



*University College*

2014 Undergraduate Catalog



University  
College

# Welcome

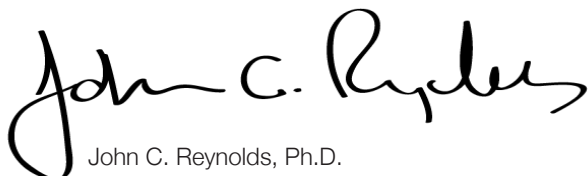
The University College catalog is a map for your education future. As you read through the pages of course descriptions, policies, and programs, you will soon discover the opportunities available to you for learning at UC. Each session will move you closer to your academic goals while challenging your faith and personal development. From the moment you begin until the day you graduate, you will know that we are a university aligned with our purpose and vision and our core values: Exemplary, Caring, and Learning.

We take our purpose and mission seriously. As a community we put forth all of our efforts to ensure that we deliver a quality and accessible, Christ-centered education to learners everywhere. To support this mission, we seek to be a community that is exemplary by honoring God in our actions, attitudes, and aspirations. We believe that each learner will, in the course of his or her journey with us, be exposed to a Christian worldview—a worldview that holds the value of each person in light of the value that God has placed on him or her, a worldview that places human history in the context of God's eternal plan.

We are a caring community that seeks to serve with grace the needs of our colleagues and learners. Serving others can be one of the most enriching experiences in life—for the giver and the receiver. We are committed to the value of caring and the reflection of opportunities to serve others as a core dimension of your UC learning experience.

We are a learning community, seeking to continually nurture new thinking that generates and contributes to ongoing learning for all. We are dedicated to academic excellence. Our faculty is comprised of distinguished men and women—gifted teachers with a commitment to our core value of learning and high academic standards. We believe that education should prepare you to think and reason as you become a lifelong learner.

I welcome you to this journey of faith and scholarship. There are great challenges and opportunities waiting for you both as a learner and as a Kingdom citizen. I pray that you will take advantage of all that God has given you to do and to become.



John C. Reynolds, Ph.D.  
Chancellor and Chief Executive Officer

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The information and policies included in this catalog are accurate as of September 1, 2014. The university reserves the right to make changes of any kind whenever these are deemed necessary or desirable.



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## The University's Christian Worldview

The Statement of Faith, Vision and Purpose Statements, Principles, and Core Values of University College provide a solid foundation on which to build positional statements of the institution as a Christian university. These documents evidence a strong Christian commitment and form the core of the increasingly far-reaching nature and scope of the Azusa Pacific community. They give expression to a strong, clear, unswervingly Christian worldview that permeates the university and guides its activity. As its guiding center, the university is able to grow more effectively in the confidence that its Christian nature will flourish.

The documents have been part of the growing history and serve as a cohesive core. Each evolves from the other, providing consistency and natural coordination that demonstrates the university's worldview as thoroughly Christian.

1. The **Statement of Faith** is the central statement of the university in matters of identity and nature. It provides a Christian declaration of the *theological underpinnings* on which the university is built. It contains a clear description of faith and living as a reflection of the institution's heritage of integration of right belief and right living.
2. The **Statements of Vision and Purpose** provides the *direction and task* to which the university applies its resources and effort, with the understanding that the integrative nature of faith cannot be fulfilled apart from a mission of transformation consistent with a Christian commitment.
3. The **Principles** describe the nature of the university in living out *core values* in the pursuit of its mission.
4. The **Core Values** serve as a *strategic guide* to focus the efforts needed to fulfill the university's mission. They reflect the strategic emphases of implementation.

### Statement of Faith

We believe the Bible to be the inspired, the only infallible, authoritative Word of God.

We believe that there is one God, creator of heaven and earth, eternally existent in three persons—Father, Son, and Holy Spirit.

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory.

We believe in the fall and consequent total moral depravity of humanity, resulting in our exceeding sinfulness and lost estate, and necessitating our regeneration by the Holy Spirit.

We believe in the present and continuing ministry of sanctification by the Holy Spirit by whose infilling the believing Christian is cleansed and empowered for a life of holiness and service.

We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life and those who are lost to the resurrection of damnation.

We believe in the spiritual unity of believers in our Lord Jesus Christ.

### Daily Living Expectations

The following are fundamentals held to be essential and the university expects faculty and staff not only to believe in them, but to practice them in daily living:

A caring, effective love both to God and humanity

A Christ-like unity and acceptance among believers

A lifestyle dedicated to God's will in society

A growing, victorious state of mind because of the indwelling Christ

A daily affirmation of Christ as Lord

A willingness to serve the Lord, even when it involves sacrifice

A desire to be sensitive to the personal work of the Holy Spirit

A working faith in God's promises for all needs and daily life situations

A witness for Christ without hypocrisy

A firm, committed desire to be God's person

### Statements of Vision and Purpose

**Vision:** University College (UC) exists to serve people around the world who desire education delivered in the context of faith, excellence, and flexibility, removing the barriers of affordability and accessibility.

**Purpose:** We exist to deliver quality and accessible Christ-centered education to learners everywhere.

### Principles

#### Christ Centered

We are believers who teach and serve from a Christian worldview.

#### Academic Excellence

We are committed to educational excellence and quality certificates for professional skills and continuing education.

#### Affordability and Accessibility

We are committed to economic affordability, global delivery, and wherever feasible, open admission.

#### Market Relevance

We are responsive to market demand, employer needs, and profession occupations.

#### Organizationally Sustainable

We are economically viable and scalable, valuing the gifts, talents, and resources of the university.

## Core Values

**Exemplary**—to honor God in our actions, attitudes, and aspirations.

**Caring**—to serve with grace the needs of our colleagues and learners.

**Learning**—to continually nurture new thinking that generates and contributes to ongoing learning opportunities for all.

## University Learning Outcomes

The following learning outcomes reflect the university's mission and priorities. These broad learning outcomes form the foundation for specific program learning outcomes.

Learners who complete degrees at University College shall:

### Christ

- Explain the relevance of Jesus Christ and His teachings to their major discipline, personal and professional values, ethics, and commitments.
- Explain how Scripture, tradition, experience, and reason contribute to the learner's understanding of God's purposes in their personal, social, and professional choices.

### Scholarship

- Demonstrate effective written communication and online interaction skills.
- Critically evaluate, integrate, and apply knowledge.
- Achieve quantitative, technical, linguistic, and information literacy.
- Demonstrate competence in the content and methods of their chosen field of study.

### Service

- Apply acquired competencies through contributions to personal, academic and professional settings.

### Community

- Evidence an understanding of human behavior that recognizes the influence of diverse worldviews and experiences on societal or interpersonal relationships.

UC anticipates its learners will continue to develop and use their knowledge, abilities, attitudes, and faith throughout their lives to benefit society, the Church, and themselves.

## Commitment to Program Learning Outcomes

University College is committed to university-wide assessment processes. Each program has identified specific program learning outcomes, which are available in the catalog description of each degree program.

## Diversity Statement

University College is deeply committed to God-honoring diversity as reflected in its mission, academic vision, and positional statements. As part of UC's commitment to God-honoring diversity, each individual should expect to be treated with respect regardless of personal background and abilities.

## Statement of Academic Freedom

At University College, we believe that all truth is God's truth, and that God has made it possible for humankind to access, discover, and understand truth. We also affirm that the knowledge of truth will always be incomplete and that people, including those with educational credentials, are fallible and may interpret data and ideas imperfectly. Therefore, academic freedom from a Christ-centered perspective must be carried out with civility, mature judgment, and the awareness of the broad representation of Christian faith that exists within this institution. Accordingly, University College affirms its commitment to freedom of inquiry and expression in academic endeavors.

The university recognizes that academic freedom has historically been defined both by broadly accepted academic standards and by the mission and character of the institution in which it is practiced. University College seeks to maintain an academic community in which faculty are free to engage in rigorous scholarly inquiry and expression within an intellectual context shaped by the evangelical Christian tradition. In addition to this freedom, University College seeks to pursue scholarly inquiry and expression in a way that extends and enriches the academic disciplines from the unique resources provided by the institution's identity.

Thus, at University College, academic freedom is defined both by the commonly accepted standards of the academy and by those commitments articulated in the documents that are central to the university's identity as a Christian university. These documents articulate the central commitments which shape the academic community, and thus the practice of academic freedom, at University College: a belief in God as the Creator of all things, in Jesus Christ as Savior and Lord, in the Holy Spirit as teacher and guide, in Scripture as God's authoritative and infallible revelation, and in the Christian community as an expression and vehicle of God's redemptive work in this world.

The university follows these principles in its practice of academic freedom:

- Faculty are entitled to the rights and privileges, and bear the obligations, of academic freedom in the performance of their duties. Specifically, faculty are free to pursue truth and knowledge within their disciplines in the classroom, in their research and writings, and in other public statements in their field of professional competence. At all times faculty should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others.

- Faculty are entitled to freedom in the classroom in discussing their subject. Faculty should be careful not to introduce into their teaching controversial matter which has no relation to the subject.
- While faculty are members of the global community, as scholars and members of the University College community, faculty should remain cognizant that the public will form perceptions of their profession and their institution by their utterances.
- In the practice of the academic vocation, complaints against faculty may be generated. Faculty shall be protected from any request to retract or modify their research, publication, or teaching merely because a complaint has been received. Only complaints alleging faculty violations of professional standards of the discipline or of advocating positions incompatible with the central commitments of UC as a Christian university shall be considered, and then only when the evidence supporting the allegation is more substantial than rumor, inference, or hearsay.
- In the event that a faculty member believes his or her academic freedom has been unduly restricted, he or she may pursue resolution of this issue through the existing faculty grievance procedure as articulated in the Faculty Handbook.

## Accreditation

University College offers programs approved by the Western Association of Schools and Colleges through Azusa Pacific University, which is accredited by the Western Association of Schools and Colleges. Accreditation documents and information are available from the Director of Academic Operations.

Azusa Pacific University is approved for the training of veterans under the Veterans' Bill of Rights. The university is listed with the United States Department of Justice for the training of learners from foreign countries.

## History

Azusa Pacific University began in 1899 as the Training School for Christian Workers, the first Bible college on the West Coast geared toward training learners for ministry and service. After mergers with three Southern California colleges, the university has resided in the city of Azusa since 1949.

Cornelius P. Haggard, Th.D., emerged as the right choice to lead the school in 1939. Haggard's early years as president were fraught with adversity—enrollment was down and donations from the prior year totaled only \$27. Among his many accomplishments, Haggard launched a variety of innovative fundraising efforts, including the annual Dinner Rally that continues today. He traveled around the United States to raise resources for the school, always trusting God would provide a miracle to meet the university's needs. Haggard served for the next 36 years, achieving many significant milestones along the way.

Haggard's death in 1975 brought Paul E. Sago, Ph.D., to the helm. During his tenure, Sago encouraged the development of off-site regional centers throughout Southern California,

and presided over the addition of master's degree programs and the development of schools within the university.

Richard E. Felix, Ph.D., became president in 1990. Felix played an instrumental role in initiating the university's first doctoral programs. He also reframed the university's values as Four Cornerstones—Christ, Scholarship, Community, and Service—and oversaw the construction of seven new buildings, a doubling of learner enrollment, and the quadrupling of graduate programs.

In November 2000, Jon R. Wallace, DBA, an Azusa Pacific alumnus and former student body president, assumed the role of university president. Known for his entrepreneurial approach to management, program development, and transformational scholarship, Wallace has overseen completion of the Duke Academic Complex, Trinity Hall, and the \$54 million Segerstrom Science Center, the most fiscally significant project ever undertaken by the university.

Under Wallace's leadership, study abroad programs have grown, including the South Africa Semester and more than 40 other national and international study opportunities. New programs under his tenure include the Master of Fine Arts, Master of Social Work, and Ph.D. in Nursing. He also commissioned Vision 2014, the blueprint for a 10-year path for academic accomplishment.

Today, APU offers 53 undergraduate majors, 37 master's degrees, 21 credentials, 7 doctoral programs, and 5 certificates to a total enrollment of more than 9,200 learners. The university is accredited by the Western Association of Schools and Colleges, and receives 14 other specialized accreditations.

Currently, Azusa Pacific's award-winning intercollegiate athletic program consists of 17 teams. Beginning in 2005, the athletics program has won an unprecedented six consecutive National Association of Intercollegiate Athletics (NAIA) Directors' Cup awards. APU also belongs to the Golden State Athletic Conference (GSAC).

More than a century after its founding, APU still serves as an evangelical Christian university dedicated to God-honoring excellence in higher education and equipping disciples and scholars to advance the work of God in the world. To learn more, visit [www.apu.edu/about/](http://www.apu.edu/about/).

In September 2010, the Azusa Pacific University Board of Trustees approved the establishment of Azusa Pacific Online University—a new entity—to provide fully online education programs with the goals of increasing affordability and accessibility to a Christ-centered higher education.

In April 2014, Azusa Pacific Online University (APOU) and APU's School of Adult and Professional Studies merged to become University College.

## **Location**

University College is headquartered in the San Gabriel Valley community of Glendora, 26 miles northeast of Los Angeles. Learners may contact University College at:

511 West Citrus Edge St., Glendora, CA 91740  
Phone: 1-855-276-8669  
Email: [contact@uc.apu.edu](mailto:contact@uc.apu.edu)  
Website: [www.apu.edu/universitycollege/](http://www.apu.edu/universitycollege/)

## **Regional Centers**

In addition to the main campus in Azusa, APU has six regional centers that offer University College's face-to-face programs throughout Southern California, including the High Desert, Inland Empire, Los Angeles, Murrieta, Orange County, and San Diego. For more information on these locations, visit [www.apu.edu/locations/](http://www.apu.edu/locations/).

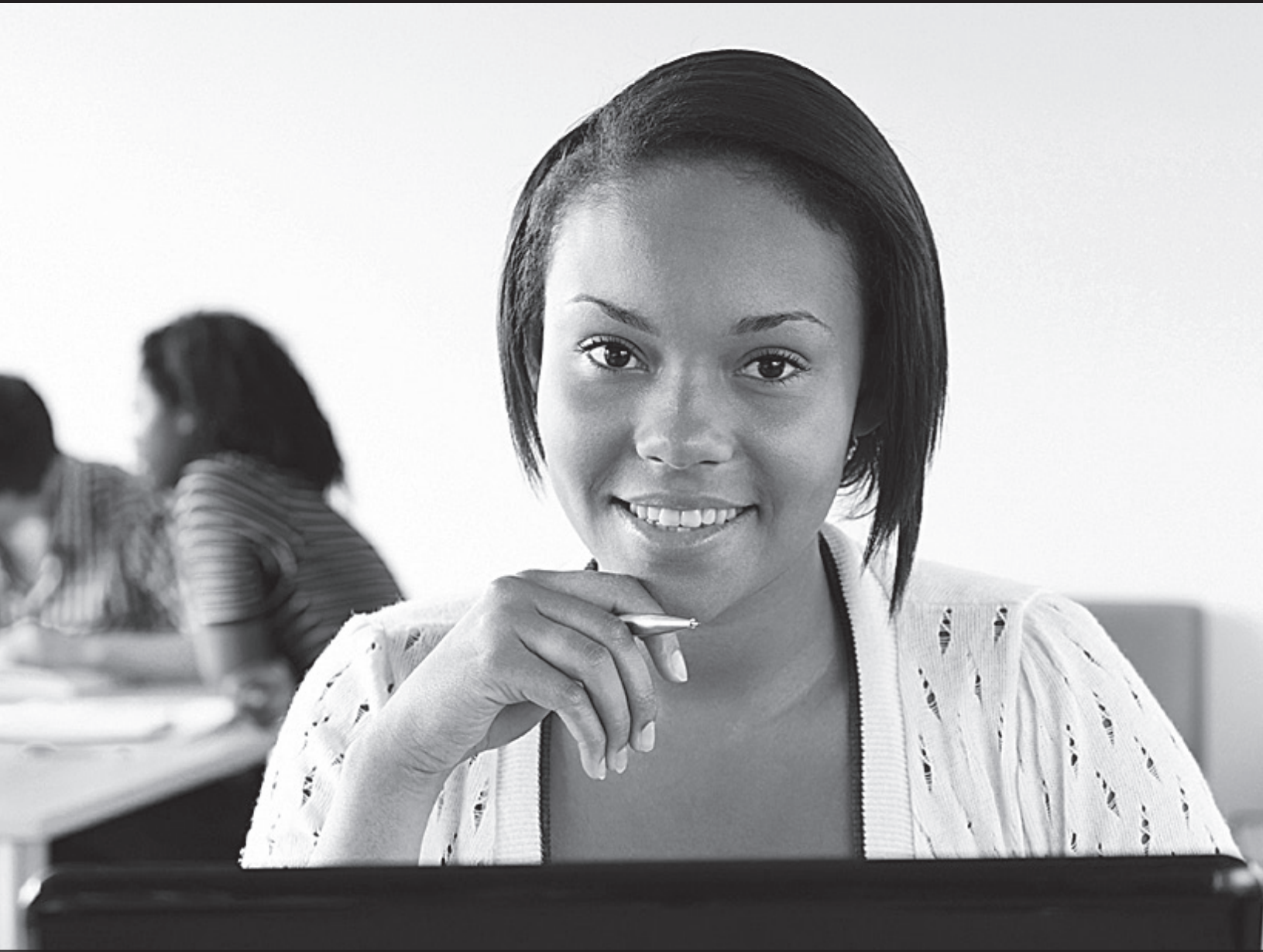
## **Statements of Compliance**

University College, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, gender, age, disability, medical status, or status as a veteran. The university also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and operation of university programs and activities. This policy is in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act; and Title III and Section 504 of the Rehabilitation Act of 1973.

The Academic Dean or designee is the compliance officer. For inquiries concerning learner issues related to discrimination, call 1-855-276-8669.

## **Harassment Policy**

Employees of the university work to assist learners in the several facets of university life. At no time is it acceptable to engage in a discussion that is less than courteous and professional. It is the university's policy that if at any time an employee or learner believes that he or she is being harassed by anyone in a public contact or an inquiry situation, he or she should immediately end the conversation and report the matter to his or her supervisor or Discipline Chair.



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## University Libraries

University College learners have access to more than 140 online databases, including 46,000 electronic journals, 60,600 ebooks, a 24/7 reference service, and online tutorial guides. UC learners can check out books from Azusa Pacific University's libraries (the William V. Marshburn Memorial Library, the Hugh and Hazel Darling Library, and the James L. Stamps Theological Library). UC learners can access additional resources or Interlibrary Loan services by contacting a local area library (subject to that library's policies).

## Tutoring Services

University College learners have access to professional tutors who assist with writing projects, papers and other assignments. Tutoring takes place in an online classroom with real-time interactive feedback between the tutor and learner. A limited number of these sessions are available at no cost.

## Accommodations for Individuals with Disabilities

University College partners with the Learning Enrichment Center (LEC) at Azusa Pacific University to coordinate accommodations for undergraduate learners with specific disabilities. Accommodations are individualized based on the learning needs of each learner and upon the documented verification of disability. UC's student success department is the designated office for:

- Verification of disability
- Disability documentation archive
- Coordination of direct services for UC learners with specific disabilities

## Procedure to Request Disability Accommodation

1. Complete an Accessibility Support Form.
2. Complete an Academic Accommodations Application. *(Please submit form at least eight weeks prior to the intended session of attendance.)*
3. Provide certification and documentation from a medical professional of the disability. (Documentation must be current within three years.)
4. Learner is contacted by telephone and/or email to discuss academic accommodations available based on the specific disability(ies) and what UC can offer, after the application is reviewed.

The Academic Accommodations Application and documentation should be returned directly to the student success department via email attachment to [studentsupport@uc.apu.edu](mailto:studentsupport@uc.apu.edu) or via fax at 626-857-2449.

Note that academic accommodations at UC do not include:

- Diagnostic testing or evaluation
- Special program for learning disabled learners
- Separate or special tutorial programs
- Reduced standards of academic performance
- Waiver of academic courses or requirements

## Student Support Services

With the goal of increasing academic success and learner persistence, University College offers a variety of support staff to assist learners in their academic goals. Students can access Student Support Central (SSC), a one-stop support office at UC. Navigating college can be challenging, but SSC is here to help. SSC serves as a primary resource "hub" at UC, guiding learners to their desired destination. Student Service Advisors provide primary support for certificate and non-degree seeking students, directing learners through orientation, assisting with course selection and registration, and helping with the basics of financial aid. Student Service Advisors help learners navigate any obstacles they may encounter on the way to their educational goals.

Success Coaches offer a highly personal and responsive support system to the UC learner. Every degree-seeking learner is assigned a Success Coach upon entering the program. Success Coaches support and participate in intentional engagement activities from the first class through the completion of lower-division requirements. The Success Coach provides support services in six primary areas—academic advising toward the completion of the general studies requirements, financial aid, spiritual formation, motivation/general support, career counseling, and strengths counseling—through weekly phone, email, or in-person interactions.

The Success Coach monitors successful completion of General Studies Core requirements and promotes learner development through personal interaction and support. In addition to assisting with academic planning and course selection, the Success Coach also provides support services that facilitate spiritual growth, vocational exploration, and educational goal attainment. While final responsibility for meeting academic requirements rests with the learner, the Success Coach provides support toward successful course planning and enrollment.

Program Completion Advisors serve bachelor's degree students based on their chosen major. While the Success Coach serves as the primary advisor for the completion of the General Studies Core, Program Completion Advisors support students through upper-division coursework, offering support in course selection, academic planning and success strategies, and career development for a successful transition to life after graduation.

## Career and Vocation Center

Learners can access resources and support as they consider career and vocation choices through UC's Career and Vocation Center at [career.uc.apu.edu](http://career.uc.apu.edu). This online resource is available to all UC learners in addition to basic support from the Success Coach.

## Bookstore

Learners can order books, digital textbooks and class materials online from the Azusa Pacific University Bookstore at [www.bookstore.apu.edu/](http://www.bookstore.apu.edu/) by selecting "buy" and the appropriate term and course.

## **Counseling Services**

Student support staff are available to provide a personal and responsive support system to every UC learner. However, student support services are unable to provide psychological counseling services. UC learners have access to a limited number of crisis counseling sessions provided by a third-party aligned with UC at no cost to the learner. With respect to psychological, emotional, social, and spiritual wellness, UC learners are encouraged to connect with their primary care physician, health service provider, local church and/or Christian counseling and outreach services.

## **Learning Management System**

University College uses Moodle as the virtual learning environment and content management system for its programs. Enrolled learners can find a comprehensive list of academic and support services within UC's Moodle environment.



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## Admission to the University

University College is committed to the principle of lifelong learning and accessibility to higher education. UC invites applications from learners who have a passion to learn and to make a difference in the world. Applicants must abide by the policies, standards, and regulations at UC and respect the ideals, principles, and traditions it upholds as a Christian institution of higher learning.

