicants must satisfy the following procedures at least 30 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 TB test
- Submit a personal statement

- Take the California Basic Educational Skills Test (CBEST) and provide scores for diagnostic purposes. Those 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 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 California required subject matter examinations.
- For Single Subject 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 California required 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](http://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](http://www.ece.org)) or by contacting ECE at Post Office Box 92970, Milwaukee, WI 53202-0970, 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. *The University is not admitting students at this time to its campus-based undergraduate or campus-based graduate programs.*

As described under the “International Admission” section, Patten University uses the Test of English as a Foreign Language (TOEFL) exam results as evidence of English proficiency.



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

### **Patten University**

Office of the Registrar  
101 Mission St Suite 525  
San Francisco, CA 94105

### **Official Notification**

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

### **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 National Guide to the Evaluation of Educational Experiences in the Armed Services."

Army, Navy, Coast Guard, Air Force, 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**

Undergraduate students may apply a maximum of 15 credit hours earned by examination toward their baccalaureate degree. Patten University participates in several nationally recognized standardized testing programs. Such exams are designed, monitored, scored, averaged, and validated by 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)

## ACADEMIC LOAD

Patten University's tuition policy allows online students to complete more courses in a 16-week term than the minimum requirements to maintain their status as full-time or part-time students. An academic year for a full-time undergraduate student is 48 weeks of instruction and 24 semester credits. For full-time graduate students, an academic year is 48 weeks of instruction and 24 semester credits. Undergraduate and graduate students must successfully complete at least six semester credits (two courses) in each 16-week term. The academic year of 48 weeks of instruction divides into three terms of 16 instructional weeks.

## A SEMESTER UNIT OF STUDY

To receive one (1) semester unit of credit, a student spends approximately 15 hours in class during a semester or in course-related activities during an online term. For each hour of time in class or classroom-related activities, students can expect to complete 2 hours of out-of-class work related to the course content (e.g., projects, exercises, or other homework). For campus-based students, the form of in-class and out-of-class work and contact time with instructors will take different forms for directed studies, graduate thesis research, or internships. While online students may progress more quickly because of the flexibility of online study, one online semester credit hour is equivalent to 45 hours of coursework.

## ADDING AND DROPPING CAMPUS COURSES

Continuing campus-based students register for classes prior to the first week of each semester. There is an add/drop period at the beginning of each semester, and 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 advisor'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 campus schedule without the approval of the Registrar's

Office. Patten University is not enrolling new students to its campus-based degree programs at this time.

## **ADDING AND DROPPING ONLINE COURSES**

Students are permitted to drop a course in the first two weeks of the term with approval from the student advisor and the Registrar (see calendar for deadline dates). Students may be dropped from a course under the following circumstances:

- The student is not prepared for the course and has made arrangements to either transfer in the credit or take it at a later time.
- The student advisor and the Registrar must approve postponing courses and taking courses out of order from the degree map.
- The Course Registration is incorrect.
- The student failed a different course previously and needs to be re-registered for it. A student's current course may be dropped in order to retake the previous course.
- The student was automatically registered for a course but does not want to take any more courses during that billing period.

## **LEARNING RESOURCES**

The University delivers its online programs through a proprietary learning management system (LMS) that allows students to:

- Access textbooks and supplemental materials online
- Take low-stakes, formative assessments (such as end-of-chapter quizzes)
- Submit assignments digitally
- Interact with peers and faculty
- Directly access the digital library, which includes the ProQuest databases, digital books through eBrary, and other resources to support student research
- Directly ask questions of the University's online librarian
- Immediately message student advisors and faculty
- View and pay account balances

- View degree map, monitor progress and check grades
- Order transcripts

Students can access their course resources at any time. Questions asked via the LMS of the instructor, student advisor, or library specialist are answered within 24 hours during the week or 48 hours over a weekend, except in cases of recognized holidays and breaks. The University's holidays and breaks are listed in the academic calendar. Student final projects are graded within seven calendar days (with the exception of university holidays or breaks), and proctored final exams are evaluated upon submission.

## **STUDENT ORIENTATION**

All students who enroll in online courses are required to successfully complete Patten University's "New Student Orientation" (PSP 100) prior to starting any other courses. Orientation introduces students to Patten's learning platform, highlights university policies and procedures, and provides student academic success strategies. Orientation is completed online and at the student's convenience. New Student Orientation is a non-credit course in which the student must earn a "pass" before proceeding to a for-credit course and matriculating to the university.

## **TECHNOLOGY SPECIFICATIONS**

The University recommends the following technical specifications to ensure that students can successfully take proctored examinations and complete online coursework. Students with questions should contact [support@patten.edu](mailto:support@patten.edu).

Students will need:

- Desktop or laptop computer that runs at least Windows 7 or Mac OS X, with at least 2GB RAM. (Tablets, like iPads and Surface, are incompatible with Patten's learning platform for uploading assignments and completing proctored exams.)
- Webcam (built in or external with a resolution at least 640 x 480, with 1280x720 recommended)
- Computer microphone (many webcams have built in microphones)
- Computer speakers or headphones
- Microsoft Office (e.g., Word, Excel, PowerPoint)

- Google Chrome web browser (most current version) with Adobe Flash Player installed. (Adobe Flash Player is a free download at [www.adobe.com](http://www.adobe.com).)
- Reliable high-speed internet connection of at least 3 Mbps download and upload speed (test internet speed at [www.speedtest.net](http://www.speedtest.net))

## ATTENDANCE

### ONLINE ATTENDANCE POLICY

Enrolled students must show regular interaction in order to demonstrate participation and attendance. Online attendance is monitored automatically by the learning platform. Regular and substantive interaction is defined as completing one of the following academically related activities once every seven consecutive calendar days in order to be marked as attending and actively participating:

- Substantive exchanges with the instructor about course content, concepts, and assignments
- Submit an online assignment or exercise for evaluation
- Taking an exam
- Submit a final project
- Attending a study group that is assigned by the institution
- Participating in an online academic discussion about course concepts
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Logging into a course and clicking on resources will not count as having participated. Reading discussion boards and reading or viewing course resources, though academically important, are not measured or counted as student attendance. If a student cannot attend, as expected, they should contact their instructor or student advisor regarding the circumstances, and the student should consider submitting a request to withdraw. Otherwise, the student may be administratively withdrawn for non-attendance. Institutionally scheduled breaks do not count against active engagement.

## **CAMPUS ATTENDANCE POLICY**

Campus-based instructors monitor student attendance for campus courses, and a student not attending a campus course for 14 consecutive calendar days will be withdrawn from the course and/or Patten University. Tardiness, class cuts, and unexcused absences are assessed at the discretion of the campus instructor. Students are expected to inform their instructors and student advisor if they know they will miss a campus class for more than seven days. Campus students may need to make up any missed tests, quizzes, or other graded assignments, but their instructors are not obligated to allow a student to make up missing points. Students should contact their instructor and student advisor if an extenuating circumstances (e.g., a documented health problem, a family emergency, jury duty, military reserve service obligations) caused or is expected to cause an absence.

## **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; MGT= Management; MTH = Math; or BIO= Biology.

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

<b>COURSE TYPE</b>	<b>COURSE NUMBER</b>
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	500 – 699
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Students may not take upper-division courses (junior, senior) without either fulfilling lower-division requirements or obtaining permission from the academic head of the program. The lower sequentially numbered courses are in most cases general education and prerequisite to the advanced and concentration courses. Because advance courses build upon general education coursework, online students are required to take the courses in the sequence outlined in their degree map. Developmental or remedial coursework 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.

## **CONCURRENT REGISTRATION (TRANSFERRING CREDIT FROM ANOTHER INSTITUTION)**

Students who would like to attend and subsequently transfer credit(s) from another institution while still planning to complete their degree at Patten must seek pre-approval 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 by units completed (earned) and is updated at the end of each semester or 16-week term.

<b>CLASS LEVEL</b>	<b>NUMBER OF COMPLETED UNITS</b>
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.

**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, and it is the student’s responsibility to review their tuition and fee schedule with the University Billing Department to confirm the tuition and fees.

Patten University delivers courses and degree programs in on-campus and online formats as part of the Associate’s, Bachelor’s, Credential or Master’s programs. Please note that the tuition and fees for campus programs may be different than online offerings.

**CAMPUS PROGRAM TUITION**

On-campus tuition and fees for each semester is due in full prior to the start of classes, although students have the option of making installment payments for tuition and fees. The payment plan allows students to pay their tuition for the semester in four specified installments during that semester. The University does not have a dorm or cafeteria services.

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.

**ONLINE PROGRAM TUITION**



Patten University online offers several degree plans. The total cost of the program and the time it will take to complete your degree depends on how many courses the student completes each term. The cost of each program for students enrolled in the minimum number of courses to be classified as a full-time student (as defined in the Academic Terms Credit Load and Enrollment Status section) is listed here:

**ASSOCIATE'S DEGREE:**

**TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: \$1,400**

**ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM:  
\$10,500**

**TOTAL CHARGES OBLIGATED TO BE PAID UPON ENROLLMENT: \$0**

**BACHELOR'S DEGREE:**

**TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: \$1,400**

**ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM:  
\$21,000**

**TOTAL CHARGES OBLIGATED TO BE PAID UPON ENROLLMENT: \$0**

**MASTER'S DEGREE:**

**TOTAL CHARGES FOR CURRENT PERIOD OF ATTENDANCE: \$2,080**

**ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM:  
\$9,360**

**TOTAL CHARGES OBLIGATED TO BE PAID UPON ENROLLMENT: \$0**

**TUITION REIMBURSEMENT**

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

**WITHDRAWAL FROM ONLINE DEGREE PROGRAM**

Students who wish to withdraw from an online degree program will need to submit a withdrawal request via their Account & Billing page at Patten.edu. If the student is unable to access the Accounting and Billing page, the student must email or call the Registrar's Office to request a withdrawal. Please note that withdrawing may mean any unpaid tuition and fees are due immediately per the Refund Policy. Also, withdrawals

are subject to certain fees and payments. Please contact the Billing Department at [billing@unow.com](mailto:billing@unow.com) or 415-817-9921.

## **TUITION REFUND**

### **Student's Right to Cancel**

The student has the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. To cancel or withdraw, the student must submit a withdrawal request from the personal Account & Billing page on the university website. The cancellation or withdrawal is effective on the date selected in the withdrawal request once submitted and approved by the Registrar. The institution shall make the refund pursuant to section 71750 of the California Education Regulations. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 45 days after the student's return of the materials.

Tuition is not charged for the completion of "New Student Orientation." The student may access New Student Orientation upon enrollment and must successfully complete it before beginning for-credit coursework or paying tuition. The refund policy applies at the point of registration into a developmental, MBA prerequisite, or credit-bearing course or paying tuition.

### **Refund Schedule**

The enrollment fee is not refundable. If the student cancels an enrollment agreement, withdraws or is administratively withdrawn during a period of attendance, the refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund. A pro rata refund pursuant to section 94919(c) or 94920(d) or 94927 of the California Education code shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows: The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal.

For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in

accordance with the withdrawal policy stated in this institution’s catalog. Students who withdraw or are administratively withdrawn will receive a refund of tuition according to the following table.

<b>Week of Withdrawal</b>	<b>Tuition Refund</b>	<b>Week of Withdrawal</b>	<b>Tuition Refund</b>
Week 1	100%	Week 9	50%
Week 2	100%	Week 10	43%
Week 3	88%	Week 11	0%
Week 4	81%	Week 12	0%
Week 5	75%	Week 13	0%
Week 6	69%	Week 14	0%
Week 7	62%	Week 15	0%
Week 8	56%	Week 16	0%

Patten University's refund policy meets or exceeds the regulations of the Bureau for Private Postsecondary Education (BPPE). BPPE’s regulations state:

*A pro rata refund pursuant to section 94919(c) or 94920(d) or 94927 of the code shall be no less than the total amount owed by the student for the portion of the educational program provided subtracted from the amount paid by the student, calculated as follows: The amount owed equals the daily charge for the program (total institutional charge, divided by the number of days or hours in the program), multiplied by the number of days student attended, or was scheduled to attend, prior to withdrawal.*

For purposes of determining a refund, a student shall be considered withdrawn when they withdraw or are deemed withdrawn in accordance with the university’s withdrawal policy stated herein.

If an institution has collected money from a student for transmittal on the student’s behalf to a third party for a bond, library usage, or fees for a license, application, or examination, and the institution has not paid the money to the third party at the time of the student’s withdrawal or cancellation, the institution shall refund the money to the

student within 45 days of the student's withdrawal or cancellation. The institution shall refund any credit balance on the student's account within 45 days after the date of the student's completion of, or withdrawal from, the educational program in which the student was enrolled.

Any questions a student may have regarding this enrollment agreement that have not been satisfactorily answered by the institution should be directed to:

**Bureau for Private Postsecondary Education**

P.O. Box 980818

West Sacramento, CA 980818

[www.bppe.ca.gov](http://www.bppe.ca.gov)

Phone (888) 370-7589

Fax (916) 263-1897

BPPE's physical address is:

2535 Capitol Oaks Dr., Suite 400

Sacramento, CA 95833.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling toll free (888) 370-7589 toll free or by completing a complaint form, which can be obtained on the Bureau's internet website [www.bppe.ca.gov](http://www.bppe.ca.gov).

**RESTRICTED ACCESS**

Patten University reserves the right to restrict access to student's coursework if they are enrolled in an active course with a past-due invoice of 30 days or longer. The student account will remain on Restricted Access (RA) until payment arrangements have been made. Payment arrangements can either be full payment of all past-due amounts or a mutually agreeable payment plan. The student still owes the full balance of their contract regardless of any alternative payment arrangements that have been made.

**FINANCIAL PROBATION**

It is Patten University's policy that students' financial accounts must be current.

If difficulties arise, the student is responsible for making the appropriate arrangements

with the Billing Department at [billing@unow.com](mailto:billing@unow.com). Students who fail to complete satisfactory arrangements or who default on their financial arrangements are subject to financial probation.

Students who have a past-due balance on their account at the end of their contract will be placed on Financial Probation, which means they will lose access to coursework, future registrations, graduation clearance, and transcripts. Students are notified via email when payment attempts are declined and when they are placed on Financial Probation.

From the moment they are placed on Financial Probation, a student has 30 days to settle his/her balance or make payment arrangements to do so. Failure to do so will result in Administrative Withdrawal from the university. Students who are withdrawn in this fashion will need to settle their account before re-enrolling.

If the past-due balance is cleared within 30 days, a student will be removed from Financial Probation and may register immediately for a new course or resume a course. Students establishing a payment plan instead will not be withdrawn, but their accounts will be put on hold and they cannot register for a new course. If any of the scheduled payments in the agreed-upon payment plan are missed or declined, the student will be immediately withdrawn. As soon as the balance is clear, students may register for a new course.

## ACADEMIC POLICIES

Patten University reserves the right to modify existing 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 TERMS

Terms begin each Monday except on holidays and during break weeks (see calendar). Each term ends on the Friday of the 16th week. Break weeks are not included in the term length (i.e. terms that overlap break weeks will exceed 16 calendar weeks).

The course add/drop period ends on the Friday of the second week of each term. While there is no numerical limit to courses that may be registered in a given term, there may be instances of procedural, curricular, or disciplinary restriction to the amount of coursework a student may register. Students complete their registered courses in the sequence indicated by their program map. A student cannot start a new course in their course sequence if there are 21 days or fewer remaining in the term.

A student is considered enrolled at the university when the student is both registered for coursework and meeting the attendance requirements of that coursework. Students who are not registered or attending during an enrollment period are subject to administrative withdrawal.

## SATISFACTORY ACADEMIC PROGRESS

In order for active students to meet satisfactory academic progress (SAP), they must earn a minimum of 3 credits per term. A student will continue meeting satisfactory academic progress until they have a term in which they fail to successfully earn a minimum of 3 credits. Students who earn less than 3 credits in a term will be placed on SAP probation. The student will be allowed to continue into a subsequent term on a probationary status. Students must complete a minimum of 3 credits by the end of their probationary term and be in good academic standing to continue in their program.

Students who fail to meet satisfactory academic progress and do not earn any credits in the subsequent term will be withdrawn from Patten University and will be held accountable for the financial responsibility of their contract and tuition payments.

An additional probationary term may be granted to students who provide the University with a documentable explanation for not meeting SAP requirements to Patten

University. The probationary term requires a student to complete a minimum of 3 credits and carry the minimum program GPA. No extensions will be granted at the end of that term. If the conditions are not met, the student will be withdrawn from Patten University. A student will not be allowed to appeal for re-enrollment into their program for a minimum of 16 weeks from their last term end date.