There are two pathways for admission to the university: regular admission, and admission to our Concurrent Enrollment Program for high school students. Regular admission to the university requires applicants to possess an official high school diploma, GED, or homeschool certification/transcript. Applicants are also required to hold a minimum 2.0 GPA (a minimum grade-point average of 2.0 on a 4.0 scale in transferred courses. Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.). Applicants are required to submit a completed application (including a nonrefundable \$25 application fee) along with applicable documentation. Required documentation varies by applicant, but may include official high school transcripts or other secondary school certifications (GED, homeschool certification, etc.); official transcripts from each regionally accredited college or university attended; or all of the above. Please discuss with your program representative for further clarification.

In addition, high-performing high school students have the opportunity to enroll in college-level courses through the High School Concurrent Enrollment Program. Please see section entitled “High School Concurrent Enrollment Program” for more information.

For all programs, admission is not guaranteed, and UC reserves the right to deny admission.

UC does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran.

## Admissions Petitions

There are two circumstances that require applicants to submit an admissions petition: applicants with a felony record, and applicants dismissed from other academic institutions.

Applicants with a felony record may be admitted to University College. A written statement in the form of an Admissions Petition is required if the violation occurred fewer than 10 years ago, or was categorized as a violent offense, regardless of time frame. Applicants dismissed from other academic institutions are also required to submit an Admissions Petition addressing the dismissal(s). The Admissions Committee will review the petition and will either approve with full admissions status, or may ask for additional documentation before reaching a final decision. Please contact your program representative for specific instructions.

## Policy Regarding False Information

Learners are advised that admission is contingent upon the truthfulness of the information contained in the application. Discovery of false information subsequent to admission is,

at the university's discretion, grounds for immediate dismissal at any point in the learner's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned. The full fraudulent records policy may be obtained from the Office of the UC Registrar.

## Transcripts

Applicants are responsible for submitting transcripts from either the high school from which they graduated, or each regionally accredited college or university they attended, or both. An official transcript is one that University College receives through the authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution(s) that bears the official seal of that high school, college, or university. University College reserves the right to request that the transcript be sent directly from the issuing institution(s). High school learners applying for regular admission should submit a preliminary transcript showing courses and marks for freshman through junior year, or through the first semester of the senior year if the application is made after the completion of that semester. A final transcript must be sent following graduation. The transcript and other documents submitted as part of the application become the property of the university and cannot be returned to the learner or forwarded in any form to another college or university.

## Evidence of Proficiency

There are no required pre-admission tests for applicants to UC. However, all learners must present evidence of a math placement score in preparation for the college algebra course. Such evidence may include an official college transcript verifying successful completion of the prerequisite course (Intermediate Algebra), an American College Testing (ACT) math score of at least 23, a Scholastic Aptitude Test (SAT I) math score of at least 540, or a COMPASS standardized test score of 66 or above on the algebra exam. Official proof must be received by the Office of the UC Registrar before registering for MATH 125 (College Algebra).

Learners with proficiency scores indicating placement at a level below college algebra are encouraged to begin preparation immediately to meet prerequisites for that course. Applicants can find online beginning and Intermediate Algebra courses at many institutions through the California Virtual Campus ([www.cvc.edu](http://www.cvc.edu)).

## Transfer Applicants

University College welcomes applications from transfer learners.

Transfer learners must submit official transcripts from any regionally accredited colleges and universities attended, whether or not credit was given. An official transcript is one that University College receives through the authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution(s) which bears the official seal of that college or university. University College reserves the right to request that the transcript be sent directly from the issuing institution(s).

College credit earned by a learner still in high school may be transferred to University College provided that the course was taken at a regionally accredited college. An official college transcript must be submitted via an authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution to University College in order for such coursework to be evaluated for transfer of credit.

The registrar will evaluate previous college work to determine its relationship to the requirements of University College. A credit summary will be sent to the learner showing those courses that have been accepted on transfer and those courses that still need to be taken to fulfill the university's general studies requirements. Only courses where a grade of C- or above has been earned can be considered for transfer of credit.

University College accepts both the California State University General Education Breadth Certificate and the IGETC (Intersegmental General Education Transfer Curriculum) Certificate to satisfy the basic General Studies Core requirements for bachelor's degrees, although all learners must still fulfill UC's Bible requirements and program requisites. Learners who do not receive certification of completion will follow the General Studies Core requirements as written in the catalog.

## **General Education Information for Transfer Students**

Learners transferring into University College may have some of their requirements met by classes taken at their previous institution(s). The evaluation of a learner's transfer work is conducted by the registrar. Each degree has several courses that must be taken at UC and cannot be met by transfer units. These courses are marked with an asterisk (\*) in each program's section. Request for exceptions (e.g., substitution of an equivalent APU course) may be directed to the registrar.

## **Non-Degree Seeking Student Course Options**

Undergraduate non-degree seeking learner course options:

- The student must fulfill all course prerequisites.
- Availability is based on course enrollment.

Unofficial transcripts on file are acceptable until a learner declares a program, at which time the learner will be subject to all admissions policies.

## **Admission of Homeschooled Students**

Applicants who are homeschooled and do not have an official high school transcript to submit to the university with their application are not required to take the General Education Development (GED) Test or the California High School Proficiency Examination. If the learner does not have access to an official transcript or does not subscribe to a transcript service, the learner will be asked to submit a transcript created by the primary teacher that will be evaluated by the registrar.

## **International Admission**

Currently, University College does not accept international learners. An international learner is defined as any individual not holding U.S. residency or citizenship.

## **Re-admission and Re-enrollment**

In the event that a learner leaves University College for any reason for more than one academic year (6 sessions), that learner must complete an Application for Re-enrollment. All applications for re-enrollment must be approved by the Office of the UC Registrar, the Office of Student Financial Services, and the Office of Admissions before re-enrollment will be considered, unless an approved leave of absence has been previously granted.

Any learner re-enrolling in University College after an absence of more than one academic year (6 sessions) will be subject to new catalog requirements. In addition, all applicants' previously completed work will be reviewed by the Discipline Chair to determine which, if any, major courses and supporting nonmajor courses must be repeated or added to complete the major. The reviewing chair may take into consideration any relevant work experience for major requirement equivalence, but such work experience may not count for unit credit.

## **Admission Status**

Applicants who are granted admission to the university without restriction are considered to be in regular standing. They are permitted to continue in this classification as long as they maintain a satisfactory grade-point average and continue to meet the general standards established by the university for admission and graduation.

## **Notification of Admission**

University College follows a procedure of rolling admission, which means that a prospective learner may submit a completed application at any time. The program representative maintains regular contact with all applicants regarding the status of their application file. In addition, each prospective learner can access his or her admissions status through an online portal to Jenzabar, UC's system of record.

## **Veterans' Education Benefits**

University College is an approved degree-granting institution recognized by the Department of Veterans Affairs. Eligible veterans and their dependents seeking educational training may qualify to use Title 38, chapters 30, 31, 33, 35, and 1606/1607. Refer to the Department of Veterans Affairs for eligibility criteria.

## **High School Concurrent Enrollment Program**

University College offers high-performing high school students the opportunity to enroll in college-level courses (100-level only) through its Concurrent Enrollment Program. These courses may articulate to meet high school credits, and may be transferable to a student's future post-secondary program. To participate in the Concurrent Enrollment Program, 10th-12th grade students must have a minimum 3.0 GPA at their school and complete the program criteria (Please visit [www.apu.edu/universitycollege/](http://www.apu.edu/universitycollege/) for more information.).

## Credit by Examination

College credit may be earned through competency examinations. There are three examinations recognized by the university: Advanced Placement (AP) Tests, the College Level Examination Program (CLEP), and the International Baccalaureate (IB) Program.

Credit is granted to learners who score a three or higher on an AP Test and to those who meet the cut-off level in CLEP subject area tests, or on the IB higher-level exams (see details below). Learners may earn a maximum of 30 units toward a UC degree from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university. No CLEP credit will be allowed in a learner's final semester.

<b>COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)</b>			
<b>Subject</b>	<b>Score</b>	<b>Units</b>	<b>Course Equivalent</b>
<b>BUSINESS</b>			
Financial Accounting	50	4	ACC 210 (Financial Accounting)
Business Law, Introductory	—	—	Elective, Not acceptable for BUS 270
Information Systems and Computer Applications	50	3	CS 200 (Basic Software Tools)
Management, Principles of	50	3	Elective
Marketing, Principles of	50	3	Elective
Macroeconomics, Principles of	50	3	ECO 204 (Principles of Macroeconomics)
Microeconomics, Principles of	50	3	ECO 203 (Principles of Microeconomics)
<b>COMPOSITION AND LITERATURE</b>			
American Literature	50	3	Elective
Analyzing and Interpreting Literature*	50	3	ENG 115* (Introduction to Literature)
College Composition (with or without essay)	—	—	No Credit Awarded
English Literature*	50	3	Elective
College Composition Modular*	50	3	ENG 105 (Composition)
<b>MODERN LANGUAGE</b>			
French Language	50	6	<i>Fulfills Foreign Language Requirement</i>
German Language	50	6	<i>Fulfills Foreign Language Requirement</i>
Spanish Language	50	6	<i>Fulfills Foreign Language Requirement</i>
<b>HISTORY AND SOCIAL SCIENCES</b>			
American Government	50	3	<i>Fulfills History Requirement</i>
Educational Psychology, Introduction to	50	3	Elective
History of U.S. I: Early Colonization to 1877	50	3	<i>Fulfills History Requirement</i>
History of U.S. II: 1865 to the Present	50	3	<i>Fulfills History Requirement</i>
Human Growth and Development	50	3	APSY 295
Humanities	50	3	Elective
Psychology, Introductory	50	3	APSY 105 (Introduction to Psychology)
Social Sciences and History	—	—	No Credit Awarded
Western Civilization I: Ancient Near East to 1648	50	3	<i>Fulfills History Requirement</i>
Western Civilization II: 1648 to the Present	50	3	<i>Fulfills History Requirement</i>
<b>SCIENCE AND MATHEMATICS</b>			
Calculus	50	5	<i>Fulfills Math Requirement</i>
College Algebra	50	3	MATH 125 (College Algebra)
College Mathematics	—	—	No Credit Awarded
General Biology	50	4	<i>Fulfills Science Requirement (non-nursing)</i>
General Chemistry	50	4	<i>Fulfills Science Requirement (non-nursing)</i>
Natural Sciences	—	—	No Credit Awarded
Precalculus	50	3	<i>Fulfills Math Requirement</i>

\*Essay is required to receive UC course equivalency. Note that essays are evaluated after a passing score on the multiple-choice section of the CLEP is achieved.

The Advanced Placement Program (AP) sponsored by the College Board and administered by Educational Testing Service (ETS) offers secondary school learners the opportunity to participate in challenging college-level coursework while still in high school. The exams are two or three hours long and cover one or two semesters of college-level work.

If a learner takes a college course for which he or she has already received AP or IB credit, the learner forfeits the AP/IB credit.

ADVANCED PLACEMENT EXAM			
Subject	AP Score	Units	Course Equivalent Awarded
Art, Studio Art, Drawing	3, 4, 5	3	Elective
Art, Studio Art, 2D Design	3, 4, 5	3	Elective
Art, Studio Art, 3D Design	3, 4, 5	3	Elective
Art, History	3, 4, 5	3	<i>Fulfills Art Requirement</i>
Biology	3, 4, 5	4	<i>Fulfills Science Requirement</i>
Calculus AB	3, 4, 5	5	<i>Fulfills Math Requirement</i>
Calculus BC	3, 4, 5	5	<i>Fulfills Math Requirement</i>
Chemistry	3, 4, 5	4	<i>Fulfills Science Requirement</i>
Chinese Language and Culture	3, 4, 5	3	Elective
Computer Science A	3, 4, 5	3	Elective
English Language and Composition	3, 4	3	ENG 105 (Composition)
	5	6	ENG 105 (Composition) and Elective
	If score is a 5 in <b>both</b> English Language and English Literature, learner receives 9 units – ENG 105, ENG 115, and 3 units elective.		
English Literature and Composition	3, 4	3	ENG 115 (Introduction to Literature)
	5	6	ENG 105 and ENG 115
	If score is a 5 in <b>both</b> English Language and English Literature, learner receives 9 units – ENG 105, ENG 115, and 3 units elective.		
French Language	3	4	<i>Fulfills Foreign Language Requirement</i>
	4, 5	6	<i>Fulfills Foreign Language Requirement</i>
French Literature	3, 4, 5	3	Elective
German Language	3	4	<i>Fulfills Foreign Language Requirement</i>
	4, 5	6	<i>Fulfills Foreign Language Requirement</i>
Human Geography	3, 4, 5	3	Elective
Government/Politics/Comparative	3, 4, 5	3	Elective
Government/Politics/U.S.	3, 4, 5	3	<i>Fulfills History Requirement</i>
Macroeconomics	3, 4, 5	3	ECO 204 Principles of Macroeconomics
Microeconomics	3, 4, 5	3	ECO 203 Principles of Microeconomics
Latin: Vergil	3	4	Elective
	4, 5	6	<i>Fulfills Foreign Language Requirement</i>
Latin Literature	3, 4, 5	3	Elective
Italian Language/Culture	3, 4, 5	3	Elective
Japanese Language/Culture	3, 4, 5	3	Elective
Music Theory	3, 4, 5	4	<i>Fulfills Art Requirement</i>
Physics B	3, 4, 5	4	<i>Fulfills Science Requirement</i>
Physics C: Mechanics	3, 4, 5	4	<i>Fulfills Science Requirement</i>
Physics C: Electricity and Magnetism	3, 4, 5	4	Elective
Psychology	3, 4, 5	3	APSY 105 (Introduction to Psychology)
Spanish Language	3	4	<i>Fulfills Foreign Language Requirement</i>
	4, 5	6	<i>Fulfills Foreign Language Requirement</i>
Spanish Literature	3, 4, 5	3	Elective
Statistics	3, 4, 5	3	STAT 280
U.S. History	3, 4	3	HIS 201 (U.S. History)
	5	6	HIS 201 and Elective
World History	3, 4, 5	3	HIS 202 (World Civilization)

CREDIT FOR INTERNATIONAL BACCALAUREATE PROGRAM				
Examination Title	*Level	Score	Units	Credit Awarded
Biology	HL	5, 6, 7	4	<i>Fulfills Science Requirement (non-nursing)</i>
Business and Organization		—	—	No Credit Awarded
Chemistry	HL	5, 6, 7	4	<i>Fulfills Science Requirement (non-nursing)</i>
Classical Languages		—	—	No Credit Awarded
Computer Science	HL	5, 6, 7	3	Elective
Economics	HL	5, 6, 7	3	ECO 204 (Principles of Macroeconomics)
English 1A (English)	HL	5, 6, 7	3	ENG 115 (Introduction to Literature)
Environmental Systems		—	—	No Credit Awarded
French (Language B)	SL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
French (Language B)	HL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
Geography	HL	5, 6, 7	3	Elective
German (Language B)	SL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
German (Language B)	HL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
History	HL	5, 6, 7	3	<i>Fulfills History Requirement</i>
History of the Islamic World	HL	5, 6, 7	3	Elective
Information Technology		—	—	No Credit Awarded
Mathematics	SL	5, 6, 7	3	MATH 125 (College Algebra)
Mathematics	HL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Mathematical Studies	SL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Further Mathematics	SL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Music	HL	5, 6, 7	3	<i>Fulfills Art Requirement</i>
Philosophy	HL	6, 7	3	Fulfills Philosophy Requirement
Physics	SL	5, 6, 7	3	Elective
Physics	HL	5, 6, 7	4	<i>Fulfills Science Requirement</i>
Psychology	HL	5, 6, 7	3	APSY 105 (Introduction to Psychology)
Social Anthropology	HL	5, 6, 7	3	Elective
Spanish (Language B)	SL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
Spanish (Language B)	HL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
Theater Arts	HL	5, 6, 7	3	Elective
Visual Arts	HL	5, 6, 7	6	ART 110 (Introduction to Art)

**\*Legend SL = Standard Level HL = Higher Level**

Students seeking an A.A. degree from UC need to pass College Algebra.

MATHEMATICS REQUIREMENTS: TESTING AND PREREQUISITES				
If your SAT math score is...	If your ACT math score is...	If your Compass score is...	If your CLEP score is...	Placement
600 or higher	26 or higher	46 or higher	50 or higher	Math requirement met for A.A. degree students (MATH 125 is met)
540-590	23-25	0-45	N/A	Register for College Algebra (MATH 125)
500-530	21-22	N/A	N/A	Register for Intermediate Algebra (MATH 099)
430-490	18-20	N/A	N/A	Register for Elementary Algebra <sup>2</sup> (prerequisite to Intermediate Algebra MATH 099)
420 or lower	17 or lower	N/A	N/A	Register for Pre-Algebra <sup>2</sup> (prerequisite to Elementary Algebra)
(Approximate fees) Complete Test: \$49 Subject Test: \$22	(Approximate fees) \$34 w/o writing \$49 w/ writing	Proctoring Fee: \$20-45 (may vary by test site)	Test: \$77 Proctor Fee: \$15-25 (may vary by test site)	

**Notes:**

<sup>1</sup>This is the Compass Standardized Test in the College Algebra placement domain (not the multi-modular test, and not the Algebra or Pre-Algebra placement domain).

<sup>2</sup>Not offered at UC.

**To Take the Compass Placement Test**

Students are directed to any local college for these services; there may be a fee. UC accepts the Compass Standardized Test in the College Algebra placement domain (not the multi-modular test, and not the Algebra or Pre-Algebra placement domain). The Compass Test website contains sample test questions ([www.act.org/compass](http://www.act.org/compass)).

**Taking Mathematics Prerequisites**

- UC does not offer Elementary Algebra or Pre-Algebra.
- UC offers Intermediate Algebra (MATH 099).  
**C- (70%) or better must be earned in order to place into MATH 125 (College Algebra). MATH 099 does not count toward degree credit.**
- Please take the necessary prerequisites to College Algebra as indicated in the chart above. Following are resources likely to offer the needed prerequisites to College Algebra:
  - Your local community college
  - California Virtual Campus: [www.cvc.edu/](http://www.cvc.edu/) which lists online courses at California colleges and universities

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## Student Financial Services

Higher education is one of the most important investments an individual can make. Cost should not be the only determining factor in selecting the appropriate university. However, having a clear understanding of the expense involved is an integral part of making a well-informed choice.

The Office of Student Financial Services assists learners in answering questions related to financial aid and student accounts. Contact 1-855-276-8669 or [financialaid@uc.apu.edu](mailto:financialaid@uc.apu.edu) with any questions.

## Cost of Attendance for 2014

### Tuition

100–200 level course	= \$400 per unit
300–400 level course	= \$450 per unit
On-campus course	= \$550 per unit
Military*	= \$300 per unit (100–200 level) \$350 per unit (300–400 level) \$450 per unit (On-campus course)

\* See military discount section for details of eligibility.

### Special Fees

Application Fee	(UC = \$25)
Return Check Fee	(UC = \$30)
Transcripts Fee	(UC = \$5/copy)
Rush Transcript Fee	(UC = \$20)
Transcript Overnight Postage Fee	
Standard Overnight Express within U.S. (excluding Alaska and Hawaii) 1–2 days	\$15
Global Express outside of continental U.S. and International (3–4 days)	\$25

**Charges subject to change without notice.**

## Payment

Tuition and fees are due in full before the start of each semester.

## Refund Policy

- Learners who do not log in during Week 1 or do not attend the first night of class, are administratively dropped and refunded 100%.
- Learners who log in or attend during Week 1 and also drop during Week 1 are refunded 100%.
- Learners who withdraw during Week 2 (course up to 25% complete) are refunded 50%.
- Learners who withdraw after Week 2 (course more than 25% complete) are charged full tuition.

All learners are subject to federal proration refund regulations for all federal aid.

*Any learner dismissed by the university will receive refunds at the administration's discretion. If a learner feels that individual circumstances warrant exceptions, a petition may be submitted to the Office of Student Financial Services.*

## Refund Policy Exceptions

Any exception to the stated policy must be requested in writing (using a General Petition Form obtained upon request from the Office of Student Financial Services) and approved by the Office of Student Financial Services. Learners receiving federal aid are subject to federal proration refund policies.

## Learners Making Class Changes

Learners may add and/or drop classes until the last day to change registration, which is listed in the Academic Calendar, but is generally the first Wednesday of the term before 11:50 p.m. PST. Such changes are subject to the Refund Policy stated above.

## Financial Agreement

A learner may not participate in graduation ceremonies, register for further sessions, or receive any diploma, certificates, or transcripts until all financial obligations have been satisfied in accordance with UC financial policies. Any diploma, verifications, certificates, or transcripts shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to, or subsequent to, any default by the debtors shall not be considered a binding precedent or modification of this policy. The university reserves the right to make any changes in institutional refund policies, fees, and expenses without notice.

## How to Apply for Financial Aid

### Step 1:

Complete a FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (Free Application for Federal Student Aid). APU's school code is 001117.

**Deadline:** March 2 for Cal Grant

**Suggested deadline:** As soon as possible after January 1

### Step 2:

Admission to UC. Shortly after admission, learners are reviewed for financial aid eligibility.

### Step 3:

Return all documents requested. To finalize eligibility, the learner's financial aid files must be complete.\*

\*If the learner's financial aid file is still incomplete when school begins, all financial aid may be removed, and the learner may no longer be eligible to receive any aid for that semester.

## Types of Financial Aid

**The following types (or sources) of financial aid are available:**

1. Federal Student Aid (provided by the U.S. government)
2. State (provided by the state of California)
3. Outside scholarships (provided by organizations, businesses, etc.)
4. Alternative/private loans

**Important Note**

Please be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the “Stacking Financial Aid” policy in the following section for more information on possible restrictions.

**Federal Student Aid**

To apply for federal student aid, learners must complete the FAFSA. Federal aid is categorized as:

1. Grants (funds that do not require repayment) including Federal Pell Grant
2. Loans through the William D. Ford Federal Direct Loan Program (funds that require repayment)

To be eligible for and continue receiving federal aid, learners must meet the eligibility requirements set forth by the U.S. Department of Education. The information provided below is a general overview of the programs provided. For further information on federal student aid programs, amounts, qualifications and restrictions, please refer to the Department of Education’s website, [studentaid.ed.gov](http://studentaid.ed.gov).

**Pell Grant**

The Pell Grant is awarded to eligible learners who demonstrate financial need based on Expected Family Contribution (EFC) through the FAFSA application process.

**Qualifications**

1. Financial need as determined by the FAFSA with EFC not to exceed \$4,995
2. Has not previously earned a bachelor’s or professional degree
3. Enrolled at least part time in first undergraduate degree program
4. Has not met the Federal Pell Grant Lifetime Eligibility Limit of 600%

**Pell Grant Yearly Award Amounts**

1. Varies from \$564–\$5,645 for the 2013–14 school year
2. Award amount is based on EFC up to \$4,995, enrollment, (award amount is prorated if enrolled less than full time), and cost of attendance

**Disbursement**

Once the learner’s admitted into an eligible program and financial aid files are complete, financial aid usually disburses into the learner’s UC account during the first six weeks of the semester or later depending on when documentation is received.

**To Retain Eligibility**

The learner must be enrolled at least part time (6 units per semester). The learner must also maintain Federal Satisfactory Academic Progress (SAP) including 67% completion ratio and 2.0 GPA at all times.

**Loans****Direct Stafford Loan–Students**

Subsidized and unsubsidized loans are low-interest (6.8% or less) federal student loans for eligible students to help cover the cost of higher education at a four-year college or university, community college, or trade, career, or technical school. The U.S. Department of Education offers eligible students at participating schools Direct Subsidized Loans and Direct Unsubsidized Loans.

- Direct Subsidized Loans are available to undergraduate students with financial need. SFS will determine the amount the learner can borrow, and the amount may not exceed financial need. The U.S. Department of Education pays the interest on Subsidized Stafford loan while enrolled in school at least half-time.
- Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. SFS will determine the amount the learner may borrow based on cost of attendance and other financial aid received. For an unsubsidized loan, the learner is responsible for paying the interest during all periods. If the learner chooses to pay interest while in school and during grace periods and deferment or forbearance periods, interest will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of the loan).

**Yearly Amounts**

- Freshmen: (0–27 units) \$5,500 (up to \$3,500 of which may be subsidized)
- Sophomores: (28–59 units) \$6,500 (up to \$4,500 of which may be subsidized)
- Juniors and seniors: (60+ units) \$7,500 (up to \$5,500 of which may be subsidized)

If the learner is independent or the parent is denied a PLUS Loan, the learner can take out an additional Stafford unsubsidized loan (freshmen and sophomores, \$4,000; juniors and seniors, \$5,000).

- Preparatory coursework (not to exceed 12 consecutive months) \$8,625 (up to \$2,625 of which may be subsidized).

**Loan Increase Request**

Learners will be awarded according to their class standing at the time the award letter is sent. If the class standing changes at any time during an award year, a learner may request for their financial aid award to be reviewed and adjusted.

**How to Apply (all learners)**

1. Complete the 2013-14 FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
2. Financial Aid is awarded under UC Passive Acceptance policy, financial aid awards will be accepted in full at the time of awarding. If a learner does not wish to accept all or a portion of financial aid awards, the learner must notify Student Financial Services.

**New borrowers must also:**

3. Complete Direct Stafford Loan entrance counseling online at [www.studentloans.gov](http://www.studentloans.gov).
4. Complete a Direct Stafford Loan Master Promissory Note (MPN) online at [studentloans.gov](http://studentloans.gov).

**Disbursement**

Once the learner's admitted into an eligible program and financial aid files are complete, financial aid usually disburses into the learner's UC account during the first six weeks of the semester or later depending on when documentation is received.

**To Retain Eligibility**

The learner must be enrolled at least half time (6 units) per semester. The learner must also maintain Satisfactory Academic Progress (SAP).

**Repayment**

Repayment usually begins 6 months after the learner either drops below half time (6 units is half time), withdraws, or graduates from college.

**William D. Ford Federal Direct Loan Program  
Direct Parent PLUS Loan**

The Direct PLUS Loan is a low-interest loan (fixed 7.9%) borrowed directly from the U.S. government, that parents can apply for to help their dependent learner pay for college.

**Yearly Amounts**

The parent can borrow any amount up to the learner's cost of attendance, minus any other aid the learner is receiving. If the parent is denied a PLUS Loan, the learner is eligible to borrow an additional Unsubsidized Stafford Loan (freshmen and sophomores, \$4,000; juniors and seniors, \$5,000) up to cost of attendance.

**How to Apply for Parent PLUS loan (all learners)**

1. Complete the 2013–14 FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
2. Complete the 2013–14 Parent PLUS Loan Worksheet (dependent students).

**New borrowers must also:**

3. Complete a Direct Parent PLUS Loan Master Promissory Note (MPN) online at [www.studentaid.gov](http://www.studentaid.gov).

**Disbursement**

Once the learner's admitted into an eligible program and financial aid files are complete, financial aid usually disburses into the learner's UC account during the first six weeks of the semester or later depending on when documentation is received.

**To Retain Eligibility**

The learner must be enrolled at least half time (6 units per semester). The learner must also maintain Satisfactory Academic Progress (SAP).

**Repayment**

There is no grace period for a Direct PLUS Loan, the repayment period begins 60 days after your school makes the last disbursement of the loan. However, if you're a parent PLUS borrower who is also a student, you can defer repayment while you're enrolled in school at least half time and (for Direct PLUS Loans first disbursed on or after July 1, 2008) for an additional 6 months after you graduate or drop below half-time enrollment.

If you're a parent PLUS borrower, you can defer repayment of Direct PLUS Loans first disbursed on or after July 1, 2008, while the student for whom you obtained the loan is enrolled at least half time, and for an additional 6 months after the student graduates or drops below half-time enrollment (half-time enrollment status is determined by your child's school). You must separately request each deferment period. Please visit [direct.ed.gov](http://direct.ed.gov) for repayment options and details of the William D. Ford Federal Direct Loan Program.

**Loan Exit Requirements**

The federal government requires all federal loan borrowers to complete loan exit counseling for Federal Stafford Loans. One must complete a loan exit when withdrawing from school, dropping below half time, or graduating. Transcripts will be held until the online exit counseling is completed.

**State Aid**

Each year, the state of California invests millions of dollars in helping the state's residents achieve their higher education goals. Of the programs offered, the most common are the Cal Grant A, Cal Grant B and Chafee Grant. These funds are not guaranteed. The state reserves the right to reduce or eliminate any of the programs described below based on budget limitations.

**State Aid is available in three categories:**

1. Cal Grant A
2. Cal Grant B
3. Chafee Grant for Foster Youth

The following information is a general guideline. For more information, and for any changes or revisions, please visit <http://calgrants.org> and <http://csac.ca.gov>.

**Important Note**

*Please be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.*

## Cal Grant A

First-time recipients: Contact the California Student Aid Commission, CSAC, for the specific details.

### Qualifications

1. California resident
2. Graduated from a California high school
3. 3.0 high school GPA
4. Family's income and assets are under the ceilings established for that year.
5. Enrolled at least half time
6. Learner is not already receiving a scholarship/grant that covers the price of tuition.

### Yearly Amount

At UC, the estimated amount is \$9,223 for the 2013–14 award year (\$4,611 for fall semester and \$4,612 for spring semester). Award amount is prorated if enrolled less than full time (9–11 at 75%, 6–8 units at 50%).

### How to Apply

1. Complete the FAFSA (for the appropriate school year) by the March 2 deadline.
2. Complete the GPA Verification Form (for the appropriate school year) by the March 2 deadline.

### Disbursement

Once the learner's admitted into an eligible program and financial aid files are complete, financial aid usually disburses into the learner's UC account during the first six weeks of the semester or later depending on when documentation is received.

### To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester.
2. Must maintain Satisfactory Academic Progress.
3. Must have remaining eligibility per the state.
4. In conjunction with other scholarships/grants received, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. Per the state's requirements, some of the other scholarships or grants originally offered to the learner may be reduced if there is not sufficient need.

**Renewal recipients:** Contact the California Student Aid Commission, CSAC, for the specific details.

### Qualifications

1. Must have met the qualifications to receive the grant in a previous school year.
2. Must be enrolled at least half time (6 units) per semester.
3. Must maintain Satisfactory Academic Progress.
4. Must have remaining eligibility per the state.
5. Must meet the state's financial eligibility requirements.

6. In conjunction with other scholarships/grants received, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. Per the state's requirements, some of the other scholarships or grants originally offered to the learner may be reduced if there is not sufficient need.
7. Learner is not already receiving a scholarship/grant that covers the price of tuition.

### Yearly Amount

Full award amount offered is determined by the state. Award amount is prorated if enrolled less than full time (9–11 at 75%, 6–8 units at 50%). The amount also may be reduced or eliminated if any of the above qualifications are not met.

### How to Apply

Complete the FAFSA for the appropriate school year (prior to fall enrollment) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### Disbursement

Once the learner's admitted into an eligible program and financial aid files are complete, financial aid usually disburses into the learner's UC account during the first six weeks of the semester or later depending on when documentation is received.

### To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester.
2. Must maintain Satisfactory Academic Progress.
3. Must have remaining eligibility per the state.
4. Must meet the state's financial eligibility requirements.
5. In conjunction with other scholarships/grants received, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. Per the state's requirements, some of the other scholarships or grants originally offered to the learner may be reduced if there is not sufficient need.

## Cal Grant B

First-time recipients: Contact the California Student Aid Commission, CSAC, for the specific details.

### Qualifications

1. California resident
2. Graduated from a California high school
3. Learner's high school GPA meets the requirement set by the state.
4. Family's income and assets are under the ceilings established by CSAC for that school year.
5. Enrolled at least half time (6 units) per semester.
6. Learner is not already receiving a scholarship/grant that covers the price of tuition.

### Yearly Amount

Learners in their first year of college typically are only offered the Cal Grant B Access/Subsistence award of \$1,473 for the 2013–14 award year (\$735 for fall, \$736 for spring). Award amount is prorated if enrolled less than full time (9–11 at 75%, 6–8 units at 50%).

**How to Apply**

1. Complete the FAFSA (for the appropriate school year) by the March 2 deadline.
2. Complete the GPA Verification Form (for the appropriate school year) by the March 2 deadline.

**Disbursement**

Once the learner's admitted into an eligible program and financial aid files are complete, financial aid usually disburses into the learner's UC account during the first six weeks of the semester or later depending on when documentation is received.

**To Retain Eligibility**

1. Must be enrolled at least half time (6 units) per semester.
2. Must maintain Satisfactory Academic Progress.
3. Must have remaining eligibility per the state.
4. Must meet the state's financial eligibility requirements.
5. In conjunction with other scholarships/grants received, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. Per the state's requirements, some of the other scholarships or grants originally offered to the learner may be reduced if there is not sufficient need.

**Renewal recipients:** Contact the California Student Aid Commission, CSAC, for the specific details.

**Qualifications**

1. Must have met the qualifications to receive the grant in a previous school year.
2. Must be enrolled at least half time (6 units) per semester.
3. Must maintain Satisfactory Academic Progress.
4. Must have remaining eligibility per the state.
5. Must meet the state's financial eligibility requirements.
6. In conjunction with other scholarships/grants received, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. Per the state's requirements, some of the other scholarships or grants originally offered to the learner may be reduced if there is not sufficient need.
7. Learner is not already receiving a scholarship/grant that covers the price of tuition.

**Yearly Amount**

After the initial year, Cal Grant B recipients are generally eligible to receive the full Cal Grant B award, estimated to be \$9,223 for the 2013–14 award year (\$4,612 for fall and \$4,611 for spring), in addition to the Cal Grant B Access/Subsistence award of \$1,473 (\$737 for fall and \$736 for spring). Award amounts are prorated if enrolled less than full time (9–11 at 75%, 6–8 units at 50%).

**How to Apply**

Complete the FAFSA for the appropriate school year (prior to fall enrollment).

**Disbursement**

Once the learner's admitted into an eligible program and financial aid files are complete, financial aid usually disburses into the learner's UC account during the first six weeks of the semester or later depending on when documentation is received.

**To Retain Eligibility**

1. Must be enrolled at least half time (6 units) per semester.
2. Must maintain Satisfactory Academic Progress.
3. Must have remaining eligibility per the state.
4. Must meet the state's financial eligibility requirements.
5. In conjunction with other scholarships/grants received, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. Per the state's requirements, some of the other scholarships or grants originally offered to the learner may be reduced if there is not sufficient need.

**How the Cal Grant B Access/Subsistence Award is Processed at UC**

The access grant is designated for costs including living expenses, transportation, supplies, and books. University College policy states that all access grants will be transferred directly to the learner's institutional account and applied toward any owing balance.

The learner has the right to request, in writing, a direct refund of the access grant and that it be excluded from paying the outstanding balance on the student account. If the written request is received after the access grant has already been applied to the student account, any future access grants will be awarded directly to the learner. Please note: This may cause an outstanding balance on the student's account. An outstanding balance will prevent class registration.

**Chafee Grant for Foster Youth**

Please contact the California Student Aid Commission (CSAC) for more information on the qualifications needed, how to apply, yearly amounts, and disbursement information. For more information, please visit <http://csac.ca.gov>.

**Military Discount**

The military tuition discount is available to military service members, and spouses of active or reserve military service members. For the purposes of this tuition discount, military service members are defined as:

- U.S. Air Force—active duty, reserve
- U.S. Army—active duty, Army National Guard on active duty, Army Reserve
- U.S. Navy—active duty, Naval Reserve in active duty status
- U.S. Marines—active duty
- U.S. Coast Guard—active duty, reserve

"Active" is defined as after basic training is complete.

## Outside Aid

All learners are required to report all resources known or expected to be available to them during the period for which they seek financial assistance. These resources include, but are not limited to: scholarships, fellowships, stipends, unemployment earnings (including spouse's, where applicable), and tuition reimbursement. Failure to report these resources can result in delays in receiving aid funds for which the learner may be eligible, cancellation of the award, or even the return of funds already received.

Should any new resources become available, the learner is required to report this information to the Office of Student Financial Services. Withholding or concealing information about these resources may constitute fraud, as the learner may be receiving financial aid to which he or she is not entitled.

### **Important Note**

*Please be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.*

### **Post-9/11 GI Bill**

For up-to-date information regarding eligibility requirements, award amounts offered by the government, and specific details, please contact the VA or visit [www.gibill.va.gov](http://www.gibill.va.gov).

### **Alternative/Private Loans—Students**

The Office of Student Financial Services (SFS) strongly recommends applying for all federal aid/loans first and foremost. Federal loans offer much better interest rates and repayment terms.

Learners who wish to apply for alternative loans must complete a separate online application, have eligibility remaining in their school budget, and be approved by the lending agency. It is the learner's responsibility to notify the Office of Student Financial Services of the approved alternative loan. Alternative loans require that tuition must be paid in full before any refund will be given. Contact the Office of Student Financial Services for more information. It is the learner's responsibility to be in constant contact with his or her lender, to make sure every piece of the application process has been taken care of in a timely manner. Should the alternative loan not process in time, the learner will be responsible for any owing balance that remains on his or her UC account.

### **Disbursement**

Once the learner's admitted into an eligible program and financial aid files are complete, financial aid usually disburses into the learner's UC account during the first six weeks of the semester or later depending on when documentation is received.

### **Repayment**

The chosen lender establishes all terms of the loan, including interest rate, repayment, etc.

## Financial Aid Policies

All financial aid is subject to the continued availability of federal, state, institutional, and private funding. Budget limitations may reduce or eliminate any of the awards described without notice.

### **Deadlines**

Apply early and return all requested/required paperwork well before the session begins. Completing the application process early helps ensure a learner's eligibility for the most financial aid possible. The Office of Student Financial Services (SFS) will always do its best to quickly and accurately process a learner's application for financial aid. However, the ultimate responsibility for accurately completing the FAFSA, submitting completed documents, and finalizing the loan application process in a timely manner is up to the learner. Please do not put it off. Should a learner's financial aid (including loans) not process by the last date of enrollment in that semester, the learner will be responsible for any owing balance that remains on his or her UC account.

### **Admissions File**

To be eligible for financial aid within a given semester, the learner must be fully admitted to the university. A learner who does not complete his or her admissions file by the learner's last date of enrollment will not be eligible for financial aid for that semester.

### **FAFSA**

To be eligible for federal, state, and institutional need-based financial aid within a given semester, the appropriate FAFSA year(s) must be accurately completed (including necessary signatures/e-signatures) and electronically received from the federal government by the Office of Student Financial Services in enough time to process prior to the learner's last date of enrollment. For most learners, this is at least two weeks prior to the learner's last date of enrollment. Completing the FAFSA is the first step in applying for federal, state, and institutional need-based aid. Please also review the "Loans" and "Financial Aid File/Paperwork" deadlines below to ensure that all necessary steps are completed to be eligible for aid in a given semester.

### **Financial Aid File/Paperwork**

To be eligible for financial aid within a given semester, all requested paperwork (tax forms, financial aid forms, etc.) must be accurately completed and received by the Office of SFS by the learner's last date of enrollment. For most learners who attend the entire school year, this is the last day of the spring semester. If the learner ceases attendance, the deadline to submit all completed paperwork is the last day of the semester he or she did attend.

### **Loans**

To be eligible for loans in a given semester, a learner must complete the application process by the learner's last date of enrollment—specifically, but not limited to, "accepting" the student loan(s). Similarly, for a learner to be eligible for a Parent PLUS loan, the PLUS loan application steps must be completed by the learner's last date of enrollment.

Although a majority of the loan process can be completed online, please do not wait until the last moment. Should the student's loans not process by the last date of enrollment, the learner will be responsible for any owing balance on his or her UC account.

### **What happens if a learner's admissions file and/or financial aid file are not complete by the first day of the semester?**

UC reserves the right to cancel all financial aid for a learner who has not completed his or her admissions file and/or financial aid file by the first day of the semester. Should the learner later submit the necessary documents by the deadlines listed above, the learner may be re-evaluated for financial aid eligibility (dependent on budgetary funding still available at that time). UC does not guarantee any of the aid previously offered will still be available.

### **Financial Aid Packaging**

University College offers financial aid in the form grants and loans. In order to serve the large number of learners needing financial assistance, the university coordinates various elements of each learner's financial aid program. This "packaging" approach may include assistance from two or more sources of financial aid. The university's goal is to award all applicants the maximum grant and loan for which they qualify within the restrictions of federal and state guidelines and institutional policies.

### **Keeping in Touch**

The university will attempt to inform learners about deadlines and procedures, but the final responsibility for the timely filing of the FAFSA and related documents is the learner's. The learner must notify the Office of Student Financial Services regarding changes in financial situation, marriage, loss of a job, change in class load, withdrawal from school, or change of address. In order to contact the Office of Student Financial Services, a learner may write, call, or come in person.

### **Minimum Enrollment**

Award amounts are based on an academic load of 12 units per semester at UC.

- Learners carrying between 9–11 units will have grants prorated at three-quarter rate.
- Learners carrying between 6–8 units will have grants prorated at half-time rate.
- Learners with fewer than 6 units will not qualify for federal loans.

### **Nondiscrimination**

Student Financial Services does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures.

### **Release of Records**

It is understood that by applying for financial aid, the learner grants the Office of Student Financial Services the right to release the learner's grades and enrollment records to scholarship, state, federal, and loan agencies as needed.

### **Satisfactory Academic Progress**

Learners who wish to receive financial assistance must be in good academic standing and make satisfactory academic progress toward their degree or certificate program, in addition to meeting other eligibility criteria.

#### **A. Quality of Progress—"Good Academic Standing"**

- Learners requesting aid must maintain a minimum cumulative 2.0 grade-point average.
- Grade-point averages are reviewed at the end of each semester.
- Learners who fail to maintain the minimum grade-point average will be given one semester of "Aid Warning" in which they must earn a 2.0 cumulative grade-point average, or they will be suspended from aid programs.

#### **B. Quantity of Progress—"Unit Completion Requirement"**

- Learners requesting aid must make progress toward their degrees as follows:

Learners must complete at least two-thirds (67%) of all units in which they originally enroll from the time of first online participation in their program at UC. Thus, a first-term UC learner who originally enrolls in 12 units, withdraws from 3 units, and successfully completes the remaining 9 units, would be meeting the quantitative measure requirement since the learner passed at least two-thirds (67%) of the units in which he or she originally enrolled.

Unit completion is reviewed at the end of each academic semester. Only passing grades (*A, B, C, D, and Credit*) count as successful completions. Incomplete or other grades (*F, In-Progress, No Credit, and Withdrawal*) that do not result in earned credits will not count as completions, but will count as attempted in the federal SAP calculation to determine completion ratio.

#### **C. Quantity of Progress—"Maximum Time Frame"**

- Learners requesting aid are expected to complete their academic program within a reasonable time frame (including transfer units) as follows:
  - Certificate program—Learners will not be eligible to receive aid after completing their 24<sup>th</sup> unit
  - A.A./A.S. program—Learners will not be eligible to receive aid after completing their 90<sup>th</sup> unit
  - B.A./B.S. program—Learners will not be eligible to receive aid after completing their 180<sup>th</sup> unit

**SAP Cancel**—When the status is SAP CANCEL (ineligible), the student will no longer qualify for financial aid

- If the learner has not reached the required 67% completion ratio after Warning period.
- If the learner has not met the 2.0 GPA requirement after Warning period.
- When the learner reaches maximum time frame of 150% of published program requirements.

**How do you regain eligibility?**

- **Appeal**—If extenuating circumstances during specific terms of enrollment caused the student to not earn all attempted credit hours, or maintain the minimum GPA, the student may file a *SAP Appeal*.
  - Examples of extenuating circumstances include, but are not limited to: unexpected death or major hospitalization of an immediate family member, extended hospitalization or medical condition of student, house fire, or a victim of a violent crime. Unexpected employment or work issues beyond the student's control may be considered on a case by case basis. The appeal should address and document these extenuating circumstances **and** describe how the circumstances have changed so that the student is in a better position to be academically successful.

**D. Appeal Process**

- To make an appeal, submit the SAP Appeal Form and required documents to Student Financial Services

**Stacking Financial Aid**

Federal, state, and institutional regulations (or policies) sometimes restrict how much financial aid a learner can receive. The following policies are provided in an effort to help prevent any confusion or frustration that may result from an award being reduced or eliminated.

**Step 1—Cost of Attendance (COA)**

**Question:** Can a learner's aid exceed his or her Cost of Attendance (COA)?

**Answer:** No.

**In what order will aid be reduced?** Institutional aid will be reduced first, then either outside, state, and/or federal.

**Step 2—Cal Grant**

**Question:** What if a learner has a Cal Grant as part of his or her award?

**Answer:** Per California Student Aid Commission policy: "Total grant aid along with the Cal Grant cannot exceed NEED."

**Definitions:** Grant aid is any free money. NEED = COA minus EFC.

**In what order will aid be reduced?** Institutional aid will be reduced first, then either outside, state, and/or federal.