Grade point average: students are required to maintain a cumulative GPA of at least a 2.0 (undergraduate) or a 3.0 (graduate). (Please see section on grading for detailed grade scales.) If a student fails to maintain the required GPA at the end of their term, they will be placed on academic probation. Probationary students who fail to maintain a 2.0/3.0 GPA in the subsequent term will be dismissed.

An academically dismissed student will not be allowed to re-enroll for a period of 16 weeks from their last term end date before a consideration of reinstatement may be made.

## ACADEMIC HONESTY AND INTEGRITY

The University prizes academic honesty and integrity, and as such it values:

1. **Respect:** to support and strive to understand the values and perspectives of others and to create an academic community free from harassment and intimidation
2. **Responsibility:** to hold all members of the academic community accountable for their actions
3. **Fairness:** to uphold and apply all standards and policies of the academic community in a fair and impartial manner
4. **Honesty:** to seek and speak the truth in all our endeavors

**Academic Dishonesty is the violation or lapse of any of the above.** It includes, but is not limited to:

1. Plagiarism: Students are expected to submit original work for each course.
2. Falsification of Documents: Submitting academic records (e.g., transcripts, financial documents) that are fraudulent or have been altered in any way

3. Slander: Attempting to assign blame to someone other than the responsible party
4. Bribery: Offering compensation, of any sort, in return for preferential treatment or academic achievement
5. Cheating: Using or attempting to use unauthorized materials such as copies of exam questions or work written by others
6. Collusion: Willfully impersonating another student for purposes of taking an exam or unauthorized collaboration on graded material
7. Recycling: Presenting work from a previous or different course as original work for the current course. Students may not recycle work from one class to another.

**Plagiarism involves taking the creative work of others and attempting to claim it as one's own.** Deliberately or unintentionally using another author's, writer's, or creator's ideas or expressions without proper acknowledgement is unacceptable. Plagiarism includes copying someone else's work without using correct citation and/or attribution, and it includes copying material from any Internet source without using correct citation and/or attribution. Patten University recognizes that instances of plagiarism can occur due to a student's misunderstanding or lack of knowledge about standards and practices of citation and attribution. However, it is the student's responsibility to learn and adhere to the rules of appropriate citation and attribution. The university follows a guideline that a student's work demonstrates at least 70% of original content.

When evidence suggests that plagiarism has occurred due to the lack of a student's understanding of citation guidelines, they are encouraged to work with their instructor if an opportunity to resubmit the work is allowed by the Director of Evaluation and Assessment. Finding inspiration to build a logical argument or create something unique understandably draws from referenced academic work or other copyrighted materials, but the student must in their own creative work demonstrate fresh thinking, invention, and imagination. The purpose of a university education is to find one's own voice, not mimic others.

**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), disciplinary action, up to and including expulsion, may occur. 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, and respect for others. 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 ideas, 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 they place or send over the Internet including, but not limited to, any websites or applications used 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 this discussion fails to remedy 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 their 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 Administration 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.

## DRUG ABUSE AND AWARENESS

Patten University is committed to maintaining a drug-free environment for students and employees. The university's culture, driven by a commitment to academic and personal excellence, is incompatible with substance abuse in any form. Patten University prohibits the manufacture, unlawful possession, sale, purchase, delivery, use, manufacture or distribution of illicit drugs, controlled substances by students and employees on its property and at any University activity. Students are prohibited from reporting to the campus under the influence of alcohol or illegal drugs or substances, including illegally obtained prescription drugs. Any violation of this policy will result in appropriate disciplinary actions, up to and including expulsion (in the case of students) and termination (in the case of employees), even for a first offense. Where it is apparent that a violation of the law has occurred, the appropriate law enforcement authorities will be notified. Students shall notify the academic dean within five (5) days of any criminal drug statute conviction for a violation occurring on the campus.

## CRIME AWARENESS AND CAMPUS SECURITY REPORT

Students are responsible for their own security and safety and must be considerate of the security and safety of others. The University is not responsible for any student's personal belongings that are lost, stolen or damaged on campus, in parking lots, or during any school activity.

## WEAPONS AND FIREARMS POLICY

Patten University prohibits all persons who enter school property from carrying weapons of any kind regardless of whether the person is licensed to carry the weapon or not. Failure to abide by this policy will lead to dismissal from the University. No one (faculty, personnel, students or visitors) except law enforcement officers of either the State of California or of a Federal Law Enforcement Agency shall be authorized to possess or carry firearms or other weapons, concealed or not concealed, with or without a concealed weapon permit, while on campus or other properties owned or controlled by the University, without the prior knowledge and consent of the University. Any individual who fails to abide by this policy may be subject to disciplinary actions, up to and including expulsion (in the case of students) and termination (in the case of employees), even for a first offense, or prosecution under appropriate city, state or federal laws.

## APPEALS AND GRIEVANCES

The grade appeal policy establishes a fair process by which students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors. Grade appeals must be based on problems of process and not on differences in judgment or opinion concerning academic performance. The burden of proof rests on the student to demonstrate that one or more of the following occurred:

1. An error was made in grade computation (e.g., point total is incorrect or no credit was given for a correct answer).
2. The grading was missing substantive material due to technical issues.
3. Arbitrary and capricious standards were used in assigning the grade.

For example, key project elements were not evaluated or the evaluation included elements outside the scope of the assignment or rubric.

Evidence from the course must be provided to support the student's claim. Only the final course grade may be appealed. The student appealing the grade must justify the need for a change of the final course grade. Because the course grade is under review, the dean may consider the entirety of the student's graded work for the course. As such, all course activity will come under consideration and the final course grade could be lowered as a result of the appeal. Patten University does not support the appeal of individual assignment grades.

### **COURSE GRADE APPEALS PROCEDURE**

Students wishing to appeal their final course grade must notify the course instructor within 7 days of receiving the course grade.

A formal, written appeal must be submitted within 30 days of receipt of the final grade.

To submit a grade appeal request, download and complete the Grade Appeal Request form found here: <http://patten.edu/downloads/Grade-Appeal-Request-Form.docx>

**A formal grade appeal must include:**

1. Completed Grade Appeal Request form  
(<http://patten.edu/downloads/Grade-Appeal-Request-Form.docx>)
2. A statement addressing how the appeal meets one or more of the three criteria necessary for a grade appeal

3. The evidence that supports the student's position
4. Any relevant documents the student would like to have reviewed as part of the appeal process.

**Upon submission of the appeal, the dean has 14 days to respond. The dean's decision is final.**

## **DISCIPLINARY APPEALS**

Appeals regarding disciplinary actions and other University decisions must also be made in writing to the dean. The student must provide evidence and/or a compelling explanation for why the disciplinary action should not be implemented. Students must submit their appeal within 7 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 14 days to respond. The decision of the dean will be final.**

## **COPYRIGHT POLICY**

Patten University establishes this copyright policy regarding Fair Use to guide and inform all members of the University community. Further, all members of this community are expected to follow prescribed, legal procedures in determining and acknowledging ownership of copyrights in all university arenas and functions. Where use of copyrighted material, even in an academic setting, exceeds the rights of Fair Use and other statutory exemptions, permission for use of the materials must be obtained from the copyright owner. This policy applies to all members of the Patten University community, including, but not limited to, faculty, staff, administration, students, alumni, and any other person having access to information resources at Patten University. Compliance with the federal copyright law and with this policy is the responsibility of every member of the Patten University community.

## GENERAL INFORMATION ABOUT COPYRIGHT

Copyright law grants to the author or originator of a work the sole and exclusive privilege of creating multiple copies of literary or artistic productions for any purpose including publication or sale. Copyright protection exists for original works in any medium of expression, including, but not limited to:

- Literary works
- Musical works, including any accompanying words
- Dramatic works, including any accompanying music
- Pantomimes and choreographic work
- Pictorial, graphic, and sculpture work
- Motion pictures and other audiovisual works
- Sound recordings

## COPYRIGHT AND FAIR USE PROTECTIONS AND PRINCIPLES

Fair Use offers additional access and usage for educational communities. Fair Use of a copyrighted work depends upon a specific determination based on the circumstances of the use. These principles provide an introduction for complying with the law.

**Principle 1:** The copyright holder has important and exclusive rights. Copyright law protects original works by giving the copyright holder a set of exclusive rights in that work. These rights include the right to copy, distribute, adapt, perform, display, and create derivative or collected works. In general, any use of copyrighted materials requires permission from, and potentially payment of royalties to, the copyright holder unless the use falls within an exemption in the law, such as the fair use exemption.