**Step 3—Institutional aid for APU faculty/staff or tuition exchange award recipients is limited to \$6,750.**

**Question:** What is the maximum amount to which recipients of APU faculty/staff tuition benefit or tuition exchange can stack their institutional aid?

**Answer:** Up to \$6,750.

**Order of stacking:** Academic, faculty/staff or tuition exchange

**Definitions:** Faculty/Staff Tuition Benefit and Tuition Exchange Award are considered institutional aid.

**Restrictions which may limit the amount to under \$6,750:** See steps 1 and 2.

**Step 4—Institutional aid can stack up to cost of attendance.**

**Question:** What is the maximum amount to which I can stack institutional aid?

**Answer:** \$25,000. Generally, institutional aid can only be stacked up to \$25,000. These amounts will vary depending on enrollment status and other factors.

**Restrictions which may limit the amount to under \$25,000:** See steps 1, 2, and 3.

**Verification**

Each year, the federal government randomly chooses about 30% of all FAFSA applications for a process called verification. The law requires colleges to obtain information from the family that confirms the accuracy of the information that was reported on the FAFSA (e.g., signed tax forms, verification worksheets, etc.) Beyond those applications selected for verification, the law requires colleges to also request further documentation when a FAFSA application and/or subsequent paperwork appears incomplete or inaccurate. A learner is not eligible to receive federal, state, and/or institutional need-based aid until all required paperwork has been submitted.



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## Reservation of Rights

University College reserves the right to change any of its policies without prior notice, including, but not limited to: tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and degree requirements, and admissions standards and policies. The university further reserves the right to refuse admission to any applicant and to disqualify, discontinue, or exclude any learner.

This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be controlling regardless of any policies stated in a previous catalog received by the learner upon his or her admission.

This catalog and each subsequent catalog are supplemented by the rules and regulations stated on the University College website and information/resource areas in the learning management system. Where conflict exists between any of these sources, the most recent rule, regulation, or policy will be controlling.

## Academic Integrity

The mission of University College includes cultivating in each learner not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is, therefore, part of the mission of the university to nurture in each learner a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the learner and a professor, but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university.

The maintenance of academic integrity is the responsibility of each learner at University College and each learner is responsible for understanding and upholding the Academic Integrity Policy. Learners should familiarize themselves with the expectations specified by the professor in each class concerning what is and is not permitted, especially in matters of group projects, reports, and the attribution of research to sources (citations). Academic dishonesty includes, but is not limited to:

**Plagiarism:** UC has adopted the Publication Manual of the American Psychological Association (APA) as the primary guiding for all coursework submitted unless otherwise communicated in writing by a course instructor. The APA manual provides a full description of plagiarism and self-plagiarism. Learners are responsible for compliance with the ethical code, but simply stated, plagiarism is the intentional or unintentional presentation in writing or orally of another person's work to include words, ideas, or any other information as one's own original work without providing proper credit as specified by the ethical code. UC upholds research excellence and strongly encourages learners to provide ample support for claims in the research or academic process. Providing support and credit to others signifies the breadth and depth of a learner's accumulated knowledge base and therefore learners should strive for excellence in their research and all academic coursework.

**Self-Plagiarism:** Another form of plagiarism occurs when a student uses information from a paper previously written and resubmits it in another assignment or course without acknowledgement. In reality a student is academically 'double-dipping'—seeking to receive credit for work already submitted. Such unauthorized and uncited reuse of a student's academic work is considered self-plagiarism and carries the same consequences as other forms of plagiarism. Therefore, before reusing material from previous papers for assignments, learners must:

1. Receive prior written permission from the instructor to reuse information from previous work. Instructors may ask to view the material to be reused and have the authority to decide whether or not to accept this work in fulfillment of their course requirements. Permission is inferred when the assignment instructions specifically articulate the use of previous work, such as when an assignment builds on previous work within the same class.
2. If permission is received, limit the reuse of previously submitted work to no more than 20% of the new assignment (i.e., a paper must include at least 80% new material). In special cases, learners may exceed the 20% limit with written permission by the instructor.
3. Cite the material previously used in the paper in accordance with APA format. Learners must cite themselves as the previous author and include a reference entry even though it is information that the general reader may not be able to access. Learners should use this format when referencing their work:

Author, A. B. (Year). Title of paper. Unpublished paper, Course prefix/Number—Title of course, University Name, City, State.

**Cheating:** Using or attempting to use unauthorized material, information, or study aids in any academic exercise including unauthorized collaboration

**Fabrication:** Falsification or invention of any information or citation in an academic exercise

**Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty, or allowing someone else to represent your work

By virtue of their registration at University College, learners agree to uphold the following pledge: "As a learner at this Christ-centered university, I will uphold the highest standards of academic integrity. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do. I will conduct myself responsibly and honorably in all my academic activities as a University College learner."

Sanctions for first violations are determined by the instructor of record in consultation with the Discipline Chair or designee, if the violation is not flagrant, and may include an *F* in the class, an *F* on the assignment, or a less-severe action based upon the nature of the violation.

The standard sanction for a repeated offense or for a flagrant violation (e.g., submitting a purchased paper or allowing someone else to represent you online) is suspension or dismissal from the university. All flagrant violations will be referred to the Discipline Chair or designee. Learners may appeal a sanction they believe to be unfair or unjust as described in the “Grievance Policy” in the catalog.

## Course Numbering System

Courses are identified by a disciplinary abbreviation, followed by a three-digit course number. The course number indicates: 001–099, remedial (no credit toward any degree); 100–299, lower division; 300–499, upper division.

The course abbreviations are as follows:

ACC	Accounting
APBL	Applied Bible
APSY	Applied Psychology
ART	Art
BIBL	Biblical Studies
BIO	Biology
BMGT	Business and Management
BUS	Business
CHEM	Chemistry
COMM	Communication Studies
CS	Computer Science
DMK	Digital Marketing
ECO	Economics
ENG/L	English
ENT	Entrepreneurship
GLM	Global Logistics Management
HCM	Healthcare Management
HDEV	Human Development
HIS	History
HLTH	Health
HRM	Human Resources Management
HSCI	Health Sciences
ISM	Information Systems Management
LEAD	Leadership
MATH	Mathematics
MGT	Management
PHIL	Philosophy
PHYS	Physics
REL	Religion
SPAN	Spanish
STAT	Statistics
UC	University College Foundations Course

## Academic Calendar

The academic year consists of three 16-week semesters, each of which includes two 8-week sessions. All courses will be 8 weeks in length and most will carry 3 units of credit. The academic calendar can be accessed on the University College’s Course Portal website.

## Registering for Classes

Learners must be admitted to the university, meet payment deadlines, and participate in advising prior to registering for classes.

## Administrative Withdrawal Policy

Learners are expected to complete the following two steps in order to stay enrolled in their courses through the first week of the class:

- 1. For online learners, log in to each course during the first week of class. For face-to-face learners, attend the first night of class.** Those who fail to log in or attend class will be administratively dropped unless other arrangements are made with the instructor prior to the first day of class.
- 2. Submit a homework assignment.** In addition to logging into their courses, online learners must also submit an assignment, activity or forum for grading by 8 a.m., Monday, beginning Week 2, in each class. Failure to do so will result in an administrative withdrawal from the course.

Note: For information related to financial aid, please see “Refund Policy” in section 4, “Financial Aid,” of the catalog.

## Adds/Drops

The add/drop period allows learners to make changes to their class schedules.

- Learners who do not log in during Week 1 or do not attend the first night of class, are administratively dropped and refunded 100%.
- Learners who log in or attend during Week 1 and also drop during Week 1 are refunded 100%.
- Learners who withdraw during Week 2 (course up to 25% complete) are refunded 50%.
- Learners who withdraw after Week 2 (course more than 25% complete) are charged full tuition.

## Credit Hours

In accordance with U.S. Department of Education regulations, a University College undergraduate unit will represent a minimum of 37.5 clock hours devoted to academic activities. Accordingly, a learner enrolled in one 8-week, 3-unit course will spend about 14 hours per week engaged in active learning (37.5 hours x 3 units ÷ 8 weeks = 14 hours per week). A learner enrolled in one 8-week, 4-unit course will spend about 18.75 hours per week engaged in active learning (37.5 hours x 4 units ÷ 8 weeks = 18.75 hours per week).

## Study Load

The maximum study load for UC students is 18 units per semester, provided they are on good academic standing and have maintained a 3.0 or higher cumulative grade-point average. Students with less than a 3.0 cumulative GPA requesting approval to register for more than 12 units per semester must petition the Discipline Chair or designee. Students on academic probation are not able to register for more than 12 units per semester. (For further information, see Academic Probation section.)

## Concurrent Enrollment Policy

Learners wishing to take courses at another institution while enrolled at UC should obtain prior approval from the registrar if the coursework is to be considered for transfer to UC. UC is developing articulation agreements with several colleges. Learners can check with the registrar for an updated list of pre-approved classes. All other classes must be approved. Without prior written approval from the registrar, transfer credits may be denied.

## Grading

Grades are based on daily work, classroom projects, and examinations. In all courses, except those designated as credit/no credit, scholarship is ranked as follows: *A*, exceptional; *B*, superior; *C*, average; *D*, poor; *F*, failure; *I/IN*, incomplete; and *W*, withdrawal. Grade type (*A–F* versus credit/no credit) cannot change unless official course change has been approved by the appropriate council prior to the course being offered for a particular session. Unit values for a course cannot be changed from the published values. For each credit in which the learner is enrolled, points are awarded according to the grade earned as follows:

<i>Grade A</i>	4.0 points	
<i>Grade A-</i>	3.7 points	
<i>Grade B+</i>	3.3 points	
<i>Grade B</i>	3.0 points	
<i>Grade B-</i>	2.7 points	
<i>Grade C+</i>	2.3 points	
<i>Grade C</i>	2.0 points	
<i>Grade C-</i>	1.7 points	
<i>Grade D+</i>	1.3 points	
<i>Grade D</i>	1.0 point	
<i>Grade D-</i>	0.7 points	
<i>Grade F</i>	0 points	
<i>Grade W</i>	0 points	Withdrawal
<i>Grade I/IN</i>	0 points	Incomplete
<i>Grade NC</i>	0 points	No Credit
<i>Grade CR</i>	0 points	Credit
<i>Grade IP</i>	0 points	In progress
<i>Grade P</i>	0 points	Passing

## Incomplete Grades

The grade Incomplete (*I/IN*) is given only under special circumstances such as a verifiable serious illness. An *I* grade may be given upon recommendation of the instructor with the permission of the appropriate Discipline Chair. To obtain an incomplete, the learner must fill out an official incomplete form available in the Course Portal, and obtain necessary signatures/approval. An incomplete may be granted for up to four weeks from the final date of the course. Incomplete coursework not made up within the allotted period will not be counted toward the final grade.

## Learner Participation

University College sees active participation in the course as a means to build an effective learning community. Learner engagement with other learners and the facilitating instructor is foundational to a successful academic experience.

Adult learners who dialog with their classmates and instructor on a regular basis (and in a meaningful fashion) typically do well in class (face-to-face or online). Relationship building can occur in many ways, including (but not limited to) participation in discussion forums, through group assignments, and in course chat rooms. Instructors are available for more personal discussions as well. Academic growth and development is achieved not only through the completion of scholastic work but also through participating in the academic community.

## Late Work Policy

### For Online Courses:

Assignments are considered late if they are not posted by either the stated time for any given assignment or by 11:59 p.m. Pacific Standard Time (PST) on the day they are due. *Late assignments receive a 20% deduction for each day they are late, beginning one minute after the assignment is due, with no work accepted after 48 hours of the original due date with the exception of the final week, which ends on Friday at 11:59 p.m. PST.* No late work is accepted after Friday of Week 8. Late work will not be accepted for online discussions after the close of the week.

Technological issues are not considered acceptable excuses for late work. Always back up your work and have a plan for submitting assignments even in the case of computer problems or lost Internet access.

Graded assignments are due on the days listed in the Course Calendar. All deadlines refer to Pacific Standard Time. The UC course week begin on 8:00 a.m. PST Monday and ends at 7:59 a.m. PST the following Monday, with the exception of the final week, which ends on Friday at 11:59 p.m. PST. Therefore, no late work is accepted after Friday of Week 8.

Learners who have experienced a situation such as extended hospitalization or death in immediate family may submit a Late Work Petition.

Learners may not make up threaded discussions, which are time sensitive.

### **For Face-to-Face Courses:**

Assignments are considered late if they are not submitted at the beginning of the class session. *Late assignments receive a 20% deduction for each day they are late, beginning one minute after the assignment is due, with no work accepted after 48 hours of the original due date/time, with the exception of the final week, which ends at the end of the final class session.* No late work is accepted after the end of the final class session.

Technological issues are not considered acceptable excuses for late work. Always back up your work and have a plan for submitting assignments even in the case of computer problems or lost Internet access.

Learners who have experienced a situation such as extended hospitalization or death in immediate family may submit a Late Work Petition.

### **Repeated Courses**

Learners may repeat courses at University College. All grades will remain on record but only the most recent will be calculated into the learner's grade-point average. The units will be counted for credit only once, which may impact financial aid. Learners may not repeat a course more than twice at UC. If a repeated class is taken at another institution, both the grade and the units of the repeated class will be transferred (providing the class meets the guidelines for transfer). The original grade in the UC class will remain on the record and remain as part of the GPA calculation. However, the units for the class taken at UC will remain on the record but will not be counted towards the units needed for graduation. Learners who choose to repeat courses at other institutions may be required to complete more than the minimum required units to earn their degree.

### **Transfer Work**

University College accepts academic credits transferred from other colleges or universities according to the following criteria:

- The college or university must be an institution of higher education accredited by a regional accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). These accrediting bodies mandate assessment and other quality control systems that give UC a high level of confidence in their programs.
  - Up to 18 units of Bible/Ministry/Theology coursework from ABHE and/or ATS accredited institutions may be accepted for transfer to satisfy the Bible General Studies requirement or general electives.
- Learners must have completed the transferred courses earning a minimum grade of C- (or P if the courses were offered on a pass/fail basis).
- UC can give credit for no more than 70 units of junior or two-year college work, and there is a maximum of 90 units that may be accepted from a four-year institution. No upper-division credit can be allowed for courses taken at a junior or two-year college.

- The transferred courses must apply to a University College degree program as the equivalents of required courses (i.e., providing a similar knowledge base and/or competencies) or as appropriate electives.
- UC will accept no more than 15 units toward general elective requirements for learners pursuing associate's degrees, and no more than 30 units toward general elective requirements for learners pursuing bachelor's degrees (additional units may be applied to LIBS and BSOL).
- Enrolled UC learners who would like to transfer coursework into UC must submit a Transfer Inquiry Form to the Office of the UC Registrar and receive approval before registering for a class at another institution.
- Learners who transfer credits from non-English-speaking countries must provide UC with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive evaluation of the transcripts performed by Global Credential Evaluators ([www.gcevaluators.com](http://www.gcevaluators.com)) or some other service approved by UC. A copy of the transcript in the native language must accompany the certified translation.
- University College does not grant university credit for remedial coursework, college orientation, high school level courses (apart from the Advanced Placement program described below), or General Education Development (GED) tests.
- UC does not grant credit for duplicated courses (e.g., Beginning Composition completed at one college and Freshman English completed at another).
- UC awards transfer credit on a 4.0 grading scale. Quarter units will be converted into semester units.
- If a course has been repeated for credit, the last grade earned will be used in the evaluation of the acceptance of credit.
- UC will evaluate courses and service completed through the Armed Services and may grant credit for such courses. Credit is typically based on the recommendations from the American Council on Education (ACE).

In order to secure transfer credit, applicants must submit to the registrar official transcripts from the institutions attended. An official transcript is one that University College receives unopened in an envelope sealed by the issuing institution(s) and that bears the official seal of that institution. UC reserves the right to request that the transcript be sent directly from the issuing institution(s). See also the "Transfer Applicants" and "General Education Information for Transfer Students" sections of the Admissions Policies for additional information.

## Flexible Learning Pathways

University College acknowledges and values the formal and informal learning that adult learners bring into the classroom, and believes that appropriate experiences should be credited and recognized. To this end, UC has established various opportunities for the learner to demonstrate his or her proficiency in a given area.

Universities commonly accept various pathways for credit which, when assessed properly, validates an individual's mastery or proficiency in a given field of interest. University College endorses the following pathways for credit demonstration:

1. National standardized exams in specified disciplines, e.g., Advanced Placement (AP) exams, College Level Examination Program (CLEP) tests, DSST (DANTES Subject Standardized Tests), or International Baccalaureate (IB) Program credits;
2. Evaluated non-college programs, such as the American Council on Education (ACE) evaluations of college and military training;
3. Individualized assessments, particularly portfolio-based or other evaluations, such as those recommended by CAE;
4. Industry standard certificates or workforce development training (such as Peace Officers Standards and Training), State Fire Training Academies, Society of Human Resource Management (SHRM) certificates, and other waivers, normally based on industry recognized certificates. The granting of such credit is determined by the Academic Dean or designee.

It should be noted that credit granted through "other credit opportunities" do not count toward UC residency requirements. Specific discipline and prerequisite requirements must be followed. Contact the Discipline Chair or designee if there is any question regarding credit transfer.

### **National Standardized Exams**

College credit may be earned through competency examinations. These examinations are recognized by the university: Advanced Placement (AP) Tests, the College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST) and the International Baccalaureate (IB) Program.

Credit is granted to learners who score a three or higher on an AP Test and to those who meet the minimum standard requirements in CLEP subject area tests, or on the IB higher-level exams. Learners may earn a maximum of 30 units toward an UC degree from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university. Please refer to the Credit by Examination section (pages 11-14) for additional information.

### **American Council on Education (ACE) Evaluations of College and Military Training**

The American Council on Education (ACE) connects professional training to university credit. This is a benefit to the adult learner by facilitating and accelerating the "time to degree" completion process. ACE credit is typically accepted for General Studies Core requirements, as well as for elective areas, and special cases will be evaluated on a case-by-case basis.

University College will also evaluate credit for both military service and military coursework for academic credit using ACE guidelines. Accepted military service and military coursework can be awarded for General Studies Core courses and electives.

The Academic Dean or designee will determine the number of ACE units that can be accepted in transfer.

### **Individualized Assessments (Professional/Technical Coursework)**

#### **Portfolio-Based-Sponsored Learning**

Sponsored learning is a term used to describe documented training from a specific organization which has not previously been awarded college credit from an accredited educational or professional institution. At UC, sponsored learning is deemed "Professional/Technical" coursework (a.k.a. - "Pro/Tech") and is usually related to on-the-job training, noncredit extension coursework, coursework completed at a vocational school or non-accredited postsecondary institution, and various certifications or licensing processes that require formal training (real estate, computer repair, insurance, pilot, cosmetology, etc.). If a student receives multiple awards for Pro/Tech submissions, they will be placed into a portfolio. UC awards college credit for these types of prior learning experiences because students are likely to have acquired college-level subject knowledge and skills. As such, the burden is on the student to document the learning in a way that demonstrates college-level learning outcomes, so that the credit is awarded for the learning that took place, rather than merely for the experience itself. Recognizing that a great deal of college-level knowledge and abilities already exists in many adult students, UC believes that this knowledge simply needs to be brought out into the open and documented for credit through the assessment process. As such, this credit exchange theory is incorporated into the sponsored learning aspect of our PLA programs. Through the process, students simply identify and document learning experiences, and assessment faculty with the PLA subcommittee deem whether or not the learning outcomes are worthy of credit.

To be eligible to submit Pro/Tech for evaluation, the student must have successfully completed ENG 105, or its equivalent and conferred with PLA faculty. A separate Pro/Tech submission is required for each 3 credit hours attempted. The PLA subcommittee will evaluate each submission, assessing whether the learning outcomes are worthy of credit. These credit hours are acceptable for completion of a baccalaureate degree at UC.

The learners should be aware that an award of these Prior Learning Assessment (PLA) credits may not transfer to other institutions; acceptance of PLA credits is at the sole discretion of the receiving institution. Students interested in Pro/Tech credit should consult with PLA faculty to determine if they are a good candidate for this option. Separate fees (\$40/unit) apply for each Pro/Tech submission.

### **General Criteria Governing PLA Portfolios**

1. Credit for Pro/Tech must be conducted under the direction of a PLA faculty and the PLA subcommittee.
2. If credit is awarded, a passing grade (or *P*) is recorded on the transcript; it is not included in the Grade Point Average (GPA).
3. Pro/Tech coursework can only apply to one award. The same or similar material cannot be used for a second submission.
4. The transcript will identify all successful PLA portfolios as Credit by Prior Learning Assessment.
5. Adult learners must be enrolled students in a degree program, having taken ENG 105 (or its equivalent).
6. Adult learners may submit Pro/Tech twice. If the student fails meet the criteria after two attempts, s/he will not be allowed to submit it further for consideration.
7. Some prior training/coursework may not be eligible for PLA consideration. Contact the PLA faculty for clarification.

### **Experiential Learning Essays: Un-sponsored Learning**

Un-sponsored learning is a term used to describe learning that occurs in the absence of external direction. This learning is typically unplanned, happening outside the bounds of a pre-designed and delivered curriculum. At UC, un-sponsored learning is documented through the writing of experiential learning essays (ELE), which aim to link spheres of education, work, and personal development. Using David Kolb's learning cycle model, students select a significant life experience and reflect on their prior learning through four distinct lenses. This process contributes to their personal growth and development through the acts of reflection, abstract conceptualization and application. Experiential essays are evaluated by faculty assessors and have the potential to earn up to three units of college credit, either in elective or general studies requirements. Students make decisions about what they want to write about, as well as what learning outcomes they would like to have assessed. For these reasons, PLA faculty utilize a developmental theory when assessing un-sponsored learning submissions. Through this process, students enter into reflective and analytical self-assessment of their experience that brings to light significant learning that has taken place. Asked to consider the impact of the experience on their personal development and to think through how the learning might transfer to other settings, the students submit their essays, which are then forwarded on to faculty evaluators who assess whether the learning outcomes are worthy of college-level credit.

Adult learners should be aware that the faculty evaluators are assessing college-level cognition, looking for evidence of intellectual processing, and not just a stating or chronicling of facts or incidences. Credit will only be awarded if conceptual understanding and learning is clearly presented in the essay. A substandard essay will be returned to the learner with feedback and the learner will have to resubmit (including the evaluation fee charge of \$40/unit). If the student fails after two attempts, s/he will not be allowed to submit it further for consideration.

### **General Criteria Governing Experiential Learning Essays (ELE)**

1. Credit for Experiential Learning Essays must be conducted under the direction of a PLA faculty and the PLA subcommittee.
2. If credit is awarded, a passing grade (or *P*) is recorded on the transcript; it is not included in the Grade Point Average (GPA).
3. The ELE topic may only be used once. The same or similar material cannot be used for another essay submission.
4. The transcript will identify all successful PLA ELEs as Credit by Prior Learning Assessment.
5. Adult learners must be enrolled students in a degree program, having taken ENG 105 (or its equivalent).
6. Adult learners may submit an ELE twice. If the student fails after two attempts, s/he will not be allowed to submit it further for consideration.
7. Some prior Experiential Learning Essay topics may not be eligible for PLA consideration. Contact the PLA faculty for clarification.

**A maximum of 30 undergraduate credits may be awarded through Portfolio-Based or Experiential Learning Essays. This applies to undergraduate credit only. Please note that the work reflected on the transcript may or may not be accepted by a receiving institution.**

### **Petition Process**

A petition process exists for learners who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition forms are available online or from the Office of the UC Registrar. Approval for petitions will be granted only in unusual cases where extenuating circumstances are evident and can be substantiated.

### **Normal Progress Toward a Degree**

The minimum number of credits for an Associate of Arts (A.A.) or Associate of Science (A.S.) is 60; and for a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.), 120. Twelve (12) units per semester constitute a minimum, full-time load and normal progress toward a degree. If an A.A. or A.S. learner successfully completes two courses per 8-week session, he or she would complete the associate's degree in 20 months. Learners could attain a bachelor's degree in 40 months taking an average of 12 units per semester.

## Classification of Students

The following system for student classification is used by the university:

Freshman	0–27 units
Sophomore	at least 28 units
Junior	at least 60 units
Senior	at least 90 units

Senior classification does not ensure graduation. All requirements for a degree must be satisfactorily met in order to graduate. Freshmen and sophomores have lower-division standing. Juniors and seniors have upper-division standing.

## Dean's List Criteria

Learner must be registered for a degree program, be enrolled full time in the semester, and achieve a 3.5 or higher GPA for the current semester.

## Academic Probation and Academic Dismissal

Learners will be placed on academic probation if their cumulative local GPA falls below 2.0 after one semester. After the end of the second consecutive semester with a cumulative local GPA under 2.0, students will be dismissed and are eligible to reapply via academic petition after two semesters.

Learners placed on academic probation will be allowed to register for 12 units per semester (6 units per session) while on probation.

Learners who receive all *W* grades for one semester will be issued an unsatisfactory progress warning. Learners who receive all *W* grades for a second subsequent semester will be administratively withdrawn from the university.

Learners must petition to return to the university. The petition must include an explanation of past lack of progress and a plan for future success.

## Re-application after Academic Dismissal

A learner who has been dismissed for academic reasons may petition to return to University College for the following semester. The petition must state:

1. Intentions to maintain acceptable academic standing.
2. Strategies for probable success.

If the petition to return is approved, the learner's probationary status will be monitored regularly thereafter to ensure that the learner is making satisfactory progress in remedying grade deficiencies. Failure to maintain a 2.0 grade-point average with any grades of *D*, *F*, or *W* at this point will result in disqualification from further study at UC. A second academic dismissal may not be appealed and the learner must proceed through the re-admission and re-enrollment process for consideration of further study at University College. Such consideration can be granted after the learner demonstrates academic success at another institution for a minimum of two semesters of core academic classes of 6 units each. Re-enrollment is not guaranteed.

## Withdrawal from Courses

A learner may withdraw from class without grade penalty at any time after the add/drop period throughout the end of the 5<sup>th</sup> week of the session. The learner must submit a Course Withdrawal Form using their university email credentials. Learners are advised to contact student support services prior to withdrawing to discuss potential withdrawal penalties. The learner will then receive a *W* (withdrawal) grade in that course. A learner who never attends or stops attending a course for which he or she is officially registered without following the accepted procedures may receive a failing grade in that course. See also "Refund Policy" under Financial Information.

## Withdrawal from the University

A learner who, for any reason, finds it necessary to withdraw from the university during the course of the session must complete the University Withdrawal Form and must notify a student support staff member to complete the exit review process. Failure to comply with these regulations will mean that failing grades will be entered on the student's record and dismissal will be recorded as dishonorable. See "Refund Policy" under Financial Information.

In matters of disciplinary action resulting in suspension or dismissal from the university, a written statement will be sent from the Discipline Chair or designee informing the learner of the action. That administrator will also notify the registrar regarding the learner's status and authorize proper withdrawal from classes. Dismissed learners will not receive tuition refunds except by administrative action.

## Leave of Absence

Undergraduate learners may request to take a leave of absence from enrollment in classes for up to three semesters by notifying their designated student support staff member.

## Student Records Policy

The Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment or FERPA, provides that students shall have the right of access to their educational records; and with limited exceptions, educational institutions shall not release educational records to nonschool employees without consent of the student unless specifically permitted by law. "Students" as used in this notice includes former students.

## Release of Transcripts

Transcripts of University College coursework are available by request approximately two weeks after the completion of courses. A form is available on the website. Transcripts, diplomas, and/or verification of degrees will not be released until all financial obligations to the university are met.

## Right of Access

With a few exceptions provided by law, learners at University College may see any of their educational records upon request. In general, access will be granted immediately upon request to the record custodian, but if delay is necessary, access must be granted no later than 45 days after request. Learners further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records. Learners may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. University College may not require learners to sign a waiver of their right of access to their records, but learners should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.

## Disclosure of Student Records

With certain exceptions provided by law, University College cannot release information concerning learners, other than directory information, from their education records to anyone other than university officials without the written consent of the learner. Learners and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and to which parties the releases should be made. The learner's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of learners who are dependents for federal income tax purposes. Parents requesting information regarding dependent learners must demonstrate federal income dependency by submitting their most recent federal income tax return.

The university has designated the following categories as directory information, which may, at the university's discretion, be released to the public without consent of the learner: learner's name and maiden name, address, email address, telephone number, fax number, date and place of birth, major field of study and courses taken, participation in officially recognized activities, dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, current class schedule, employer, church membership, photographs, and parents' names, addresses, and telephone listings. It is the general policy of the university not to release directory information regarding its learners unless, in the judgment of the appropriate record custodian or other officials with record access, such release either serves a legitimate educational purpose or is not adverse to the interests and privacy of the learner. However, the learner may request that certain categories of directory information not be released to the public without his or her written consent. Such requests shall be submitted in accordance with the learner records policy of the university.

This notice is not intended to fully explain learners' rights under FERPA. The Office of the UC Registrar maintains copies of the official University College Student Records Policy, which contain detailed information and procedures with regard to these rights. Learners may obtain a copy of the written policy upon request to the Office of the UC Registrar. Any learner alleging failure of the university to comply with FERPA may file a complaint with the Family Educational Rights and Privacy Act Office (FERPA), United States Department of Education, 4511 Switzer Building, 330 C St. SW, Washington, D.C. 20201.

## Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords learners certain rights with respect to their education records. These rights include:

1. The right to inspect and review the learner's education records within 45 days of the day the university receives a request for access. Learners should submit to the registrar, Director of Academic Operations, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the learner 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 learner of the correct official to whom the request should be addressed.
2. The right to request the amendment of the learner's education records that the learner believes is inaccurate, misleading, or in violation of privacy rights. Learners may ask the university to amend a record they believe is inaccurate, misleading, or in violation of privacy rights. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of privacy rights. If the university decides not to amend the record as requested by the learner, the university will notify the learner of the decision and advise the learner of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the learner when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the learner's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is (1) a person employed by the university in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); (2) a person serving on the Board of Trustees; (3) a learner serving on an official commitment, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or (4) a person employed by or under contract to the university to perform an assigned task on behalf of the university. A school official has a

“legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is (1) performing a task that is specified in his or her job description or contract agreement; (2) performing a task related to a learner’s education; (3) performing a task related to the discipline of a learner; (4) providing a service or benefit relating to the learner or learner’s family (such as health care, counseling, job placement, or financial aid); or (5) disclosing information in response to a judicial order or legally issued subpoena.

Another exception is that the university discloses education records without consent to officials of another school in which a learner seeks enrollment or intends to enroll, upon request of officials of that other school.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by state 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, D.C. 20202-4605**

## Expectations for Student Behavior in the Learning Environment

### Faculty Expectations, Rights, and Procedures

The learning environment is under the domain of the instructor who is responsible for maintaining a safe learning environment for all learners in his or her classes. The learning environment is not limited to the virtual classroom, but also includes any other communication related to the academic enterprise.

In an effort to create an environment conducive to learning, learners may challenge the faculty member’s position or approach, as long as this inquiry is done with civility, respect, and professionalism. It is never appropriate for a learner to personally attack, threaten, intimidate, or abuse the professor or classmates, either in public classroom discourse or in private communications. Conversely, University College (UC) faculty may not attack or verbally abuse learners, although instructors are expected to critique learner work (as long as it is conducted in a professional and civil manner) within the context of the coursework.

### Guidelines for Student Behavior

Learner behavior that includes making threats against instructors or other learners, or endangers the safety of others, may result in immediate dismissal from the university and the university contacting local law enforcement.

### Guidelines for Online Communication

Free discussion, inquiry, and expression are encouraged in every class. The ability to communicate effectively and professionally is especially critical in an online educational environment where other cues such as verbal tone and facial expression are absent. Communication guidelines for members of the online learning community are critical for creating an environment conducive to learning. These guidelines, commonly called “netiquette,” include the following for both learners and instructors:

- **Be Courteous:** Since your emails, texts, and posts are the only means of communicating in an online environment, be aware of what you write. Could your message be interpreted as rude, disrespectful, insulting, or discriminating? How would you view the message if you were to receive it? Extend to others the same courtesy you would want extended to you.
- **Be Encouraging:** The amount of online experience in an online classroom varies from person to person. Some learners may spend more time observing and reading than posting. Craft your posts in such a way that they provide encouragement for positive and critical conversation.
- **Be Helpful:** Even a well-presented course may not be clear. Sometimes it is easy to get lost among links and other sites. When learners lose their way, offer guidance in the right online direction so they can gain confidence in navigating a course site.
- **Be Patient:** UC works in an asynchronous environment, which means the instructor or other learners may not be online when you are. Be aware instructors have up to 24 hours to respond to an email. If you require immediate attention, it may be helpful to pick up the phone and give the instructor a call. Please do not assume instructors or other learners are ignoring you or are being negligent. Give others the benefit of the doubt you would want others to give to you.
- **Be Respectful:** Treat each other with respect. Read and respond to others in a way that cultivates a positive learning environment. As a member of the learning community, be aware that others learn from your posts and emails. Respectful communication is a foundation for rich learning.

Behaviors that should be avoided include:

- **“Shouting”:** Shouting is when a message is written in all capital letters, and is considered a rude method of communicating. Avoid using all capital letters in your online communications.

Behaviors that are not tolerated include:

- **“Flaming”:** Flaming or cyberbullying is a term of general disrespect. This behavior occurs when a writer “shouts,” curses, bullies, threatens, intimidates, humiliates, or discriminates against other members of the online community. Flaming or cyberbullying will not be tolerated.
- **Prejudicially discriminatory language:** Inappropriate and derogatory statements about race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, and veterans will not be tolerated.

Violations to these guidelines could result in the following disciplinary action:

### Step 1: Notification to Learner

The instructor is to notify the learner within 72 hours of the initial post of the inappropriate behavior in writing. A private email identifying the behavior and explaining why it is inappropriate will be sent to the learner. The email will instruct the learner to reply within 72 hours. The instructor should notify the Discipline Chair or designee, who will in turn notify the Chief Academic Officer.

### Step 2: Institutional Action

If the instructor feels that a “good faith” attempt was made to the learner, and the learner either did not respond in a timely manner or continued to display disruptive behavior toward the faculty and or the class, the faculty member will notify the Discipline Chair or designee within 72 hours of notifying the learner of the inappropriate behavior. The Discipline Chair or designee will in turn notify the Chief Academic Officer.

Depending on the severity of the infraction, the Office of Academic Affairs may choose to respond accordingly:

- Have learners initiate reparations with involved parties as requested by the Office of Academic Affairs.
- Immediate removal from class, with the learner being allowed to complete the class in absentia. A substitute instructor will be designated, and that instructor's grade will be non-negotiable and binding to the learner.
- Immediate removal from class, without monetary refund and without any chance to complete the coursework. A letter from the university will be sent to the learner via email and Certified Mail reiterating the findings of the Director of Student Success and the Discipline Chair or designee. The Certified Mail document will be sent to the learner under both signatures.
- If the learner is enrolled in any other course at UC with a different professor, that professor will be notified of the situation with the disruptive learner. It will then be decided by the Discipline Chair or designee whether to allow the learner to enroll in any additional courses in the university, and a write-up of the occurrence will be put in the learner's file.
- Immediate dismissal from the university. A letter from the university will be sent to the learner via email and Certified Mail reiterating the findings of the Student Success Director and the Discipline Chair or designee. The Certified Mail document will be sent to the learner under both signatures. The learner may petition to re-enroll no sooner than two semesters after the dismissal.
- If the disruptive learner has made overt or covert threats to anyone in the classroom, all learners will be notified, as well as the UC Executive Leadership Team. In addition, the Glendora Police Department and the disruptive learner's local police authorities will also be alerted.

The Registrar will be notified by the Discipline Chair or designee for dismissal processing.

### Step 3: Appeal

See the “Grievance Policy.”

## Grievance Policy

### Overview

University College provides a means by which learners may file a grievance for academic and learner life issues. The process described below should be used after all informal means have been exhausted. In the area of academics, protocol requires that learner concerns or grievances about course content, grading, teaching style, and the like, be taken up first with the professor of the given class. Failure to resolve the matter at that point may require a meeting with the appropriate Discipline Chair or designee.

In the event that the informal procedures including a meeting with the Discipline Chair or designee fails to resolve the problem, the learner may file a formal grievance if a justifiable cause exists. Justifiable cause for grievance shall be defined as any act that, in the opinion of the learner, adversely affects the learner and is perceived as prejudicial or capricious action on the part of any university faculty or staff member or an arbitrary or unfair imposition of sanctions.

To file a grievance, the learner will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought, and submit the document(s) to the Office of Academic Affairs. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below. The grievance procedure shall act as a vehicle for communication and decision making between learners, staff, and faculty, and provide, through prescribed procedures, a process through which a learner-initiated grievance can be resolved internally.

### Organization

#### A. Membership:

Discipline Chair or designee

Course Instructor

Director of Student Success or designee

#### B. Chair: For academic grievances, the Discipline Chair or designee shall preside. For nonacademic grievances, the Director of Student Success or designee shall preside.

#### C. Voting: All members have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.

#### D. Meeting Time: The meeting will be scheduled within seven working days following the filing of a written petition.

**Committee Guidelines and Meeting Format**

- A. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, Discipline Chair, or staff member as appropriate). Except for grade appeals, the learner has no more than 10 working days after meeting with the individual they believe has given them cause for grievance or 15 working days after the incident that occasioned the grievance in which to file his or her written petition. In the case of grade appeals, a written petition must be filed within 30 calendar days after the end of the session in which the grade is received. The formal procedure must be initiated within these time limits. However, the time limit may be extended by the Discipline Chair or designee, at his or her sole discretion, upon presentation of good cause.
- B. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The petition must include:
1. Names of the parties involved
  2. A clear statement of the nature of the grievance
  3. A narrative of the incident including
    - What occurred
    - When it occurred
    - Where it occurred
    - Who was present
  4. The evidence on which the grievance is based
    - Why this constitutes capricious or arbitrary action on behalf of a staff or faculty member
    - What has been done to resolve the grievance
    - The desired outcome/outcomes
    - Any supporting documentation
- C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved.
- D. A meeting of the Grievance Committee will be scheduled to consider the matter within seven working days of the date on which the petition was filed. The involved learner and faculty or community member may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify, including by Skype or conference call.
- E. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, and witnesses invited by the Grievance Committee. Witnesses may only be present during the time they are presenting their testimony. No one other than members of the Grievance Committee may be present during deliberations.
- F. Either party may seek an advisor who must be a faculty member or learner in that program. The function of the advisor shall not include that of advocacy and the advisor will not have a role in the committee's meetings. The learner may not bring legal counsel, nor have a learner represent him/her as counsel. The Grievance Committee may not have legal counsel present.
- G. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. Such minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. At the option of the grievance committee chair, the proceedings may be recorded.
- H. Except for communications with the faculty member(s) and learner(s) involved advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
- I. If a committee member is approached prior to a meeting by a learner whose case is to be heard, the member should refuse to discuss the issue and should disclose, at the time of the meeting, that he or she has been approached.
- J. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular learner, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may be excused from participation upon request by such member, or in the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances.
- K. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance.
- L. The committee will decide on the matter by vote. Both parties will be notified, in writing, within one week of the decision. The committee's decision shall be final.

## Requirements for Graduation

To earn a degree from University College, learners must complete all required coursework, within the specified time limit while maintaining a sufficient grade-point average and fulfilling the university's residency requirements (see "Residency Requirements"). Learners must meet all financial obligations in order to receive their diplomas.

## Second Undergraduate Degree

University College will award a maximum of two bachelor's degrees in any combination, such as two B.A.s or one B.A. and one B.S., under the following conditions:

1. Candidates for additional degrees must meet the Residency Requirements policy.
2. A minimum of 150 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.
4. Not more than six upper-division courses may be common to both degrees (excluding General Studies Core requirements).
5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.
6. General Studies Core courses completed for one degree may be applied toward the second degree.

## Time Limit for Completing Degrees

When University College awards a degree, it is certifying that the learner's knowledge and professional skills are reasonably up-to-date as of the time of graduation. Accordingly, University College requires learners to complete all degree requirements within eight years of initial enrollment, inclusive of any Leaves of Absence (LOAs). They must complete the final 24 units of degree requirements during the five years immediately preceding the granting of the degree.

## Changes in Degree Requirements

This catalog is not to be considered a contract between University College and its learners. Although the university fully intends to offer all the programs and courses described, it retains the right to alter or cancel programs or course offerings. The university reserves the right to make substitutions if courses required under a given degree program are significantly altered or removed from the curriculum.

Candidates enrolling in a degree program enter under the catalog requirements in effect at the time they enter the program. Learners are responsible for arranging their schedules so as to complete those courses when they become available.

University College recognizes that not all learners will be able to complete their degree requirements within the normal time frame (two years for an A.A./A.S. degree, and four years for a B.A./B.S. degree). When the university announces changes in existing degree programs, learners working under the current degree requirements must complete their degrees within the normal time frame plus one year (three years for an A.A./A.S., or five years for a B.A./B.S.). If degrees are not completed within the allotted time frame, learners must fulfill the new degree requirements. University College learners who do not enroll in courses for a full year return under the requirements in force at the time of re-enrollment.

## Minimum Grade-Point Average

To earn an associate's or bachelor's degree, learners must earn a minimum, cumulative grade-point average (GPA) of 2.0 in all in coursework completed at University College. Learners must also earn a minimum cumulative GPA of 2.0 in all university coursework applied to the degree, including transfer courses.

## Security Interest in Student Records

A learner may neither graduate nor receive any diploma, grades, certificates, or transcripts until all financial obligations (including student loans wherein collections are administered by the university) have been satisfied in accordance with policies described under "Financial Information." Any diploma, grades, or transcripts shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtor shall not be considered a binding precedent or modification of this policy.

## Residency Requirements

To fulfill residency requirements, learners must complete a specified number of units at University College. The minimum requirements are 18 units for an associate's degree and 30 units for a bachelor's degree. In addition, at least 18 of the last 24 units in the major field must be completed at University College for the bachelor's degree, and all 18 of the final 18 units must be completed at UC for the associate's degree. At least 15 upper-division units must be completed in the major field. Neither transfer credit (including correspondence courses) nor credit by examination (CLEP, AP, IB) may be used to fulfill the above residency requirement.

## Application for Graduation

Graduation is not automatic upon completion of all coursework. Learners who intend to graduate must complete an Intent to Graduate form and file it with the Office of the UC Registrar at least six weeks prior to the start of the last session of their enrollment.

A degree is granted based on the completion of all requirements. In the event that a learner does not complete all requirements for the degree as indicated on the Intent to Graduate form, he or she must complete those requirements within two years of the filing date.

## Latin Honors Criteria

**Summa Cum Laude:** 3.9 and above

**Magna Cum Laude:** 3.75 to 3.89

**Cum Laude:** 3.5 to 3.74

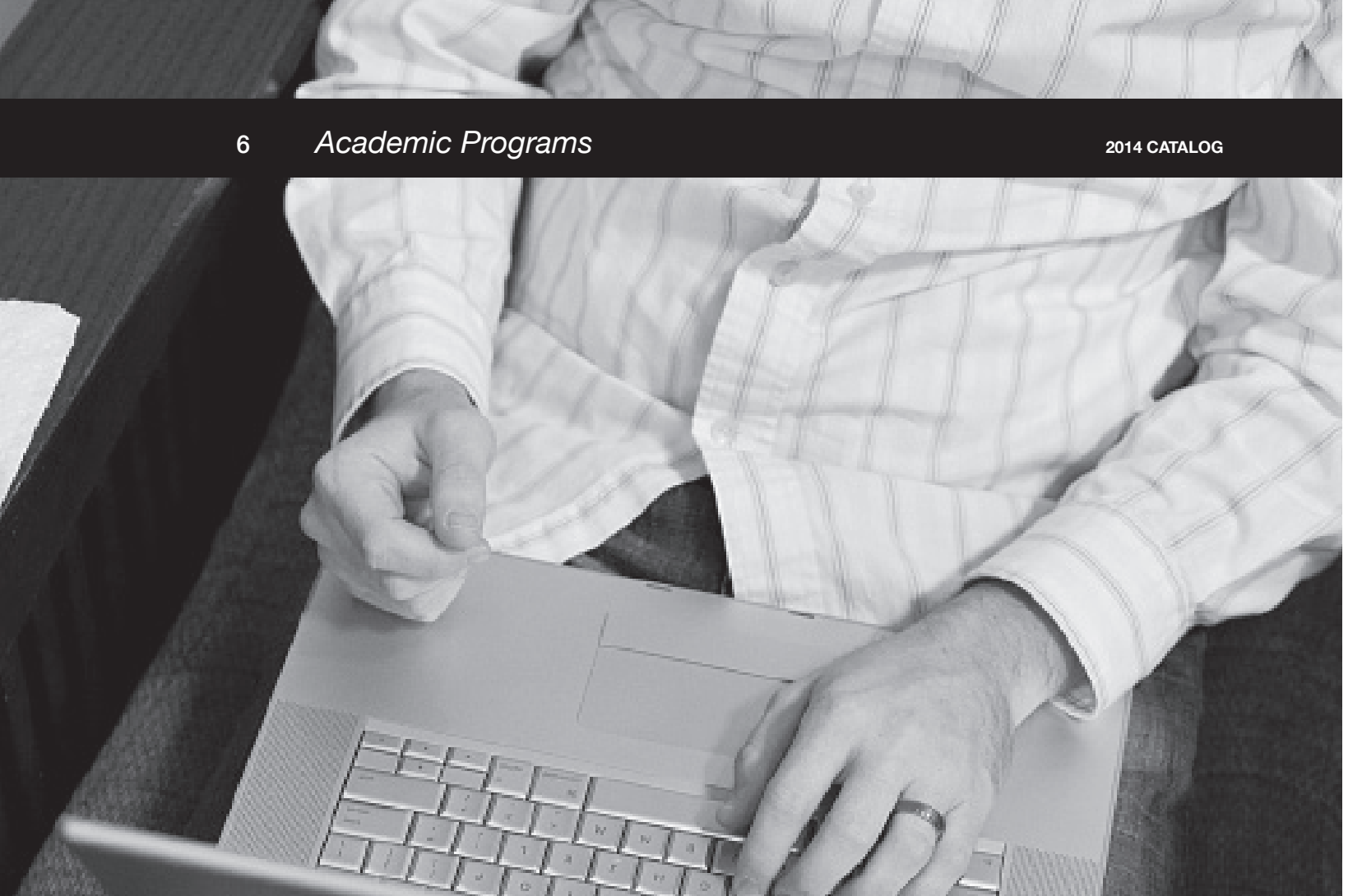
A student with high academic achievement throughout his or her college baccalaureate career may graduate with Latin Honors. To be eligible, the student must be in good standing and have a cumulative grade point average, to include all UC courses and transfer work, at or above the specific honors category. Latin Honors do not apply to certificates, associate's-level degrees, or master's degrees.