**Principle 2:** Responsible decision-making means Patten University community members must make good faith efforts to understand the fundamentals of copyright law and the reasonable application of fair use. Patten University community members who plan to use a copyrighted work in their teaching or research must examine their use within the law to determine whether they must seek permission for the use or depend on the Fair Use doctrine.

**Principle 3:** An appropriate exercise of Fair Use depends on individual application and balancing the four factors set forth in the law. An appropriate determination of Fair Use requires applying these four factors to the specific circumstances of the use.

**The four factors include:**

1. The purpose and character of the use, including whether the copied material will be for non-profit, educational, or commercial use. The absence of financial gain is insufficient for a finding of fair use.
2. The nature of the copyrighted work, with special consideration given to the distinction between a creative work and an informational work. For example, photocopies made of a newspaper or newsmagazine column are more likely to be considered a fair use than copies made of a musical score or a short story.
3. The amount, substantiality, or portion used in relation to the copyrighted work as a whole. This factor requires consideration of 1) the proportion of the larger work that is copied and used, and 2) the significance of the copied portion.
4. The effect of the use on the potential market of the copyrighted work. If the reproduction of a copyrighted work reduces the potential market and sales and, therefore, the potential profits of the copyright owner that use is unlikely to be found a fair use.

**Principle 4:** Nonprofit educational purposes are generally favored in the application of the four factors of fair use, but an educational use does not by itself make it a "Fair Use."

**Copying Material for Educational/Instructional Purposes**

Under certain conditions in copyright law, a photocopy or other reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a photocopy or reproduction for purposes in excess of "Fair Use," that user may be liable for copyright infringement. Educators and publishers have developed guidelines to allow instructors to distribute photocopied materials to students in a class, without the publisher's prior permission, subject to these conditions:

- The distribution of the same photocopied materials does not occur every semester.
- Only one copy is distributed for each student, which must become the student's property.

- The materials include a copyright notice on the first page of the portion of material photocopied.
- The students are not assessed any fee beyond the actual cost of the photocopying.
- The amount of material should be reasonable in relation to the total amount of material assigned for one term of a course.
- The effect of copying the material should not be detrimental to the market for the work.

### **General Guidelines for Print and Electronic Reserve**

- One chapter from a book
- One article from a journal issue or newspaper
- Multiple excerpts from a single book or journal issue will be accepted only if the total length of the submission is 10% or less of the total length of the book or journal issue
- A short story, short essay, or short poem
- A chart, diagram, drawing, graph, cartoon, or picture
- Materials in excess of Fair Use may still be used with appropriate permission and/or fees to the copyright holder

### **Campus Display of Media**

Users must have public performance rights prior to showing a copyrighted work on campus, unless the work was purchased with public performance rights attached. The only exemption is for classroom showings.

### **Classroom Showing**

Classroom use of a copyrighted video is permissible under the following conditions:

- The use must be by instructors or by students.
- The use is part of the curriculum for a specific course and is confined to members in a discrete course or other teaching activity.
- The entire audience is involved with the teaching activity.

- The showing takes place in a classroom or other instructional venue.
- The video is lawfully made; the person responsible has no reason to believe that the video was not lawfully made.

### **Public Performance**

Unless a film has public performance rights attached, permission is required for a public screening of the film. Public performance rights must be obtained prior to scheduling, advertising, or showing a copyrighted film.

### **Off-Air Recording**

Off-air broadcasts may be recorded and legally shown once to a single class within the first ten days after the date of the broadcast.

- The recording must be from a commercial broadcast (no premium cable channels).
- After ten days the recording may not be shown unless copyright clearance is obtained.
- The professor may retain the recording for an additional 35 days for personal evaluation purposes only. After that time the recording must be erased or copyright clearance obtained.

### **Existing Video Footage**

Faculty and students are permitted under Fair Use to copy portions of video materials for the purpose of incorporating the clips into a new production for educational use in the classroom. The borrowed material may not constitute more than three minutes of the original work, nor may it comprise the majority of the finished product. The opening screen of the project and any accompanying print material must include a notice that certain materials have been used under the Fair Use doctrine of US Copyright Law. The Digital Millennium Copyright Act (DMCA) of 1998 prohibits the circumvention of encryption on all digital media.

### **Guidelines for Using Multimedia Sources**

The amount of copyrighted work a student may use in an educational multimedia project is restricted by specific portion limitations cited below. Only two copies of a student's educational multimedia project may be made, for reserve and preservation purposes.



- Copyrighted music, lyrics, and music videos: up to 10%, but no more than 30 seconds.
- Motion media work: no more than three (3) minutes.
- Photographs and illustrations: no more than five (5) images by an artist or photographer. For photographs or illustrations from a published collective work, no more than 10% or 15 images, whichever is less.

Attribution and acknowledgement, in keeping with APA citation guidelines, are required. Students must credit the sources of the copyrighted works, display copyright notice and ownership information, and include notice of use restrictions.

### **Digital Millennium Copyright Act (DMCA)**

The Digital Millennium Copyright Act protects Internet Service Providers (ISP) from liability for the actions of their users infringing on the copyrights of others. All institutions of higher education providing Internet access fall within the scope of the definition of an ISP. Users are students, faculty, administration, and staff. As an ISP, Patten University is potentially liable for damages if any user provides Internet access to material infringing on the copyrights of others. In all cases, the Fair Use exemption allowing use of copyrighted materials in narrowly defined circumstances applies to materials in digital form as well as traditional materials.

### **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 coursework.

## **STUDENTS WITH DISABILITIES**

Patten University is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA) of 1990. 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 disability and needs. It is the student's responsibility to seek available assistance and to make their needs known to the academic dean or Director of Evaluation and Assessment at the time of enrollment or as the need arises.

Documentation to support the request for reasonable accommodations must be provided to the academic dean or the Director of Evaluation and Assessment at the time of the request. The dean or director reserve the right to request additional documentation and to determine what is reasonable. Information regarding a student's disability is voluntary and confidential.

## **NONDISCRIMINATION**

Patten University practices and supports non-discrimination as required by applicable laws and regulations. This policy of nondiscrimination applies (without limitation) to student recruitment, admissions, academic programs and services, student discipline, grading, and student access to the Patten University learning platform. Patten University does not condone discrimination on the basis of, but not limited to, race, color, ethnic or national origin, gender, religion, sex, disability, age, sexual orientation, gender identity/expression, military or veteran status.

## **SEXUAL HARASSMENT AND DISCRIMINATION**

Patten University encourages mutual respect and promotes respectful relationships among students, faculty, staff and vendors. 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, including sexual harassment, at all levels within the institution. A student with a concern regarding sexual harassment and discrimination should contact the University's academic dean.

Reported or suspected occurrences of harassment will be promptly and thoroughly investigated. Following an investigation, the institution will expeditiously 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 an investigation.

The term "harassment" includes harassment based on any category protected by federal, state or local law. Harassment may include, but is not limited to, unwelcome slurs, jokes, or verbal, graphic or physical conduct disparaging a person on the basis of race, color, ethnic or national origin, gender, religion, sex, disability, age, sexual

orientation, gender identity/expression, military or veteran status as required by applicable laws and regulations.

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

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

## STUDENT PRIVACY

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

Student records are kept for five years. Transcripts are kept permanently. Students may inspect and review their educational records. To do so, a student must submit a written request identifying the specific information to be reviewed. Should a student find, upon review, records that are inaccurate or misleading, the student may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student may ask that a meeting be held to resolve the matter. Each student's file will contain student's records, including a transcript of grades earned. Transcripts will only be released to the student upon receipt of a written request bearing the student's signature. No transcript will be issued until all tuition and other fees due the institution are paid current.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An "eligible student" is a student

who is 18 years of age or older or who attends a postsecondary institution at any age. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Patten University receives a request for access. A student should submit to the registrar or dean a written request that identifies the record(s) the student wishes to inspect. A university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Patten University to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Patten University decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Patten University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Patten University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A university official typically includes a person employed by Patten University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Patten University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing their tasks. A school official typically has a legitimate educational

interest if the official needs to review an education record in order to fulfill their professional responsibilities for Patten University. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Patten University makes a reasonable attempt to notify each student of these disclosures unless the institution states in its annual notification that it intends to forward records on request or the student initiates the disclosure.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Patten University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office**

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. In addition to disclosures mentioned above, Patten University may disclose PII from the education records without obtaining prior written consent of the student:

- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the University has designated as “directory information” under § 99.37. (§ 99.31(a)(11)) Patten University has designated the following as directory information: Student name, enrollment status, email address, degree level and major field of study. Students may request that Patten University not disclose their directory information.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

## STUDENT SUPPORT

Patten University is committed 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. Patten does not provide support for student job placement.