## Commencement

UC hosts one commencement ceremony per year. The date will be announced and published yearly on the academic calendar. The university chancellor, by the authority of the board of directors and on recommendation of the faculty, awards the degrees. Details regarding possible participation in commencement are made available to graduates four to six weeks prior to commencement.

## Degree/Certificate Posting Dates

The university posts Associate of Arts/Science and Bachelor of Arts/Science degrees and certificates six times each year, regardless of the specific date all work is completed. All degree requirements must be met prior to the posting date. The degree/certificate posting dates are at the end of each session, approximately early March, late April, late June, late August, late October, and late December.



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# Certificates

University College offers a Certificate of Advanced Management, Certificate of Business Principles, and Pre-Nursing Health Science Certificate. Please see page 58 for course descriptions.

## Online

### Certificate of Advanced Management

#### Purpose

The Certificate of Advanced Management provides managers with advanced strategic and leadership skills and competencies to lead their organizations into the 21st century and beyond. The CAM is designed for experienced business professionals tasked with setting the strategic vision for their firm, implementing organization wide change, and growing the business domestically and into international markets. The Certificate of Advanced Management courses are taught by senior faculty and executives with years of industry experience, and time-tested knowledge of global business practices. The CAM sets a path for strategic leaders to expand and grow global enterprises.

#### Certificate Proficiencies

- Prepares executives to create and implement strategic management initiatives
- Provides advanced knowledge of leadership and management competencies
- Integrates biblical concepts and principles
- Enables leaders to identify and implement opportunities for continuous improvement
- Prepares executives to expand and grow enterprises into global markets

#### Requirements

Learners are expected to finish all 18 units to earn the Certificate of Advanced Management. The certificate includes the following courses.

#### Choose six:

- MGT 350 Marketing and E-Commerce (3)
- MGT 370 Cross-Cultural Communication and Negotiations (3)
- MGT 380 Information Systems Management (3)
- MGT 390 Project and Change Management (3)
- MGT 450 International Business (3)
- MGT 460 Leadership and People (3)
- MGT 480 Strategic Management and Policy (3)
- MGT 485 Management and Organizational Behavior (3)
- MGT 490 Entrepreneurship and Innovation (3)

## Online

### Certificate of Business Principles

#### Purpose

The Certificate of Business Principles provides non-business professionals with the essential knowledge, and skills required for entry-level business positions in a wide variety of fields such as banking, finance, retail, accounting, marketing, business administration, and health care. In addition, the CBP offers the foundational quantitative, accounting, finance and economics courses that often serve as prerequisites for MBA or management programs. CBP graduates are positioned to enter the exciting and fast-paced careers and industries of business and management.

#### Certificate Proficiencies

- Prepares non-business professionals for entry-level business positions
- Provides essential knowledge and skills in finance, accounting, and economics
- Integrates biblical concepts and principles
- Meets academic prerequisites for MBA and graduate business programs
- Enables business professionals to expand their management knowledge base

#### Requirements

Learners are expected to finish all 18 units to earn the Certificate of Business Principles. The certificate includes the following courses.

- ACC 210 Financial Accounting (3)
- ACC 211 Managerial Accounting (3)
- ECO 204 Principles of Macroeconomics (3)
- ECO 203 Principles of Microeconomics (3)
- MATH 125 College Algebra (3)\*\*
- STAT 280 Applied Statistics (3)

*\*\*If learners have completed MATH 125 or an equivalent course, they may select one of the following courses to fulfill the six-course requirement:*

- BUS 270 Business Law and Ethics (3)
- MGT 310 Statistical Analysis for Business Decisions (3)
- MGT 320 Financial Management and Markets (3)
- MGT 350 Marketing and E-Commerce (3)

**Online**

# Pre-Nursing Health Science Certificate

## Purpose

The Pre-Science Nursing Health Science Certificate provides aspiring pre-medical, pre-nursing, and other health science learners the opportunity to take biology and chemistry science lab courses through an online environment. Lecture portions of courses are delivered online, and the lab portions utilize commercial lab kits delivered to one's residence to provide a hands-on lab experience.

## Certificate Proficiencies

- Demonstrate an introductory understanding of biology and chemistry knowledge
- Apply theories and problem-solving analyses to laboratory applications and procedures
- Integrate a Christian worldview with representative science courses

## Requirements

Learners are expected to finish all 16 units of coursework (lecture and lab) to earn the certificate. Learners may transfer one course into the Pre-Nursing Health Science Certificate.

BIO 225 General Microbiology/Lab (4)

BIO 235 Human Anatomy/Lab (4)

BIO 245 Human Physiology/Lab (4)

CHEM 115 Chemistry for Health Sciences/Lab (4)

# Associate's Degrees

University College offers an Associate of Arts and Associate of Science in Health Sciences. For further details on UC's program offerings, please visit [www.apu.edu/universitycollege/](http://www.apu.edu/universitycollege/). Please see page 58 for course descriptions.

## Online

### Associate of Arts

The Associate of Arts (A.A.) equips learners with biblical and philosophical resources for developing a Christian worldview and lifestyle, a working knowledge of liberal arts and sciences, written and oral communication skills, critical thinking abilities, information and computer literacy, and other skills necessary for lifelong learning and for more advanced studies at the bachelor's level.

Serving as a stepping stone into UC's bachelor's degree programs, the 60-unit Associate of Arts program offers learners a broad foundation in the liberal arts. Incorporating faith and knowledge, the curriculum lays the foundation for responsible citizenship, historical and cultural literacy, and respect for God-honoring diversity.

#### Program Learning Outcomes (PLO) for Associate of Arts

Graduates of the Associate of Arts program will:

**PLO 1:** Critically evaluate historical, political, social, economic, and cultural issues; drawing lessons from the past to enable them to become knowledgeable global citizens.

**PLO 2:** Analyze and appreciate cultural diversity as expressed in literature, the fine arts, religious traditions, and language.

**PLO 3:** Demonstrate a foundational understanding of human psychological and social development as a means for cultivating meaningful and healthy relationships.

**PLO 4:** Develop skills in scientific methods; exploring the complexity and diversity of the created world.

**PLO 5:** Cultivate skills in critical-thinking through training in quantitative and analytical reasoning.

**PLO 6:** Demonstrate competency in written and oral communication as well as skills in using technology in the communication process.

**PLO 7:** Develop skills in research methodology and information utilization through the effective use of technology.

**PLO 8:** Demonstrate the ability to interpret biblical texts intelligently and faithfully—understanding how history, culture, and the church influence the understanding and use of Scripture.

**PLO 9:** Articulate the key elements of a Christian worldview: integrating these elements within their personal lives and all areas of learning.

#### Requirements for the A.A.

The 60-unit A.A. curriculum includes the following categories of coursework:

- 22–24 units of Skills and University Requirements serve as a foundation for university studies and for lifelong learning. This includes information technology, mathematical skills, foreign language, public speaking, English composition, and a university orientation providing tools, insights, and strategies for personal growth.
- 31 units of Integrative Liberal Arts Requirements introduce learners to a broad range of arts and sciences. This includes components centering on Heritage and Institutions, God's Word and the Christian Response, Philosophy/Critical Thinking, Language and Literature, Aesthetics and Creative Arts, Identity and Relationships, and Nature/Science.
- 5–7 units of General Electives offer learners the opportunity to explore areas of interest beyond the required coursework.

#### Skills and University Requirements (22–24 units) Introduction to UC (3 units)

UC 101 Momentum: Success in the University (3)\*

#### English Composition Component (6 units)

ENG 101 Expository Writing (3)

ENG 105 Composition: Argument and Analysis (3)

#### Public Speaking Component (3 units)

COMM 105 Public Communication (3)

#### Foreign Language (4–6 units)

Either one intensive language course, SPAN 123 (4) **or**

A sequence of two 3-unit language courses, SPAN 121 **and** SPAN 122 (6)

#### Mathematics (3 units)

MATH 125 College Algebra (3)

#### Information Technology (3 units)

CS 200 Basic Software Tools (3)

#### Integrative Liberal Arts (31 units)

##### Heritage and Institutions Component (3 units)

HIS 201 U.S. History **or** HIS 202 World Civilizations (3)

##### God's Word and the Christian Response (12 units)

BIBL 100 Introduction to Biblical Literature:  
Exodus/Deuteronomy (3)\*

BIBL 230 Introduction to Biblical Literature: Luke/Acts (3)\*

REL 100 Introduction to Global Religious Studies (3)\*

REL 105 Christian Life, Faith, and Ministry (3)\*

**Philosophy/Critical Thinking Component (3 units)**

PHIL 105 Introduction to Critical Thinking (3)

**Literature Component (3 units)**

ENG 115 Introduction to Literature (3)

**Aesthetics and Creative Arts Component (3 units)**

ART 110 Introduction to Art (3)

**Identity and Relationships (3 units)**

APSY 105 Introduction to Psychology (3)  
or ECO 203 Principles of Microeconomics (3)

**Nature/Science with Lab (4 units)**

PHYS 150 Introduction to Astronomy (4)

**General Electives (5–7 units)**

Learners may fulfill General Elective requirements using any 100+ level college or university course. The elective requirement provides learners an opportunity to pursue interests beyond program requirements.

**TOTAL: 60 units**

Note: All courses marked with an asterisk (\*) must be taken at UC.

**Online**

# Associate of Science in Health Sciences

Preparation for a successful health sciences career requires a broad knowledge base for the major elements of health sciences. The Associate of Science in Health Sciences (ASHS) degree equips learners with professional knowledge and practical skills in the health sciences in accordance with the university's Christian heritage and mission. The program promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal relationships in diverse settings.

The ASHS is unique in that it not only provides a broad liberal arts foundation for lifelong learning, but incorporates health sciences training and development that is experiential, applicable, and practical. The program utilizes theoretical constructs from researchers in the field and innovative laboratory practices in a distance-education format. In addition, written and oral communication skills, critical thinking abilities, information and computer literacy, and other skills necessary for lifelong learning are provided in preparation for advanced studies if desired.

The ASHS program fulfills many of the basic requirements for those learners desiring to enter health professions such as dental hygiene, medical assistance, health information careers, etc., as well as learners who wish to enroll in preparatory health courses for nursing, science, and health education. The adult learner may complete the ASHS in order to gain promotions, develop health sciences skills, and/or prepare for bachelor's-level studies. Graduates may apply for employment in such health care facilities as medical and dental clinics, hospitals, and gerontology agencies.

## ASHS Program Options (General and Nursing Emphases)

**ASHS General Emphasis:** University College offers two program options for the ASHS degree program. A general 60-unit program prepares learners for a wide-range of career options in the health-sciences field.

**ASHS Nursing Emphasis:** University College offers learners wishing to pursue further education in nursing the option to complete the ASHS with an Emphasis in Nursing. The emphasis is a 70-unit program equipping learners with many of the courses required to apply to nursing bachelor's degree programs. *(See requirements under A.S. in Health Sciences, Nursing Emphasis)*

Both ASHS program options (60-unit and 70-unit) are outlined in subsequent sections.

## Program Learning Outcomes (PLO) for A.S. in Health Sciences

Graduates of the Associate of Science in Health Sciences will:

**PLO 1:** Demonstrate a foundational understanding of integrating Christian principles and practices within the health Sciences profession.

**PLO 2:** Produce clear and effective written papers utilizing APA 6th Edition formatting.

**PLO 3:** Create and deliver engaging oral presentations.

**PLO 4:** Demonstrate a basic working knowledge of ethics in health science theory and practice.

**PLO 5:** Analyze a Christological worldview within the health science profession, and determine a personal ethic for their own professional development.

**PLO 6:** Display understanding of the utilization of research data for decision-making utilizing health science criteria.

**PLO 7:** Demonstrate the ability to conduct primary article research through electronic databases, books, websites and other information resources useful to health science professionals.

**PLO 8:** Explore the integration of interpersonal techniques with various stakeholders from diverse ethnic, gender, generational, and socioeconomic backgrounds.

**PLO 9:** Develop fundamental lab skills in the areas of anatomy, physiology, microbiology, and chemistry in the health sciences.

## Requirements for the A.S. in Health Sciences, General Emphasis

The general emphasis 60-unit ASHS curriculum includes the following coursework:

### General Studies Core (28 units)

#### English Communication (6 units)

- ENG 105 Composition: Argument and Analysis (3)
- COMM 105 Public Communication (3)

#### Arts and Humanities (6 units)

- ART 110 Introduction to Art (3)

Choose one:

- ENG 115 Introduction to Literature (3)
- PHIL 105 Introduction to Critical Thinking (3)

#### Social and Behavioral Sciences (6 units)

Choose one:

- APSY 105 Introduction to Psychology (3)
- ECO 203 Principles of Microeconomics (3)

Choose one:

- HIS 201 U.S. History (3)
- HIS 202 World Civilizations (3)

#### Physical and Biological Sciences (4 units)

Choose one:

- BIO 235 Human Anatomy/Lab (4)
- BIO 245 Human Physiology/Lab (4)
- CHEM 115 Chemistry for Health Sciences/Lab (4)
- PHYS 150 Introduction to Astronomy (4)

#### Bible (6 units)

- APBL 100 Old Testament Survey (3) **or**
- BIBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy
- APBL 105 New Testament Survey (3) **or**
- BIBL 230 Introduction to Biblical Literature: Luke/Acts

#### Health Sciences Fundamentals (22 units)

- UC 101 Momentum: Success in the University (3)\*
- BIO 225 General Microbiology/Lab (4)
- BIO 235 Human Anatomy/Lab (4)
- BIO 245 Human Physiology/Lab (4)
- CHEM 115 Chemistry for Health Sciences/Lab (4)
- STAT 280 Applied Statistics (3)

#### Electives (10 units)

Students may choose from any course in the catalog.

**TOTAL: 60 units**

## Requirements for the A.S. in Health Sciences, Nursing Emphasis

UC also offers learners wishing to pursue further education in nursing the option to complete the ASHS with an Emphasis in Nursing. The emphasis is a 70-unit program equipping learners with many of the courses required to apply to nursing bachelor's degree programs.

The 70-unit ASHS nursing emphasis curricula consists of the following coursework:

- UC 101 Momentum: Success in the University (3)\*
- APSY 105 Introduction to Psychology (3)
- APSY 295 Human Growth and Development (3)
- APSY 430 Cultural Psychology (3)
- ART 110 Introduction to Art (3)
- BIBL 100 Exodus/Deuteronomy (3)\*
- BIBL 230 Luke/Acts (3)\*
- BIO 225 General Microbiology/Lab (4)
- BIO 235 Human Anatomy/Lab (4)
- BIO 245 Human Physiology/Lab (4)
- CHEM 115 Chemistry for Health Sciences/Lab (4)
- COMM 105 Public Communication (3)
- CS 200 Basic Software Tools (3)
- ENG 101 Expository Writing (3)
- ENG 105 Composition: Argument and Analysis (3)
- ENG 115 Introduction to Literature (3)
- HIS 201 U.S. History (3) **or** HIS 202 World History (3)
- MATH 125 College Algebra (3)
- PHIL 205 Introduction to Philosophy (3)
- SPAN 121 Beginning Spanish I (3)
- SPAN 122 Beginning Spanish II (3)
- STAT 280 Applied Statistics (3)

**TOTAL: 70 units**

Note: All courses marked with an asterisk (\*) must be taken at UC.

# General Studies Core

Learners pursuing any of University College's bachelor's degrees are encouraged to complete the General Studies Core before starting their major requirements. Learners must attain at least a 2.0 (C) grade-point average in the major. All required courses must be taken for a letter grade where the option exists.

Prior coursework from regionally accredited colleges/universities may be transferred to meet the General Studies Core requirements.

**Important Note:** The requirements below replace the Liberal Arts Core (listed at the right) effective for the Summer II 2014 session and forward.

## General Studies Core

### English Communication (6 units)

ENG 105 Composition: Argument and Analysis (3)

COMM 105 Public Communication (3)

### Arts and Humanities (6 units)

ART 110 Introduction to Art (3)

Choose one:

ENG 115 Introduction to Literature (3)

PHIL 105 Introduction to Critical Thinking (3)

### Social and Behavioral Sciences (6 units)

Choose one:

APSY 105 Introduction to Psychology (3)\*

ECO 203 Principles of Microeconomics (3)\*\*

Choose one:

HIS 201 U.S. History (3)

HIS 202 World Civilizations (3)

### Physical and Biological Sciences (4 units)

Choose one:

BIO 235 Human Anatomy/Lab (4)

BIO 245 Human Physiology/Lab (4)

CHEM 115 Chemistry for Health Sciences/Lab (4)

PHYS 150 Introduction to Astronomy (4)

### Bible (6 units)

APBL 100 Old Testament Survey (3) **or**

BIBL 100 Introduction to Biblical Literature:  
Exodus/Deuteronomy

APBL 105 New Testament Survey (3) **or**

BIBL 230 Introduction to Biblical Literature: Luke/Acts

### TOTAL: 28 units

\*Required for B.A. in Applied Psychology

\*\*Required for B.A. in Management

## Liberal Arts Core\*

### Skills and University Requirements (24 units)

UC 101 Momentum: Success in the University (3)

COMM 105 Public Communication (3)

CS 200 Basic Software Tools (3)

ENG 101 Expository Writing (3)

ENG 105 Composition: Argument and Analysis (3)

SPAN 121 Beginning Spanish I (3)

SPAN 122 Beginning Spanish II (3)

STAT 280 Applied Statistics (3)

### Integrative Liberal Arts (27 units)

APBL 100 Old Testament Survey (3)

APBL 105 New Testament Survey (3)

ART 110 Introduction to Art (3)

ECO 203 Principles of Microeconomics (3)

HIS 202 World Civilizations (3)

HLTH 101 Health Education (2)

PHIL 105 Introduction to Critical Thinking (3)

PHYS 150 Introduction to Astronomy (4)

REL 105 Christian Life, Faith, and Ministry (3)

### TOTAL: 51 units

\*Effective Spring I 2014 (January) through Summer I 2014 (May)

# Bachelor's Degrees

University College offers a Bachelor of Arts in Applied Psychology, Bachelor of Arts in Leadership, Bachelor of Arts in Liberal Studies, Bachelor of Arts in Management, Bachelor of Science in Health Sciences, and Bachelor of Science in Organizational Leadership. There are currently no provisions for a minor or for double majors. For further details on UC's program offerings, please visit [www.apu.edu/universitycollege/](http://www.apu.edu/universitycollege/). Please see page 58 for course descriptions.

## Online

### Bachelor of Arts in Applied Psychology

Preparation for a successful applied psychology career requires a broad knowledge base for the major elements of psychological sciences. Thus the Bachelor of Arts in Applied Psychology (BAAP) equips learners with professional knowledge and practical skills in general psychology (36 units with a faith integration of Christian theology in each course), emphases areas (18 units), and upper division electives (6 units centering on ethics, ministry, psychological assessment, etc.). The program promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal relationships in diverse settings. The BAAP is unique in that it not only provides a broad liberal arts foundation for lifelong learning, but incorporates applied psychological training and development approaches that are experiential, applicable, and practical, utilizing theoretical constructs from researchers in the field. The Bachelor of Arts in Applied Psychology (BAAP) provides learners the experience of exploring applied psychology from accomplished faculty, successful practitioners, and cooperating institutions.

The B.A. in Applied Psychology offers learners career opportunities in industries such as social services, government agencies, justice department, nonprofit, and a variety of areas of ministry, along with the ability to advance to graduate education. The job possibilities range from child welfare liaison, probation officer, adolescent residential care counselor, Christian camp counselor, corrections officer, etc. Each emphasis area gives learners the opportunity to stand out among others in their field of interest, increasing their marketability for jobs and graduate education. Their emphasis area may also provide opportunities to transfer credits and reduce coursework requirements for certain graduate school programs.

### Purpose and Program Learning Outcomes (PLO) for the B.A. in Applied Psychology

**Purpose:** The UC applied psychology degree equips learners with a theoretical framework, practical skills, and ethical values essential for success in the Christian applied psychology profession.

Graduates of the Bachelor of Arts in Applied Psychology will:

**PLO 1:** Demonstrate the ability to integrate principles of applied psychology and Christian faith.

**PLO 2:** Demonstrate knowledge of ethical decision-making within the applied psychology disciplines.

**PLO 3:** Identify and use theoretical frameworks and practical skills for effective critical inquiry and information literacy.

**PLO 4:** Develop professional competencies in applied psychology.

**PLO 5:** Analyze the critical role that multicultural awareness plays in understanding psychological processes and behavior.

**PLO 6:** Demonstrate effective communication skills.

### Requirements for the B.A. in Applied Psychology

To earn the Bachelor of Arts degree with an applied psychology major, learners must complete the following degree components:

<b>General Studies Core</b>	<b>28 units</b>
<b>Program Requisites</b>	<b>15 units</b>
<b>Major Requirements</b>	<b>45 units</b>
<b>Emphasis Area</b>	<b>15 units</b>
<b>Electives</b>	<b>17 units</b>
<b>Total:</b>	<b>120 units</b>

In order to earn the Bachelor of Arts in Applied Psychology degree, learners must complete the following required courses while achieving a minimum cumulative grade-point average (GPA) of 2.0 in their major courses.