### **CAMPUS-BASED STUDENT SUPPORT**

On-campus students have an advisor who helps them determine the program course sequence that meets their specific educational objectives. The advisor works with the student to develop a degree completion plan. Students have access to electronic academic resources online at Patten.edu. Classrooms have standardized technology support and, in various campus areas, there is wireless connectivity. Housing is not provided, and the institution is not responsible for assisting students in finding housing.

### **ONLINE STUDENT SUPPORT**

Online students have assigned advisors who help them determine an appropriate degree program that meets their specific educational objectives. Student advisors are often the first point of contact for helping students successfully navigate their programs or school-related matters. Instructors work closely with students to provide instruction both synchronously and asynchronously. Students have access to robust course texts, resource materials, exercises, and assessments on Patten's online learning platform. The online classroom environment allows for regular and substantive interaction with instructors and other students.

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 24 hours a day for technical and non-technical support. Patten University Frequently Asked Questions (FAQs) are also accessible through the Support Desk website <http://support.patten.edu>.

#### **The Registrar's Office**

The Registrar is another key support for campus and online students. This office provides:

- Management of student academic records

- Determination of transferability of courses
- Degree plan services
- Course registration and enrollment verification
- Official and unofficial transcripts
- Audits and conferral of degrees
- Consultation on academic policies and procedures
- Information for students, faculty members, and staff regarding their rights and responsibilities related to educational records, access, and privacy

## GRADING POLICY

**Patten University uses the following system of grading:**

<b>Undergraduate</b>			
A	Outstanding	90-100%	4.00
B	Above Average	80-89%	3.00
C	Satisfactory	70-79%	2.00
D	Below Average	60-69%	1.00
F	Not Passing*	59% or below	0.00
<b>Graduate</b>			
A	Outstanding	90-100%	4.00
B	Above Average	80-89%	3.00
C	Satisfactory	70-79%	2.00
D	Below Average	60-69%	1.00
F	Not Passing*	59% or below	0.00

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



## Online Course Grading

Online course grades are based on two summative assessments (typically a final exam and final project) and three graded unit exercises (found in Units 2, 4, and 6). Summative assessments are worth 440 points each. The three graded exercises are worth 40 points each (120 points total).

**Course grades are calculated as follows:**

Assignment	Point value
Summative Assessment (Final Exam)	440
Summative Assessment (Final Project)	440
Unit 2 Graded Exercise	40
Unit 4 Graded Exercise	40
Unit 6 Graded Exercise	40
<b>Total</b>	<b>1000</b>

**A minimum grade of D (600/1000 points or 60%)** is required for an online undergraduate student to pass a course and for the course to count toward the degree. The final course grade is determined by the percentage of all points earned from graded assignments. Students who receive less than 60% (264/440 points) on either summative assessment are afforded a second attempt if time remains in the term. Second attempts on the three graded unit assignments are not permitted. The minimum Cumulative GPA (CGPA) required to earn a baccalaureate from Patten University is 2.0.

**For graduate students, a minimum grade of C (700/1000 points or 70%)** is required to pass a course and for the course to count toward their degree. The final course grade is determined by the percentage of all points earned from graded assignments. Students who receive less than 70% (308/440 points) on either summative assessment are afforded a second attempt if time remains in the term. Second attempts on the three

graded unit assignments are not permitted. The minimum cumulative GPA (CGPA) required to earn a graduate degree from Patten University is 3.0.

## CUMULATIVE GRADE POINT AVERAGE (CGPA)

CGPAs 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				$12.0 + 6.0 = 18.0$ $18.0 \text{ grade points} / 6$ $\text{semester units} = 3.0$ GPA (B average)

## GRADE OF “I” (INCOMPLETE)

An “Incomplete” (I) may be granted under rare circumstances if a student:

- Has attempted at least 56 percent of points for graded coursework
- Has only one of the summative assessments remaining (e.g., the final project or final exam)
- Can provide a serious and compelling reason for an extension of the regular term length
- Can mathematically pass the course with a satisfactory grade on the outstanding assignment(s)
- Is not on probation

Students must request the “Incomplete” from the course instructor who, in consultation with the Director of Evaluation and Assessment, will determine if an incomplete grade is warranted. Students may be allowed up to 14 days from the end of the term to resolve an incomplete, after which time the grade will be calculated based on the total grades earned. **A student is allowed only one attempt on a final project or final exam within the incomplete period.**

## **GRADE OF “W” (WITHDRAWAL)**

A student may not withdraw from a course once they have submitted a summative assessment for grading (i.e. final project or portfolio) or has taken a proctored examination.

### **Undergraduate Students**

If an undergraduate student has not submitted a final project or final exam then they may withdraw from a course and will receive a grade of “W.” An undergraduate student can have a maximum of 6 withdraws (W’s) in a Patten University program.

This is inclusive of re-enrolling after separation from the University for any reason.

### **Graduate Students**

A graduate student can have a maximum of 3 withdraws (W’s) in a Patten University program and will receive a “W” grade. This is inclusive of re-enrolling after separation from the University for any reason.

Exceptions to the withdrawal limit for on-campus undergraduate and graduate students include courses dropped during the on-campus 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 the final grade they earn based on coursework completed or not completed.

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 by email to the appropriate dean and Registrar.

## **GRADE OF “IP” (IN PROGRESS)**

*For on-campus students only*

A grade of “In Progress” (IP) may be given by an instructor for campus courses that require supervised student teaching or a master’s thesis. Students are required to enroll continuously for one credit for the semester that the capstone is in progress and up to one semester from the end of the semester that the grade of “IP” is given. If the student fails to complete the work after one semester, the grade of “IP” will automatically turn to an “F,” and the course must be retaken.

## **REPEATING COURSES**

A student may choose to repeat a failed course consecutively or return to it after the completion of one subsequent course.

Students may repeat courses when:

- They have received a non-passing grade
- They have received a grade that does not meet the program requirement
- They wish to improve their GPA

**Students can only repeat a course one time.** When a 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, the highest grade will be used for calculating GPA.

**If a student repeats a course and proceeds to fail the course again, the course cannot be taken again at Patten University.** Students can only receive a failing grade in a repeated Patten course two times. Any course that has been failed twice will have to be taken at another institution and the credits will need to be transferred in order to meet the course requirement.

Before enrolling at another university to take the course:

- Pre-approval is required from the registrar
- Documents (e.g., accredited university’s name, course description, course number, and current syllabus) need to be sent to the Registrar and the appropriate academic department chair.

A student must consecutively attempt the following courses:

- MBA500 MBA Foundations
- MTH115 College Algebra (only when it is a prerequisite for the MBA program)
- BUS220 Microeconomics (only when it is a prerequisite for the MBA program)
- If a student is in the final course of their undergraduate or graduate degree

## GRADUATION REQUIREMENTS

**Associate's degrees** require the completion of 60 credits: Up to 45 credits (15 courses) can be awarded through a combination of transfer and equivalency credit, and/or credit by examination.

**Bachelor's degrees** require the completion of 120 credits. Up to 90 credits (30 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 (12 courses). Up to 6 credits (2 courses) can be awarded through a combination of transfer and equivalency credit. Credit by examination does not apply to graduate programs. Graduate students must earn a B or higher on all required coursework; grades below this must be repeated for credit.

## GRADUATION AND DIPLOMAS

Students must file an *Application for Graduation* form no later than 60 days prior to graduation. A student must be in good financial standing in order to graduate. Degrees are conferred at the end of the month of the completion of all degree requirements.

Patten University produces diplomas bimonthly. Students must complete all program and administrative requirements to become diploma eligible. Diplomas are issued to students who have satisfied all program requirements and clearances and will not be issued if any requirement or clearance is not met.

Diplomas are issued as an academic custom and are not proof of degree. Degrees are evidenced by official transcript or attestation from the Office of the Registrar. Patten

University does not distribute copies of transcripts or evidence of degree(s) achieved at other institutions to third parties.

Only the student's legal name (or common derivation) may appear on the diploma. Professional or preferred titles, prefixes, and/or suffixes may not be included.

Patten University diligently and securely packages diplomas for mailing, and bears no responsibility for diplomas that are lost or damaged in transit. If a diploma arrives damaged, however, Patten University will issue a replacement, at no cost to the student, upon the university's receipt of the damaged original. Replacements or copies of diplomas may otherwise be ordered at the student's cost.

If the student does not provide a separate mailing address for the diploma, it will be mailed to the student's address of record. It is the student's responsibility to maintain correct and accurate contact information with the university.

## **GRADUATION WITH HONORS**

Honors at graduation are conferred upon undergraduate students who complete work for the bachelor's degree with high distinction. An honors designation is 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**

### **Teaching Credential Program Honor Award**

The Teaching Credential Program Honor Award is awarded to a student who:

- Excels academically (4.0 GPA)
- Shows outstanding ability relating to students, professionals and parents
- Is determined by both the University faculty and the supervising teachers

# PROGRAM AND COURSE INFORMATION

## ACADEMIC PROGRAMS

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

1. Demonstrate a balanced and growing breadth and depth of knowledge
2. Think critically, ethically, analytically, and creatively
3. Use proficient and appropriate written, oral and technology-based communication skills
4. Achieve quantitative, informational and computer literacy
5. Recognize and understand intercultural and global perspectives
6. Show competence in the content and methods of their major field of study
7. Exercise social consciousness by engagement in transformative activities in the local national, and global communities

### Associate of Arts Degree

- Concentration in Business
- Concentration in Criminal Justice

### Bachelor of Arts Degree

- Leadership
- Management
- Psychology

### Teacher Credential Programs

- Multiple Subject Credential Program
- Single Subject Credential Program

### Masters of Business Administration Degree

- Concentration in Finance
- Concentration in Health Care
- Concentration in Information Technology

- Concentration in Management
- Concentration in Sales Management
- Concentration in Strategic Management

## THE ASSOCIATE OF ARTS DEGREE

The A.A. degree program is recommended for students who plan to further their education in a vocational field, seek entry-level employment, or pursue a four-year degree program. Degree-seeking students progress through the 60-unit curriculum by completing a specified number of General Education units in each content area and 15 units in a concentration. The A.A. degree is intended to meet the personal and academic goals of students while also preparing them for entry-level and generalist positions.

### Summary of Associate of Arts Degree Requirements

General Education Requirement	45
Concentration Courses	15
<b>Total Semester Units</b>	<b>60</b>

### General Education Requirements

Course Title	Units
COM 146 Communication	3
ART 220 Introduction to Film	3
COM 150 Intercultural Communication	3
ENG 101A Reading and Comprehension	3
ENG 204 Interdisciplinary Reading, Writing, Research	3
HIS 227 Ancient World History	3



MTH 115 College Algebra	3
PHL 263 Social Ethics	3
PHL 271 Philosophy	3
PHY 155 Physics	3
POL 241 American Government	3
PSC 152 Physical Science	3
PSY 221 Psychology	3
SSC 304 World Religions	3
SOC 230 Sociology	3
<b>Total Units</b>	<b>45</b>

### Business Concentration Requirements

Course Title	Units
CIS 101 Computer Literacy	3
BUS 101 Intro to Business	3
BUS 109 Financial Accounting	3
BUS 220 Microeconomics	3
MGT 301 Leadership in Organizations and Business Management	3

### Criminal Justice Concentration Requirements

Course Title	Units
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

## THE BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree requires a minimum of 120 semester hours of study. Students in this program must complete 54 units of core General Education courses, 42 units within their chosen major, and 24 units of courses from an academic concentration. Transfer students must complete a minimum of 30 units of study at Patten University.

General Education Requirement	54
Major	42
Academic Minor/Concentration	24
<b>Total Semester Units</b>	<b>120</b>

### General Education Requirements

Course Title	Units
COM 146 Communication	3
ART 220 Introduction to Film	3
BIO 151 Introduction to Biology	3
CIS 101 Computer Literacy	3
COM 150 Intercultural Communication	3
ENG 101A Reading and Comprehension	3

ENG 101B Critical Thinking, Reading and Writing	3
ENG 204 Interdisciplinary Reading, Writing, Research	3
HIS 101 American History	3
MTH 115 College Algebra	3
PHL 263 Social Ethics	3
PHL 271 Philosophy	3
PHY 155 Physics	3
POL 241 American Government	3
PSC 152 Physical Science	3
PSY 221 Psychology	3
SSC 304 World Religions	3
SOC 230 Sociology	3
<b>Total Units</b>	<b>54</b>

**Degree program descriptions are available below.**

## **THE BACHELOR OF ARTS IN LEADERSHIP**

The Bachelor of Arts in Leadership degree program uses a variety of academic contexts to prepare individuals to:

- Manage and lead 21st century organizations – non-profit, civic, community, corporate, and governmental
- 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.
- Apply 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

Course Title	Units
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 Experience	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 Resources Management	3
PSY 389 Cross-Cultural Psychology	3
PSY 421 Social Psychology	3
PSY 476 Counseling	3
<b>Total Units for Leadership Major Core</b>	<b>42</b>

### Entrepreneurship Concentration Requirements

Course Title	Units
LDR 301 Social Entrepreneurship	3
LDR 302 New Venture Creation	3
LDR 303 Founder's 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

Course Title	Units
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 Practice	3
CRJ 370 Criminal Investigation	3
CRJ 450 Drugs - Use and Abuse	3

### Management Concentration Requirements

Course Title	Units
BUS 220 Microeconomics	3
LDR 360 International Business	3
MGT 303 Management Theories and Practice	3
MGT 305 Business 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	54
Leadership Major	42
Concentration/Academic Minor	24
<b>Total Units for B.A. Leadership</b>	<b>120</b>

## THE BACHELOR OF ARTS IN 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
- Employ theoretical foundations and practical skills in leadership, management and written and oral communication that 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, through an applied management project, mastery of balanced reasoning and analysis using research methodology
- 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

Course Title	Units
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 Business Research Methods	3
MGT 313 Business Law and Ethics	3
MGT 358 Production and Operations Management	3
MGT 401 Information Systems for Business Process 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 Integrated Capstone Project	3
<b>Total Units for Management Major Core</b>	<b>42</b>

### Entrepreneurship Concentration Requirements

Course Title	Units
LDR 301 Social Entrepreneurship	3
LDR 302 New Venture Creation	3
LDR 303 Founder's 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

Course Title	Units
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	54
Major Requirement	42
Academic Minor	24
<b>Total Units for B.A. Management</b>	<b>120</b>

## THE BACHELOR OF ARTS IN PSYCHOLOGY

The Psychology major explores multiple perspectives of human thought processes and behavior, biological, behavioral, cognitive, socio-cultural and spiritual.

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 choice of concentrations in Criminal Justice, Early Childhood Education, or Industrial/Organizational Psychology.

Course offerings in the major provide insight into:

- Current research findings and major psychological theories, including their historical and philosophical underpinnings
- Methods for studying human behavior
- Practical application of psychology

### 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.
- Create well crafted and presented written and oral reports of research projects using computer-based technology.
- Apply basic research methods in psychology including research design, data analysis, and interpretation of findings, and report those 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.
- Analyze and critique personal and professional strengths and growth areas.

### Psychology Major Core Requirements

Course Title	Units
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
<b>Total Units for Psychology Major Core</b>	<b>42</b>

### **Criminal Justice Concentration**

The Criminal Justice Concentration in Psychology is concerned with the study of human behavior within the criminal justice system. It is designed to prepare students for careers in:

- Criminal justice administration
- Counseling, corrections,
- Juvenile justice programs
- Public welfare agencies

<b>Course Title</b>	<b>Units</b>
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 Practice	3
CRJ 370 Criminal Investigation	3
CRJ 450 Drugs - Use and Abuse	3

### Early Childhood Concentration

The Early Childhood Concentration in Psychology is concerned with the study of human development as it relates to the support and education of children between the ages of 2 and 6 or 7. It is designed to prepare students to:

- Apply knowledge of early childhood development in creating, implementing and assessing age-appropriate learning experiences
- Integrate developmental theories in teaching and classroom management approaches that address the needs of diverse learners in preschool and child development settings

Course Title	Units
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 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 Concentration

The industrial-organizational concentration in psychology is concerned with the study of workplace behavior and involves the application of psychological principles to workplace issues including selecting employees best suited for particular jobs, developing and training employees, and improving worker productivity. It is designed to prepare students to work in:

- Human resources
- Employee training
- Marketing and sales
- Organizational development

Course Title	Units
LDR 364 Organizational Behavior	3
LDR 471 Conflict Management	3
LDR 481 Principles and Practices of Leadership	3
LDR 499 Capstone Experience	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

### Summary of the Psychology Major

Course Title	Units
General Education Requirements	54
Major Requirement	42
Academic Minor	24

## **MASTER OF BUSINESS ADMINISTRATION (GRADUATE PROGRAM)**

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

The Master of Business Administration graduate degree program prepares individuals to:

- Identify 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
- Apply accounting methods to assess the financial health of an organization
- Create marketing strategies to meet customer needs
- Enable an organization to maximize financial performance by providing relevant information
- 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**

- 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 for the MBA

A baccalaureate degree in any discipline qualifies 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 C or better or by submitting CLEP tests in each subject area with a minimum score of 50. Students may transfer in a maximum of 2 courses (6 credits). The same course may not be used to fulfill multiple requirements in this degree program.