#### General Studies Core (28 units)

Please reference page 45 to view the coursework for the General Studies Core.

#### Program Requisites (15 units)

- UC 101 Momentum: Success in the University (3)
- APSY 285 Abnormal Psychology (3)
- APSY 295 Human Growth and Development (3)
- REL 105 Christian Life, Faith, and Ministry (3)
- STAT 280 Applied Statistics (3)

### **Major Requirements (45 units)**

- APSY 300 Research Methods in Psychology (3)
- APSY 315 Integration of Psychology and Christianity (3)
- APSY 320 Personality Theory (3)
- APSY 325 Learning Theory (3)
- APSY 330 Cognition (3)
- APSY 335 Fundamentals of Testing and Assessment (3)
- APSY 340 Interviewing and Counseling Techniques (3)
- APSY 350 Social Psychology (3)
- APSY 370 Psychopharmacology (3)
- APSY 405 Physiological Psychology (3)
- APSY 410 Psychology of Emotions (3)
- APSY 430 Cultural Psychology (3)
- APSY 475 Ethics (3)
- APSY 490 Practicum (3)
- APSY 495 Special Topics in Psychology (3)

### **Emphasis Area (15 units)**

**Note:** Learners are encouraged to pursue graduate education in lieu of additional emphasis areas. If a learner wishes to have more than one emphasis area, s/he may do so with the permission of the appropriate Discipline Chair. Learners may have a maximum of two emphasis areas. The learner must meet all course requirements for both emphasis areas, in addition to all other graduation requirements for the degree. If the emphasis areas share courses, a learner must take a minimum of four more distinct courses to obtain the additional emphasis. When courses are not articulated in the emphasis, the additional courses are chosen by the Discipline Chair of that degree.

### **General Psychology**

The General Psychology emphasis is designed for those who want a broad, general degree that can allow them versatility in the job market. The coursework in this emphasis provides learners with a comprehensive study of psychological approaches. For those still uncertain of their future aspirations, this emphasis provides adaptability for various related positions.

- APSY 400 Introduction to Clinical Psychology (3)
- APSY 450 Family Systems (3)
- APSY 460 Motivation (3)
- APSY 470 Positive Psychology (3)
- APSY 480 Group Processes (3)

### **Applied Pastoral Counseling**

The Applied Pastoral Counseling emphasis provides the fundamentals to obtain ministry-related positions in the helping industry. Additionally, this is a progressive step for those who are considering achieving their master's in counseling or psychology to obtain counseling licensure, but desire a more Christian emphasis. This emphasis also is progressive for those seeking a master's in divinity or interested in chaplaincy. Potential employment opportunities may be found in lay counseling ministries and Christian service organizations.

- APSY 425 Crisis Counseling and Intervention (3)
- APSY 450 Family Systems (3)
- APSY 455 Conflict Management (3)
- APSY 460 Motivation (3)
- APSY 470 Positive Psychology (3)

### **Business Psychology**

The Business Psychology emphasis instills a foundation for motivating, understanding organizational behavior, conflict management, and gender issues. This foundation equips learners to engage in careers in human resources, employee support and training, and positions where customer relations are needed such as with insurance, benefits, sales, and customer service. This emphasis lays a solid foundation prior to entry into master's program in business.

- APSY 455 Conflict Management (3)
- APSY 460 Motivation (3)
- APSY 470 Positive Psychology (3)
- APSY 480 Group Processes (3)
- MGT 485 Management and Organizational Behavior (3)

### **Child and Adolescent Psychology**

The Child and Adolescent Psychology emphasis prepares learners for working with children and adolescents, rather than a general Human Service emphasis or Clinical Psychology focus. With this emphasis area, learners may find employment working with children and adolescents in schools, social welfare, ministry, etc.

- APSY 425 Crisis Counseling and Intervention (3)
- APSY 440 Child Psychology (3)
- APSY 445 Adolescent Psychology (3)
- APSY 450 Family Systems (3)
- APSY 455 Conflict Management (3)

### **Clinical Psychology**

The Clinical Psychology emphasis targets those desiring to be a mental health professional. Equipping the learner for graduate education, this emphasis also provides the necessary foundation for future licensure as a counselor through a master's in counseling or psychology. An alternative option engages work in the social service or mental health industries where the role requires counseling or assessment skills, such as residential counselors, intake specialists, etc.

- APSY 400 Introduction to Clinical Psychology (3)
- APSY 425 Crisis Counseling and Intervention (3)
- APSY 450 Family Systems (3)
- APSY 455 Conflict Management (3)
- APSY 480 Group Processes (3)

### **Criminal Behavior**

The Criminal Behavior emphasis creates opportunities for positions within the justice system. Due to the emphasis content, learners may also choose to use this area as the groundwork for further education in law or higher level government positions.

- APSY 345 Criminal Behavior (3)
- APSY 415 Forensic Psychology (3)
- APSY 455 Conflict Management (3)
- APSY 460 Motivation (3)
- APSY 480 Group Processes (3)

### **Cultural Psychology**

The Cultural Psychology emphasis provides a foundation for employment associated with human services working with diverse populations. In the world's rapidly changing culture, positions requiring psychological cultural sensitivity and training may be found in employment working with children and family services, shelters, inner-city programs, as well as college campuses.

- APSY 435 Gender Issues in Psychology (3)
- APSY 450 Family Systems (3)
- APSY 455 Conflict Management (3)
- APSY 480 Group Processes (3)
- MGT 485 Management and Organizational Behavior (3)

### **Educational Psychology**

The Educational Psychology emphasis provides the learner with specific knowledge related to special needs and educational advocacy, in addition to child, adolescent, and family needs. Providing a solid foundation for those who want to pursue a master's degree in teaching education, this emphasis also creates diversity for those who are interested in having specializations degrees in two fields, rather than simply an undergraduate education degree. Potential positions include social service positions in the school system, child welfare, and educational aides.

- APSY 360 Special Education and Rehabilitation Services (3)
- APSY 440 Child Psychology (3)
- APSY 445 Adolescent Psychology (3)
- APSY 450 Family Systems (3)
- APSY 460 Motivation (3)

### **Human Services**

The Human Services emphasis is more general and creates opportunities for all jobs related to the helping profession, such as social welfare, health care field, ministry, justice, and businesses. Rather than focusing on a particular people group such as child/adolescent or cultural, or a particular area of employment such as ministry/criminal/ business/ education, this allows the learner to have all these opportunities while still having the edge above others with a clear set of skills for helping others.

- APSY 425 Crisis Counseling and Intervention (3)
- APSY 435 Gender Issues in Psychology (3)
- APSY 450 Family System (3)
- APSY 455 Conflict Management (3)
- APSY 460 Motivation (3)

### **Electives (17 units)**

Students may choose from any course in the catalog.

### **TOTAL: 120 units**

Online

# Bachelor of Arts in Leadership

The Bachelor of Arts in Leadership (BAL) builds upon core management knowledge and seeks to synthesize leadership practice with organizational science theory, melding “best practices” with sound contemporary research. The curriculum challenges adult learners to analyze organizational leadership paradigms, and evaluate historical and current models and theories of leadership while working to develop a personal leadership approach for use in their career and organizations. The underlying assumption of the program rests on the premise that leadership is never static, but must be transformative, innovative, and dynamic. Leadership is evolutionary and revolutionary, bringing change to organizations. The leadership program provides leaders with the knowledge, skills, and competencies necessary to advance their careers and bring innovative change to their industry and organizations.

The BAL program prepares learners for service in a wide variety of public-and private-sector organizations to include mid-level management, governmental organizations, international institutions, ministry organization, churches or firms seeking strong leadership skills and competencies. Learners complete the leadership major to gain promotions, change careers, or prepare for master’s-level studies. Graduates may also begin new ventures, operate small companies, develop new products, or become consultants.

## Purpose and Program Learning Outcomes (PLO) for the B.A. in Leadership

**Purpose:** The UC leadership major equips learners with a theoretical framework, practical skills, and ethical values essential for success as a Christian leadership professional.

Graduates of the B.A. in Leadership program will:

**PLO 1:** Demonstrate the ability to integrate biblical concepts and principles within the field and practice of leadership.

**PLO 2:** Demonstrate the ability to effectively communicate leadership concepts through oral and written methods.

**PLO 3:** Identify and evaluate personal and organizational ethics and compare to a biblical worldview.

**PLO 4:** Apply quantitative methods, innovative technology and diverse information in developing strategic plans.

**PLO 5:** Identify and implement culturally diverse leadership strategies within a global context.

**PLO 6:** Critique the success of leadership initiatives within an organization and apply leadership theory and principles in developing a process of continuous improvement.

## Requirements for the B.A. in Leadership

To earn the Bachelor of Arts in Leadership, learners must complete the following degree components:

<b>General Studies Core</b>	<b>28 units</b>
<b>Program Requisites</b>	<b>15 units</b>
<b>Major Requirements</b>	<b>45 units</b>
<b>Emphasis Area</b>	<b>15 units</b>
<b>Electives</b>	<b>17 units</b>
<b>Total:</b>	<b>120 units</b>

In order to earn the Bachelor of Arts in Leadership degree, learners must complete the following required courses while achieving a minimum cumulative grade-point average (GPA) of 2.5 in their major courses.

### General Studies Core (28 units)

Please reference page 45 to view the coursework for the General Studies Core.

### Program Requisites (15 units)

- UC 101 Momentum: Success in the University (3)
- BUS 250 Business Communication (3)
- BUS 270 Business Law and Ethics (3)
- MGT 390 Project and Change Management (3)
- STAT 280 Applied Statistics (3)

### Major Requirements (45 units)

- APSY 455 Conflict Management (3)
- LEAD 300 Leadership Communication (3)
- LEAD 320 Theory and Practice of Leadership (3)
- LEAD 330 Managerial Finance (3)
- LEAD 350 International Management (3)
- LEAD 360 Leadership Ethics (3)
- LEAD 370 Cross-Cultural Communication (3)
- LEAD 400 Organizational Development and Innovation (3)
- LEAD 420 Human Resource Strategy (3)
- LEAD 440 Emotional Intelligence and Leaders (3)\*
- MGT 450 International Business (3)
- MGT 480 Strategic Management and Policy (3)
- MGT 485 Management and Organizational Behavior (3)
- MGT 490 Entrepreneurship and Innovation (3)\*
- MGT 495 International Study (3)

### **Emphasis Area (15 units)**

**Note:** Learners are encouraged to pursue graduate education in lieu of additional emphasis areas. If a learner wishes to have more than one emphasis area, s/he may do so with the permission of the appropriate Discipline Chair. Learners may have a maximum of two emphasis areas. The learner must meet all course requirements for both emphasis areas, in addition to all other graduation requirements for the degree. If the emphasis areas share courses, a learner must take a minimum of four more distinct courses to obtain the additional emphasis. When courses are not articulated in the emphasis, the additional courses are chosen by the Discipline Chair of that degree.

### **Organizational Dynamics**

The emphasis in Organizational Dynamics builds upon the core leadership competencies and prepares learners to specialize in designing and implementing innovative and strategic corporate-wide change initiatives designed to advance the organization's sustainability and long-term viability. Learners develop the key organizational skills necessary to analyze an industry and implement change initiatives to ensure a competitive advantage for the long-term viability of their firm or organization.

APSY 460 Motivation (3)

LEAD 365 Organizational Analysis (3)

MGT 350 Marketing and E-Commerce (3)

MGT 380 Information Systems Management (3)

MGT 390 Project and Change Management (3)<sup>^</sup>

### **Electives (17 units)**

Students may choose from any course in the catalog.

### **TOTAL: 120 units**

Note: All courses marked with an asterisk (\*) must be taken at UC.

<sup>^</sup> MGT 415 replaces MGT 390 for learners on the Summer II 2014 General Studies Core.

The B.A. in Leadership includes two upper-division courses: LEAD 440 Emotional Intelligence and Leaders, and MGT 490 Entrepreneurship and Innovation. These two courses marked with an (\*) must be completed at UC due to their distinctive nature.

### **Transition to a Master's Degree Program**

UC strives to encourage and prepare learners to seek graduate degrees. The Bachelor of Arts in Leadership (BAL) curriculum is designed to meet the general admissions requirements of regionally accredited graduate-level programs. Learners should seek advisement regarding additional admissions requirements from the selected graduate programs.

### **Online and Face-to-Face**

## **Bachelor of Arts in Liberal Studies**

The Bachelor of Arts in Liberal Studies is an innovative, alternative degree program designed to provide subject matter preparation for prospective elementary school and special education teachers. The program offers a major in liberal studies. It accommodates experienced adult learners, many of whom are working in classrooms as para-educators, and draws upon their rich experiences in school settings.

The Bachelor of Arts in Liberal Studies (LIBS) allows the student to complete study in a little more than a year and a half. In this accelerated program, each term is eight (8) weeks in length, and there are six (6) terms offered throughout the year. This 120-unit degree consists of a 47 semester units major, a 28-unit General Studies Core, 7 units of program requisites, and 38 elective units.

Many adult learners have developed skills or expertise at the workplace, at home, or in other venues. Some of those experiences may translate into prior learning credit (PLA). To assess whether these experiences are worthy of university credit, the student may prepare a portfolio, which demonstrates a self-assessment and evaluation of prior learning. The portfolio and other documents presented in support of this learning are assessed, and credit is granted (maximum of 30 semester units) by trained evaluators and faculty members according to policies established by the faculty.

Organized to capture the essence of an integrated curriculum and capitalize on the students' work/classroom experiences, the B.A. in Liberal Studies program aims to give students a secure background in the liberal arts and sciences that is firmly fixed in the concepts of human behavior and social issues. As part of the preparation of elementary school and special education teachers, the program utilizes the California State Curriculum Frameworks and Model Standards, providing integrated courses in language arts, math, science, art, music, and social science that focus on K–8 content while demonstrating exemplary teaching methods.

The program has the potential to meet the following explicit needs:

- The need for qualified, credentialed elementary school and special education teachers in California
- The need for minority teachers and minority role models in area schools
- The need for stability in the classrooms of the local community
- The need/desire to encourage qualified interested members of other professions to consider the teaching profession a viable career change

Students who complete this major are eligible to enter Azusa Pacific University's unique Intern Credential Program, teaching in their own classrooms, with the university providing coursework and support to the beginning, intern-credentialed teacher

## **Program Learning Outcomes (PLO) for the B.A. in Liberal Studies**

Graduates of the B.A. in Liberal Studies program will:

**PLO 1:** Develop their own philosophy of education based on their understanding of ethical and worldview theories.

**PLO 2:** Be able to integrate principles of Christian faith and learning into a variety of subject matter.

**PLO 3:** Be able to integrate a variety of multicultural perspectives into their assessment of student needs.

**PLO 4:** Demonstrate subject-matter competence in preparation for the CSET Multiple Subjects Exams.

**PLO 5:** Be able to apply the Kolb learning model to their experience resulting in college-level learning from experience.

**PLO 6:** Use their understanding of their strengths, learning styles, and temperament to assess K–6 student needs.

**PLO 7:** Analyze problems and assess information representing a variety of perspectives, and present solutions through skillful oral and written communication.

**PLO 8:** Demonstrate the value of collaborative learning by participating in group-projects within the program.

## **Requirements for the B.A. in Liberal Studies**

To earn the Bachelor of Arts in Liberal Studies, learners must complete the following degree components:

<b>General Studies Core</b>	<b>28 units</b>
<b>Program Requisites</b>	<b>7 units</b>
<b>Core Courses</b>	<b>35 units</b>
<b>English Concentration</b>	<b>12 units</b>
<b>Electives</b>	<b>38 units</b>
<b>Total:</b>	<b>120 units</b>

In order to earn the Bachelor of Arts in Liberal Studies degree, learners must complete the following required courses while achieving a minimum cumulative grade-point average (GPA) of 2.0 in their major courses.

### **General Studies Core (28 units)**

Please reference page 45 to view the coursework for the General Studies Core.

### **Program Requisites (7 units)**

SPAN 123 Intensive Beginning Spanish (4)

MATH 125 College Algebra (3)

### **Core Courses (35 units)**

HDEV 301 Humans and Communication (5)

HDEV 302 Humans: Self and Others (5)

HDEV 303 Humans and Computation (5)

HDEV 401 Humans and History (5)

HDEV 402 Humans and Scientific Inquiry (5)

HDEV 403 Humans and the Arts (5)

HDEV 404 Humans and Ethical Behavior (5)

### **English Concentration (12 units)**

ENGL 403 Language Principles and Processes (4)

ENGL 407 Composition: Theory and Practice (4)

ENGL 433 Children's Literature (4)

### **Electives (38 units)**

Students may choose from any course in the catalog. Students may also earn up to 30 units of electives via Prior Learning Assessment (PLA).

### **TOTAL: 120 units**

*Online*

# Bachelor of Arts in Management

Preparation for a successful business career requires a broad appreciation for the major elements of the business enterprise and how they relate to one another. Thus, the Bachelor of Arts in Management (BAM) equips entrepreneurs with professional knowledge and practical skills in strategic leadership, management, production, marketing, finance, technology, human relations, and business law. The program promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal relationships in diverse settings. The BAM also provides a broad liberal arts foundation for lifelong learning. UC offers its BAM program completely online, which enables learners to apply their learning immediately in the workplace.

The BAM program prepares learners for service in a variety of public- and private-sector organizations, including first-line management, retail and sales, commercial banking, savings and loan associations, marketing, data processing, human resources, life care administration, government service, and nonprofits. Learners complete the management major to gain promotions, change careers, or prepare for master's-level studies. Some graduates may begin new ventures, operate small companies, develop new products, or return to the family business.

## Purpose and Program Learning Outcomes (PLO) for the B.A. in Management

**Purpose:** The UC management major equips learners with a theoretical framework, practical skills, and ethical values essential for success as a Christian business professional.

Graduates of the B.A. in Management program will:

**PLO 1:** Demonstrate the ability to apply management and leadership theory and principles to the global business environment.

**PLO 2:** Demonstrate the ability to integrate biblical concepts and principles in the management and leadership decision-making process.

**PLO 3:** Utilize quantitative methods and critical analysis in the business planning and decision-making process.

**PLO 4:** Demonstrate the ability to effectively communicate business concepts through oral and written forms utilizing technological innovations and current presentation skills.

**PLO 5:** Identify, evaluate, and utilize culturally diverse management concepts, knowledge and information in business operations.

**PLO 6:** Demonstrate the technical skills and competencies required to effectively manage the functional areas of global business operations.

**PLO 7:** Demonstrate the ability to evaluate and implement ethically sound and legal decisions while accounting for cultural diversity.

## Requirements for the B.A. in Management

To earn the Bachelor of Arts in Management, learners must complete the following degree components:

<b>General Studies Core</b>	<b>28 units</b>
<b>Program Requisites</b>	<b>15 units</b>
<b>Major Requirements</b>	<b>45 units</b>
<b>Emphasis Area</b>	<b>15 units</b>
<b>Electives</b>	<b>17 units</b>
<b>Total:</b>	<b>120 units</b>

In order to earn the Bachelor of Arts in Management degree, learners must complete the following required courses while achieving a minimum cumulative grade-point average (GPA) of 2.5 in their major courses.

### General Studies Core (28 units)

Please reference page 45 to view the coursework for the General Studies Core.

### Program Requisites (15 units)

UC 101 Momentum: Success in the University (3)

ACC 210 Financial Accounting (3)

ACC 211 Managerial Accounting (3)

ECO 204 Principles of Macroeconomics (3)

STAT 280 Applied Statistics (3)

### Major Requirements (45 units)

BUS 270 Business Law and Ethics (3)

ECO 440 International Economics and Trade (3)

MGT 310 Statistical Analysis for Business Decisions (3)

MGT 320 Financial Management and Markets (3)

MGT 350 Marketing and E-Commerce (3)

MGT 370 Cross-Cultural Communication and Negotiations (3)

MGT 380 Information Systems Management (3)

MGT 390 Project and Change Management (3)

MGT 415 Operations Management (3)

MGT 450 International Business (3)

MGT 460 Leadership and People (3)\*

MGT 480 Strategic Management and Policy (3)

MGT 485 Management and Organizational Behavior (3)

MGT 490 Entrepreneurship and Innovation (3)\* [Capstone]

MGT 495 International Study (3)

### **Emphasis Area (15 units)**

**Note:** Learners are encouraged to pursue graduate education in lieu of additional emphasis areas. If a learner wishes to have more than one emphasis area, s/he may do so with the permission of the appropriate discipline chair. Learners may have a maximum of two emphasis areas. The learner must meet all course requirements for both emphasis areas, in addition to all other graduation requirements for the degree. If the emphasis areas share courses, a learner must take a minimum of four more distinct courses to obtain the additional emphasis. When courses are not articulated in the emphasis, the additional courses are chosen by the discipline chair of that degree.

### **Organizational Leadership**

The Organizational Leadership emphasis capitalizes on the core management courses and provides learners with the essential skills, knowledge, and competencies essential for serving in a leadership role in a for-profit, nonprofit or governmental institution. Domestic and multi-national enterprises required leaders who possess the acumen to move their organizations forward in a globally competitive marketplace. Learners study the theories of leadership and implement strategies designed to produce long-term sustainability with integrity and authenticity. The coursework prepares learners to implement organizational wide change and position a firm to build competitive advantage with its people.

- LEAD 320 Leadership Theory and Practice (3)
- LEAD 360 Leadership Ethics (3)
- LEAD 400 Organizational Development and Innovation (3)
- LEAD 420 Human Resources Strategy (3)
- LEAD 440 Emotional Intelligence and Leaders (3)\*

### **Accounting**

The emphasis in Accounting provides learners with a survey of the principles, theories, and concepts of the accounting profession while presenting an intense review of the economic, quantitative, and managerial aspects of business. The combination of classroom theory, coupled with the coverage of key skills and practical knowledge prepares candidates for professions within the industry. The coursework initiates the process of preparing learners for the CPA Examination administered by the various state boards of accountancy in the United States.

- ACC 300 Intermediate Accounting I (3)
- ACC 320 Intermediate Accounting II (3)
- ACC 340 Cost Accounting, Analysis and Budgeting (3)
- ACC 410 Tax Accounting (3)
- ACC 430 Auditing (3)

### **Business Psychology**

The Business Psychology emphasis instills a foundation for motivating, understanding organizational behavior, conflict management, and gender issues. This foundation equips learners to engage in careers in human resources, employee support and training, and positions where customer relations are needed such as with insurance, benefits, sales, and customer service. This emphasis lays a solid foundation prior to entry into master's program in business.