### MBA Core Requirements

Course Title	Units
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
<b>Total Units for MBA Core</b>	<b>27</b>

### Concentration in Finance

The Master of Business Administration's concentration in Finance 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. This degree prepares students for work as:

- Financial Analysts
- Chief Financial Officers
- Financial Managers or Directors
- Comptrollers

### Finance Concentration Requirements

Course Title	Units
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

The Masters of Business Administration concentration in Health Care explores techniques related to managing health care organizations, maintaining and predicting financial strength, and understanding ethical challenges and legal constraints in this setting. This degree prepares students for positions like:

- Hospital Administrator
- Pharmaceutical Project Manager
- Physician Relations Coordinator

### Health Care Concentration Requirements

Course Title	Units
MBA 655 Health Care Management	3
MBA 670 Health Care	3
MBA 675 Legal and Ethical Issues in Health Care	3



### **Concentration in Human Resources**

The Masters of Business Administration concentration in Human Resources examines global talent management, organizational development and strategic human resource management. This degree prepares students for jobs in:

- Human Resource Management
- Organizational Development
- Director of Recruitment

### **Human Resources Concentration Requirements**

<b>Course Title</b>	<b>Units</b>
MBA 611 Organizational Development & Transformational Leadership	3
MBA 612 Cross-Cultural Management	3
MBA 645 Managing the Global Workforce	3

### **Concentration in Information Technology**

That Masters in Business Administration concentration in Information Technology weighs the impact of information technology on how the world does business. It specifically examines logical design, documentation, storage, management and security of information. This degree concentration prepares students for careers such as:

- Technology Manager
- Business Systems Analyst
- Product Marketing Manager

### **Information Technology Concentration Requirements**

<b>Course Title</b>	<b>Units</b>
MBA 680 Systems Analysis and Design	3
MBA 685 Database Management	3
MBA 690 Computer and Network Security	3

### Concentration in Management

The Masters of Business Administration concentration in Management focuses on leadership and management skills and prepares students for positions of increasing managerial responsibility, such as:

- Sales Director
- General Manager
- Operations Manager

### Management Concentration Requirements

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

### Concentration in Sales Management

The Masters of Business Administration's sales management concentration focuses on core competencies in selling, entrepreneurship and sales management as well as how to deliver a company's products and services and reinforce its value proposition. This degree program prepares students to:

- Direct Sales
- Manage Operations
- Manage Strategic Accounts

### Sales Management Concentration Requirements

Course Title	Units
MBA 641 Intermediate Selling	3
MBA 642 Entrepreneurial Strategy	3
MBA 643 Sales Management	3

### Concentration in Strategic Management

The Masters of Business Administration's strategic management concentration focuses on strategic action as 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.

This degree program prepares students to:

- Lead strategic planning teams
- Write strategic plans
- Conduct strategic competitive analysis

### Strategic Management Concentration Requirements

Course Title	Units
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
<b>Total Units for MBA</b>	<b>36</b>

## TEACHER CREDENTIAL PROGRAMS

### 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 12<sup>th</sup> grade classroom in public and private schools. The programs are designed to include all of the requirements of the State of California Commission on Teacher

Credentialing (CTC) and special emphases of Patten University, while accommodating differences and interests of individual teacher candidates. These programs incorporate a balance of educational coursework 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 teaching career
- Acquire knowledge, skills, technology and practices that are crucial in teaching both basic skills and other higher-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 (CTC). Students who successfully complete the required coursework, supervised student teaching, pass the CBEST, meet the subject matter competence requirements, pass the four TPAs, pass the RICA examination (Multiple Subject Candidates only), and meet the moral and legal requirements of the State may be recommended to the CTC for the designated Teaching Credential.

A student planning to earn a Teaching Credential is strongly urged to complete a CTC approved major. Patten offers a CTC approved Liberal Studies Major (see Division of Arts and Sciences). This program is considered to be a solid foundation for passing the CSET Examination and for meeting the expectations of an elementary classroom teacher.

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
- 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 TB test, within the last year, that indicates the student is free of tuberculosis

### **Multiple Subject Candidates**

- Completion of 21 units of coursework with a GPA of 3.0
- A passing score on the multiple subject CSET
- A passing score on the Reading Instruction Competence Assessment (RICA) exam
- A passing score (“3”) on each of the four TPAs (Teaching Performance Assessment) with an overall score of 12 points or higher

- 12 in supervised fieldwork, which consists of 2 units of observation and participation and 10 units of Supervised Student Teaching with a grade of “B” or better

### Single Subject Candidates

- Completion of 19 units of coursework with a GPA of 3.0
- 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
- 12 in supervised fieldwork, which consists of 2 units of observation and participation and 10 units of Supervised Student Teaching with a grade of “B” or better
- A passing score (“3”) on each of the four TPAs (Teaching Performance Assessment) with an overall score of 12 points or higher

### The Multiple Subject Preliminary Credential Requirements

Note: An introduction to computer technology is a prerequisite, which may be met by course or exam.

### First Semester Requirements

Course Title	Units
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 & Methods of Teaching English in a Diverse Setting	3

### Second Semester Requirements

<b>Course Title</b>	<b>Units</b>
EDU 584 Multicultural Education Seminar	1
EDU 588 Advanced Curriculum & Instruction	3
EDU 589 Advanced Reading/Writing Instruction & Methods	2
EDU 590 Supervised Student Teaching/EDU 591 Intern Practicum	10
EDU 594 Educating the Exceptional Child	1
EDU 596 Health Education for Classroom Teachers	1
<b>Total Units, Multiple Subject Track</b>	<b>33</b>

### **The Single Subject Preliminary Credential Requirements**

Note: An introduction to computer technology is a prerequisite, which may be met by course or exam.

#### **First Semester Requirements**

<b>Course Title</b>	<b>Units</b>
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 & 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**

<b>Course Title</b>	<b>Units</b>
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EDU 584 Multicultural Education Seminar	1
EDU 588 Advanced Curriculum & Instruction	3
EDU 590 Supervised Student Teaching/EDU 591 Intern Practicum	10
EDU 594 Educating the Exceptional Child	1
EDU 596 Health Education for Classroom Teachers	1
<b>Total Units, Single Subject Track</b>	<b>31</b>

### Admission to Supervised Student Teaching

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

- First semester coursework
- Passing score on the CBEST Examination
- Fulfilling the Subject-Matter competence requirements (CSET or Letter of Equivalency)
- Passing scores (3) 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. Students should not plan to hold outside employment during their student teaching placement.

### 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 Offer of Employment by the School District
- 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 coursework or examination
- 120 hours of CTC approved pre-service coursework

Students working in an Intern Partnership are allowed two years in which to complete their Teaching Credential program.

Requirements for the credential meet the legal requirements of the State of California at the time of this catalog's publication. However, changes do occur in credentialing requirements. It is important that students check with the Chair of the Education and Psychology Department to ascertain that their planned program of study 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.

## **FACULTY**

Rick Abshier

Associate Professor, Business and Management

B.A., Benedictine University; M.A., Reformed Theological Seminary; M.B.A., Benedictine University

Peter Francis

Associate Professor, Business and Management

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

Pamela Parkinson, JD

Professor, Business and Management

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Ben Pérez

Director of Evaluation and Assessment; Assistant Professor, Business and Management

B.B.A., National University; M.S.I.S., National University

Marc Porter, Ph.D.

Vice President of Academic Affairs; Professor, Business and Management

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Dean of Campus Programs, Chair of Education and Psychology

Professor, Communication and Psychology

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Keith Wade, D.B.A.

Assistant Professor, Business and Management

B.A., Oakland University; M.B.A., University of Detroit-Mercy; D.B.A. Argosy 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, group activities and presentations will emphasize those topics discussed in class to 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 on 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.

**COM 150 Intercultural Communication (3)**

This course provides an overview of issues, processes, and theories involved in communication with individuals from different cultures. Topics include inclusive thinking, communicating in a global context, and professional relationships in diverse environments. Students will develop an awareness of their own cultural communication style in order to become more competent in intercultural communication.

**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, incarcerations, 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)**

The course is a theoretical study of crime, its causes, and crime prevention and control. The student will examine the field of criminology and develop an understanding for how

research models are used to better understand and explain criminal behavior and society's response.

**CRJ 265: Juveniles in the Justice System (3)**

This course will bring the student with an interest in public safety and criminal justice into the American juvenile justice system. The student will learn about the laws and procedures that govern the way juveniles are handled by the police and the court, the reasons for them, and how to apply them in the everyday discharge of the law enforcement officer's duty. This course covers the basics of juvenile justice, from entry into the system by way of law enforcement to prosecution, rehabilitation, and corrections.

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

This course covers the basics of public administration and the ethical issues of public service, including law enforcement, sentencing, corrections criminal justice research, and crime control.

**CRJ 360: Criminal Law and Procedure (3)**

This course covers the key components of criminal law and its enforcement. While the primary focus is substantive criminal law including its statutory codification, other topics include an overview of the criminal law process, defenses, and jurisdiction of the courts. The course will examine crimes against persons, property, and peace and order in detail and analyze the essential elements and burdens of proof required for a conviction.

**CRJ 370: Criminal Investigation (3)**

This course is an introduction to criminal investigation and investigative process, policies, and procedures. Current issues in criminal investigations will be studied along with true case studies and applicable US Constitutional law.

**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 influence 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, 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 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 on-going assessment of reading levels, student progress, and measurements of literacy in the classroom.

**EDU 579: Reading Instruction and Methods (3)**

In this course students are introduced to 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)**

The emphasis in this course is 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)**

This course focuses on 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 & 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 their subject area, with special emphasis and hands-on practice given to their 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 (3)**

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 & 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 offers special attention on 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)**

This course is 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. 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 & 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)**

This course involves 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)**

This course involves 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, cultural and socioeconomic conditions. The second required placements with an emphasis on classroom planning, assessment and meeting individual student needs and long term planning.

**EDU 591A: Intern Practicum (5)**

Students in this course are involved in paid teaching, at the elementary or secondary level, in a public school under supervision of a Patten University supervisor. Emphasis on classroom planning and management and meeting individual student needs.

**EDU 591B: Intern Practicum (5)**

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

**EDU 592: Computer Literacy in Education (3)**

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)**

In this course students survey 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)**

Students in this course are provided an overview of 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 examines the moral choices and consequences, diplomacy and tact in the professional workplace.

**EDU 603: Research Seminar I (3)**

This course 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, and identification of the research questions and pertinent variables of the study, and data analysis including basic statistics are covered. 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 course is a continuation of the research project or thesis study begun in Research Seminar I. Students will use research to produce greater learning and improve instructional methods.

**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)**

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 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 affect daily life.

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

This gateway course is designed to refine skills in reading, writing, and critical thinking, and to 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)**

This course examines political, economic, social, cultural, and diplomatic phases of American life from the discovery of America until 1877.

**LDR 301: Social Entrepreneurship (3)**

Social entrepreneurs face a unique set of 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 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: Founder's Dilemma (3)**

New ventures face a host of challenges that must be met head on by the founder. This course examines the process for establishing a venture and the unique decisions the founder or CEO must make as the enterprise progresses from an idea to an established corporate presence. Students will study various benchmarks, trends, and influences that must be known to ensure for 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 Dynamics (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, structure, and focuses on 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 family and small businesses 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 brilliant new idea. To be sustainable, the product or service must be tested and refined, and its target market 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, and financing 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 startups 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, 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 dyadic, 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)**

The 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 project in a manner that demonstrates mastery and integration of the knowledge and skills expected of an organizational leader, manager, or professional.

**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 critical issues in executive leadership and foundational concepts on motivation 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 startup 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 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 data can be obtained, and how these figures can be used as managers 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 capacity to assess and solve its own problems. In an examination of the role of transformational leader, 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 means 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, 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 legal principles and concepts of business law, focusing on U.S. corporate law. Topics of relevance 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 decision makers in a corporation. The topics covered include responding to requests for proposals, making formal presentations, selling to top-level executives, and fundamental sales 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. 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. Students will learn about how human resource management contributes to business success by strategically managing an organization's human capital.

**MBA 655: Health Care Management (3)**

This course addresses the management of organizations that deliver health care services, such as hospitals, nursing homes, multi-specialty 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 the 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.

**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 (3)**

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

**MBA 685: Database Management (3)**

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, and Microsoft Access.

**MBA 690: Computer and Network Security (3)**

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 provides 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. The emphasis for this course is placed upon exploring and identifying suitable leadership and 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 course examines 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 organization. Students develop formal written and oral communication skills and by learning about effective interpersonal and group communication in business.

**MGT 305: Business Research Methods (3)**

This course covers the use of business research methods for investigating and analyzing business problems. The course is designed to provide students with an understanding of quantitative and qualitative research, and of how to write research questions and hypotheses, collect and analyze data, and prepare and present 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.

**MGT 358: Production and Operations Management (3)**

This course examine 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 (3)**

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 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 course addresses basic financial principles, procedures and tools necessary for leading or operating any organization or business. Focus is placed upon 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 surveys 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. 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)**

Recognizing the elements and approaches for developing and implementing a strategic plan are necessary for successful execution of a mission and long-term objectives of any organization. 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, which will drive the accomplishment of operational plans.

**MGT 499: Capstone Integrated Management Project (3)**

The Capstone Project for the Management is a culminating experience that integrates business and management principles to create a comprehensive business plan for a new product or service for either an existing business or an entrepreneurial venture. Students design, research, and present their final project in a manner that demonstrates their mastery 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 263: Social Ethics (3)**

This course surveys the ethical writings and thoughts of philosophers including Plato, John Stuart Mills, Friedrich Nietzsche, Garrett Hardin, and Peter Singer. Students study the fundamental ethical questions of the self, and justice to ethical business practices and environmental responsibility in both historical and contemporary contexts.

**PHL 271: Introduction to 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. It raises questions that impact the foundations of thought, knowledge and behavior. In this course, students consider perspectives and worldviews of great thinkers, from Socrates to Sartre, including voices from non-Western perspectives. From these ideas, 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.

**PHY 155: Physics (3)**

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. Prerequisite required: PSC 152 Physical Science

**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 155.

**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)**

This course introduces the principal areas, problems and concepts of psychology: perception, thinking, motivation, personality, and social behavior.

**PSY 301: Psychological Testing and Assessment (3)**

Theory and principles of assessment and testing, including the construction, reliability, validity and application of assessment methods and devices in various professional settings, are explored.

**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 for psychological research. Descriptive and inferential statistics including correlation, regression, analysis of variance, and several nonparametric tests including chi-square. This course is not for general education math or science requirement.

**PSY 322: Personality Theories (3)**

An overview of personality theories includes 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 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 (e.g., sleep, learning, memory, sex, language, and addiction). The basic functioning of the nervous system is also considered.

**PSY 389: Cross-Cultural Psychology (3)**

This course provides an opportunity to explore how culture affects various mental and emotional states, including problem solving and 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-related perspectives.

**PSY 405: Social Intelligence (3)**

This overview of social intelligence research examines the neuropsychological connection to human relations and its application to interpersonal interactions and to clinical professional practice.

**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)**

The analysis of social behavior includes social cognition, attitude formation and change, conformity, prejudice, and group processes. 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 an emphasis on the impact of family on individual development, is examined.

**PSY 476: Counseling (3)**

The course provides critical guidance and help in comprehending the overall nature of professional counseling. Resources explore 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.

## GENERAL DISCLOSURES

### **STUDENT TUITION RECOVERY FUND (STRF)**

A student must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program, or other payer, unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program, or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials

for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

## **NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION**

The transferability of credits you earn at Patten University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Patten University to determine if your credits or degree, diploma or certificate will transfer.

As a prospective student you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.