- APSY 455 Conflict Management (3)
- APSY 460 Motivation (3)
- APSY 470 Positive Psychology (3)
- APSY 480 Group Processes (3)
- MGT 485 Management and Organizational Behavior (3)

### **Digital Marketing**

Globalization and technological advancements have fundamentally changed the methods and means of advertising and marketing. In order to compete on a global scale firms must develop, implement, and analyze the results of their marketing strategy. Firms that intend to remain successful and survive in the 21st century must implement a robust and comprehensive digital marketing strategy. The Digital Marketing emphasis builds upon the core management body of knowledge and provides learners with the key skills, knowledge, and practice to design and implement a successful digital marketing global strategy. The emphasis provides learners with the tools and competencies required to add value to their firms marketing and digital marketing endeavors.

- DMK 300 Digital Marketing (3)
- DMK 310 Analyzing and Optimization of Digital Media (3)
- DMK 350 Digital Consumer Behavior (3)
- DMK 420 Global Viral Marketing (3)
- ISM 400 Web Development (3)

### **Entrepreneurship**

The emphasis in Entrepreneurship provides learners with the fundamental principles associated with new venture and entrepreneurial development. An emphasis is based upon innovative, critical thinking, and action-oriented skills that allow for the identification, evaluation, and successful execution of new and sustainable business opportunities. Learners will be prepared to create successful entrepreneurial ventures, become a part of an entrepreneurial team, or develop and execute new business models within established organizations.

- ENT 310 Principles of Entrepreneurship (3)
- ENT 320 Venture Capital (3)
- ENT 330 Marketing Research (3)
- ENT 420 New Product Development (3)
- ENT 440 Entrepreneurship Action Learning Project (3)

### Global Logistics Management

The emphasis in Global Logistics builds upon the core management courses and provides learners with the keys skills and knowledge required to effectively and efficiently manage a global logistics and supply chain management network. Globalization and information technology have significantly changed the scope, speed and practices associated with the transportation and delivery of products and services. The emphasis in Global Logistics prepares learners to excel and succeed in this fast-paced and growing industry. Learners are exposed to cutting-edge practices and advanced information systems that enable global supply chain networks to function efficiently and add value and competitive advantage to firms.

- GLM 300 Logistics Management (3)
- GLM 320 Freight Transportation and Security (3)
- GLM 340 Supply Chain Economics and Finance (3)
- GLM 400 Integrated Logistical Systems (3)
- LEAD 420 Human Resource Strategy (3)

### Healthcare Management

The Healthcare Management emphasis builds upon the core management curriculum and is designed specifically to prepare graduates for the rapidly expanding health care industry. Learners gain the key skills, competencies, and knowledge required to effectively serve in the field of health care management. The courses are designed and taught by industry experts bringing years of practical experience to the learning environment.

- HCM 300 Healthcare Laws and Regulations (3)
- HCM 310 Healthcare Delivery Systems (3)
- HCM 320 Healthcare Financial Management (3)
- HCM 410 Healthcare Ethics and Quality Control (3)
- HCM 420 Healthcare Organizational Management (3)

### Human Resource Management

The Human Resource Management emphasis capitalizes on the core management courses and provides learners with the essential skills, knowledge and competencies required to effectively succeed in the ever-increasing field of human resource management. Human capital is quickly becoming an essential component of every organization on a global scale. The HRM emphasis enables learners to effectively manage the human resources of domestic and global firms. The courses utilize cutting-edge technology and practices to prepare learners for the exciting field of human resource management in the 21st century.

- HRM 300 Compensation and Benefits (3)
- HRM 310 Legal Issues in Human Resources (3)
- HRM 440 Workplace Planning and Employment (3)
- HRM 460 Performance Optimization (3)
- LEAD 420 Human Resource Strategy (3)

### Information Systems Management

The emphasis in Information Systems Management (ISM) prepares learners to specialize and advance in a critical functional area of business operations, foreign or domestic. The ISM provides learners with the key skills, and competencies required to add value and technological expertise to their chosen profession. The ISM in combination with the B.A. in Management core courses provides learners with a comprehensive foundation for business management that firms require in the current global business environment.

- ISM 310 Programming and Database Management (3)
- ISM 320 Hardware and Database Management (3)
- ISM 330 Networking and Security (3)
- ISM 400 Web Development (3)
- LEAD 400 Organizational Development and Innovation (3)

### Electives (17 units)

Students may choose from any course in the catalog.

### TOTAL: 120 units

Note: All courses marked with an asterisk (\*) must be taken at UC.

The B.A. in Management includes several upper-division courses: LEAD 440 Emotional Intelligence and Leaders, MGT 460 Leadership and People, and MGT 490 Entrepreneurship and Innovation. These three courses marked with an (\*) must be completed at UC due to their distinctive nature.

### Transition to a Master's Degree Program

UC strives to encourage and prepare learners to seek graduate degrees. The Bachelor of Arts in Management (BAM) curriculum is designed to meet the general admissions requirements of regionally accredited graduate-level programs, including the graduate business programs offered through Azusa Pacific University. Learners should seek advisement regarding additional admissions requirements from the selected graduate programs.

Online

# Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences (BSHS) is a foundational degree for those adult learners desiring to enter the health care industry in the areas of health care management and health care advocacy. This degree, with emphases in management and health psychology allow the graduate the competencies to advance their personal careers and overall practices of the medical industry by understanding and applying current policies and regulations, patient care initiatives, risk management, and the like. This program is based in both lab science courses and emphasis courses that provide the learner with a rigorous scientific background applicable to the allied health profession. The emphasis in human biology further expands on that knowledge base, providing advanced coursework cellular biology, molecular genetics, immunology, and neuroanatomy/neurophysiology.

The BSHS is built upon the Associate of Science in Health Sciences (ASHS) degree, which promotes Christian values, ethical principles, a General Studies Core, and scientific laboratory courses which are transferable to private and public clinical settings. This 120-unit Bachelor of Science in Health Sciences degree will also serve as a “stepping stone” into various master’s degrees.

The BSHS program prepares learners for service in a variety of health care organizations, including hospitals, clinics, and public health institutions. Learners complete the BSHS in order to gain promotions, develop management/leadership skills, and/or prepare for graduate-level studies.

## Purpose and Program Learning Outcomes (PLO) in B.S. in Health Sciences

**Purpose:** The BSHS degree equips learners with a foundational framework, practical skills, and ethical values essential for success in the Christian health sciences professions.

Graduates of the Bachelor of Science in Health Sciences will:

**PLO 1:** Integrate God’s Word within the health science industry and society.

**PLO 2:** Demonstrate effective oral and written communication.

**PLO 3:** Identify and evaluate key personal and organizational ethics affecting health care professionals.

**PLO 4:** Utilize technology in statistical analysis and data management.

**PLO 5:** Examine cultural and diversity issues within interpersonal health care.

**PLO 6:** Implement specific organizational functions and processes within the health sciences field.

## Requirements for the B.S. in Health Sciences

To earn the BSHS degree, students must complete the following degree components:

<b>General Studies Core</b>	<b>28 units</b>
<b>Program Requisites</b>	<b>15 units</b>
<b>Major Requirements</b>	<b>45 units</b>
<b>Emphasis Area</b>	<b>15 units</b>
<b>Electives</b>	<b>17 units</b>
<b>Total:</b>	<b>120 units</b>

In order to earn the Bachelor of Science in Health Sciences degree, learners must complete the following required courses while achieving a minimum cumulative grade-point average (GPA) of 2.0 in their major courses.

### General Studies Core (28 units)

Please reference page 45 to view the coursework for the General Studies Core.

### Program Requisites (15 units)

- UC 101 Momentum: Success in the University (3)
- HSCI 100 Introduction to Health and Disease (3)
- HSCI 105 Nutrition and Wellness (3)
- HSCI 110 U.S. Healthcare Systems (3)
- STAT 280 Applied Statistics (3)

### Health Sciences Core Requirements (45 units)

- APSY 295 Human Growth and Development (3)
- APSY 300 Research Methods in Psychology (3)
- APSY 430 Cultural Psychology (3)
- BIO 225 General Microbiology/Lab (4)
- BIO 235 Human Anatomy/Lab (4)
- BIO 245 Human Physiology/Lab (4)
- CHEM 115 Chemistry for Health Sciences/Lab (4)
- HSCI 300 Bioethics (3)
- HSCI 305 Introduction to Genetics (4)
- HSCI 310 Healthcare Professions (1)
- HSCI 320 Medical Sociology (3)
- HSCI 491 Senior Seminar: Health Sciences Capstone (3)
- HSCI 497 Fieldwork (2)
- PHYS 100 General Physics for Health Sciences/Lab (4)

### **Emphasis Area (15 units)**

**Note:** Learners are encouraged to pursue graduate education in lieu of additional emphasis areas. If a learner wishes to have more than one emphasis area, s/he may do so with the permission of the appropriate Discipline Chair. Learners may have a maximum of two emphasis areas. The learner must meet all course requirements for both emphasis areas, in addition to all other graduation requirements for the degree. If the emphasis areas share courses, a learner must take a minimum of four more distinct courses to obtain the additional emphasis. When courses are not articulated in the emphasis, the additional courses are chosen by the Discipline Chair of that degree.

#### **Healthcare Leadership**

This emphasis in Healthcare Leadership uses an interdisciplinary approach to prepare learners for careers in leadership in a variety of health care settings. This emphasis brings together psychology as well as leadership theories to create a foundation for learners planning careers in health care delivery, public health, health care management, patient advocacy, and related leadership positions.

- APSY 470 Positive Psychology (3)
- HCM 420 Healthcare Organizational Management (3)
- LEAD 320 Theory and Practice of Leadership (3)
- LEAD 440 Emotional Intelligence in Leaders (3)\*
- MGT 390 Project and Change Management (3)

#### **Healthcare Management**

The emphasis in Healthcare Management (HCM) prepares learners to specialize and advance in the health care industry. The HCM provides learners with the key skills and competencies required to add value and expertise to their chosen profession. The HCM in combination with the B.S. in Health Sciences core courses provides learners with a comprehensive foundation for healthcare management that is required in the current health care environment.

- HCM 300 Healthcare Laws and Regulations (3)
- HCM 310 Healthcare Delivery Systems (3)
- HCM 320 Healthcare Financial Management (3)
- HCM 410 Healthcare Ethics and Quality Control (3)
- HCM 420 Healthcare Organizational Management (3)

#### **Psychology in the Healthcare Profession**

This emphasis in Psychology in the Healthcare Profession allows learners to specialize in the aspect of the health care industry concerned with how people react and cope with illness, as well as how people make decisions around health and wellness. The emphasis brings together biology, psychology, and behavior and social factors to determine how they influence patients and providers in health care professions.

- APSY 285 Abnormal Psychology (3)
- APSY 350 Social Psychology (3)
- APSY 425 Crisis Counseling and Intervention (3)
- APSY 435 Gender Issues in Psychology (3)
- APSY 470 Positive Psychology (3)

#### **Electives (17 units)**

Students may choose from any course in the catalog.

#### **TOTAL: 120 units**

Note: All courses marked with an asterisk (\*) must be taken at UC.

#### **Transition to a Master's Degree Program**

UC strives to encourage and prepare learners to seek graduate degrees. The Bachelor of Science in Health Sciences (BSHS) curriculum is designed to meet the general admissions requirements of regionally accredited graduate-level programs. Learners should seek advisement regarding additional admissions requirements from the selected graduate programs.

## Face-to-Face

# Bachelor of Science in Organizational Leadership

The organizational leadership program brings together, from a variety of disciplines, key interpersonal ideas and skills, and develops the knowledge and skills required to understand organizational functioning. The student's business acumen is integrated with concepts and themes from other sciences to understand, predict, and direct change and make decisions about the behavior of people and organizations. The program provides opportunities for students to implement these ideas in organizational situations.

The Bachelor of Science in Organizational Leadership (BSOL) allows the student to complete study in a little more than a year. In this accelerated program, each term is eight (8) weeks in length, and there are six (6) terms offered throughout the year. This 120 unit degree consists of a 39 semester units major, a 28 unit General Studies Core, and 53 elective units.

The program combines an intensive series of integrated seminars with a work-related research project, which improves the student's skills in communication, research, interpersonal relationships, group dynamics, supervision, leadership skills and management. The student also develops a better understanding of the research and writing process, the relationship of the liberal arts to the job and home, and the integration of values and ethics with human relationships and work.

Many adult learners have developed skills or expertise at the workplace, at home, or in other venues. Some of those experiences may translate into prior learning credit. To assess whether these experiences are worthy of university credit, the student prepares a portfolio, which demonstrates a self-assessment and evaluation of prior learning. The portfolio and other documents presented in support of this learning are assessed, and credit is granted (maximum of 30 semester units) by trained evaluators and faculty members according to policies established by the faculty.

This program is primarily for the adult student who is working full time. The curriculum for the 39 semester units of the program is taught in a modular format. The courses are multidisciplinary in nature, drawn from business, social sciences, psychology, general education, liberal arts, religion, and philosophy.

## Program Learning Outcomes (PLO) for the B.S. in Organizational Leadership

Graduates of the B.S. in Organizational Leadership program will:

**PLO 1:** Demonstrate college-level learning from experience via the Kolb model.

**PLO 2:** Implement the process of applied behavioral science research as a problem-solving tool for planning organizational change.

**PLO 3:** Appraise in writing, an in-depth understanding of the organizational setting in which the student's research project will be conducted.

**PLO 4:** Learn and experientially understand what it is like to take on management responsibilities

**PLO 5:** Explain and understand the fundamentals of effective oral and written interpersonal communication and business communication.

**PLO 6:** Identify and apply the most effective systematic decision-making strategy to the student's organization.

## Requirements for the B.S. in Organizational Leadership

To earn the Bachelor of Science in Organizational Leadership, learners must complete the following degree components:

<b>General Studies Core</b>	<b>28 units</b>
<b>Core Courses</b>	<b>39 units</b>
<b>Electives</b>	<b>53 units</b>
<b>Total:</b>	<b>120 units</b>

In order to earn the Bachelor of Science in Organizational Leadership degree, learners must complete the following required courses while achieving a minimum cumulative grade-point average (GPA) of 2.0 in their major courses.

### General Studies Core (28 units)

Please reference page 45 to view the coursework for the General Studies Core.

### Core Courses (39 units)

- BMGT 301 Dynamics of Group Behavior (3)
- BMGT 302 Adult Development and Learning Assessment (3)
- BMGT 303 Introduction to Research Methodology (3)
- BMGT 304 Organizational Analysis (3)
- BMGT 306 The Bible and Business Ethics (3)
- BMGT 307 Managerial Communication (3)
- BMGT 401 Directed Study: Applied Research Project I (3)
- BMGT 402 Directed Study: Applied Research Project II (3)
- BMGT 408 Introduction to Data Analysis and Presentation (3)
- BMGT 409 Cultural Influences in the Workplace (3)
- BMGT 410 Principles of Management and Supervision (3)
- BMGT 411 A Christian Worldview and the Professions (3)
- BMGT 413 Leadership and Change (3)

### Electives (53 units)

Students may choose from any course in the catalog. Students may also earn up to 30 units of electives via Prior Learning Assessment (PLA).

**TOTAL: 120 units**

# Course Descriptions

## **ACC 210 Financial Accounting (3 units, 8 weeks)**

This course introduces the basic financial accounting model and prepares learners to explore the application of fundamental accounting principles to business entities. The course focuses on a user perspective and covers the vital steps in the accounting cycle from journalizing transactions to the preparation and interpretation of financial statements. Learners will also demonstrate an understanding of the importance of ethics in accounting.

## **ACC 211 Managerial Accounting (3 units, 8 weeks)**

This course focuses on managerial accounting and emphasizes the use of accounting data in decision-making. Topics covered include cost accumulation models, cost behavior, break-even analysis, budgeting, short- and long-run decision analysis, capital expenditure analysis, and financial statement analysis. *Prerequisite:* ACC 210 Financial Accounting

## **ACC 300 Intermediate Accounting I (3 units, 8 weeks)**

This course provides an intensive study of accounting theory and principles underlying financial accounting. An emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official financial accounting pronouncements and the responsibilities of professional accountants. Coverage begins with a review of the accounting model and focuses on accounting theory as it relates to revenue recognition and current assets including cash, accounts receivables, inventories, and operational assets. *Prerequisite:* ACC 211 Managerial Accounting

## **ACC 320 Intermediate Accounting II (3 units, 8 weeks)**

This course continues the study begun in ACC 300, covering intangible assets, investments, short- and long-term liabilities, leases, income taxes, corporate capital transactions, and statement of cash flows. An emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. *Prerequisite:* ACC 300 Intermediate Accounting I

## **ACC 340 Cost Accounting, Analysis and Budgeting (3 units, 8 weeks)**

This course explores fundamental and advanced managerial accounting concepts used in planning and controlling operations, determining costs of production, inventory control and evaluation, budgeting, and long-range planning. An emphasis is placed on cost determination, cost accumulation, cost-volume-profit relationships, standard costs, variances analysis and reporting, and the relationship between controlling costs and controlling operations. *Prerequisite:* ACC 320 Intermediate Accounting I

## **ACC 410 Tax Accounting (3 units, 8 weeks)**

This course provides learners with an intensive study of the theory and principles of federal income tax law as it applies to business entities including corporations, partnerships, estates, and trusts. Emphasis is placed on the theoretical framework and philosophy of the federal tax system as well as practical application and planning. The basics concepts of taxation associated with corporate, partnership, and S-corporation formation and operation are covered, as well as the fundamentals of estate, gift, and trust taxation. The course also covers the tax audit process and professional tax preparer responsibilities. *Prerequisite:* ACC 320 Intermediate Accounting II

## **ACC 430 Auditing (3 units, 8 weeks)**

This course provides an overview of auditing concepts with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of electronic data processing. The basic approach to planning an audit is addressed as are the audit objectives and procedures applied to the elements in a financial statement. Learners will demonstrate the application of audit theory and will be exposed to the planning, control, and review procedures used by many public accounting firms. *Prerequisite:* ACC 320 Intermediate Accounting II

## **APBL 100 Old Testament Survey (3 units, 8 weeks)**

An overview of the Old Testament focusing on the biblical writers, book outlines, major themes, key individuals, and events in biblical history, along with personal application for learners today. Subject matter includes creation, revelation, sin, redemption, and the Messianic promises.

## **APBL 105 New Testament Survey (3 units, 8 weeks)**

An overview of the New Testament focusing on the political, cultural, religious, literary, and historical perspectives during the life of Jesus and during the early Church. Authorship, book outlines, key themes, persons, and events in pre- and early church history are examined, along with personal applications for learners today.

## **APSY 105 Introduction to Psychology (3 units, 8 weeks)**

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. Learners enrolled in this course may be required to share information regarding their personal life, family, or relationships. *(Course formerly PSYC 110 General Psychology)*

## **APSY 285 Abnormal Psychology (3 units, 8 weeks)**

A systematic overview of the classification, explanation, and treatment of disorders described in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders. Historical and modern trends in etiology, symptoms, diagnosis, and treatment are examined.

## **APSY 295 Human Growth and Development (3 units, 8 weeks)**

An extensive study of psychological development from conception through death. This multidisciplinary approach examines the effects of psychosocial, cognitive, biological, moral, and related factors that impact human development.

## **APSY 300 Research Methods in Psychology (3 units, 8 weeks)**

A comprehensive theoretical and practical introduction to planning, conducting, reporting, and evaluating psychological research. Topics include experimental design, quantitative and qualitative procedures, ethical considerations, as well as, critical analysis and scrutiny of published research. Learners will plan, conduct, and present research using APA guidelines and writing standards. *Prerequisite:* STAT 280 Applied Statistics

## **APSY 315 Integration of Psychology and Christianity (3 units, 8 weeks)**

A constructive integration of psychology and the Christian faith. Critically analyzes psychological theories, treatments, and perspectives through a Christian worldview, while also developing an understanding of how psychology informs theology and faith.

## **APSY 320 Personality Theory (3 units, 8 weeks)**

An evaluative review of the methods and content utilized in the study personality. Covers varied approaches and theories to understanding the dynamics of personality and instruments measuring personality along with their validity and ethical considerations.

## **APSY 325 Learning Theory (3 units, 8 weeks)**

Foundations of human learning are examined, with an emphasis on experimental research and their underlying assumptions. Both historical and contemporary concepts are discussed with particular focus on application to individuals, organizations, and institutions.

## **APSY 330 Cognition (3 units, 8 weeks)**

An in-depth exploration of human cognition, focusing on both classic and current theories, problems, paradigms, methods and measurement.

## **APSY 335 Fundamentals of Testing and Assessment (3 units, 8 weeks)**

An appraisal of the construction, administration, interpretation, and evaluation of psychological tests and measurements. Evaluates the validity, reliability, applicability, cultural and ethical uses. Learners will be involved in the administration and interpretation of select instruments.

**APSY 340 Interviewing and Counseling Techniques (3 units, 8 weeks)**

An overview of basic clinical interviewing and counseling techniques from both the didactic and experiential perspectives. Topics include methods and theories in counseling, roles in the counseling relationship, legal considerations, dealing with resistance, cultural awareness and ethical issues related to counseling.

**APSY 345 Criminal Behavior (3 units, 8 weeks)**

An exploration of theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior, including how individual criminal behavior is acquired, evoked, maintained and modified. Also addresses cultural and social aspects related to criminal behavior along with effective intervention strategies.

**APSY 350 Social Psychology (3 units, 8 weeks)**

A comprehensive overview of social psychology that examines how the thoughts, feelings, and behaviors of individuals are influenced by actual, imagined, or implied social interactions. Includes pertinent research, ethical and cultural aspects to social psychology.

**APSY 360 Special Education and Rehabilitation Services (3 units, 8 weeks)**

Survey of theories, research, and practice of effective interventions for individuals with mild/moderate and moderate/severe disabilities. Legal rights, responsibilities, ethical issues, advocacy, and pertinent services are addressed.

**APSY 370 Psychopharmacology (3 units, 8 weeks)**

An introduction to the behavioral, psychological, and physiological effects of chemicals used in the treatment of psychological disorders. Addresses therapeutic and recreational uses coupled with prevention and treatment of abuse and alternatives to medication.

**APSY 400 Introduction to Clinical Psychology (3 units, 8 weeks)**

Survey of the science and practice of clinical psychology, including diagnoses and evaluations, interventions and prevention strategies for use with clinical populations, cultural applications, and ethical issues in the clinical profession.

**APSY 405 Physiological Psychology (3 units, 8 weeks)**

Comprehensive study of the physiological and neurological correlates of human behavior. Potential topics include physiological mechanisms in perception, learning, emotion and motivation.

**APSY 410 Psychology of Emotions (3 units, 8 weeks)**

Analysis of theoretical and empirical issues in the domain of emotions, incorporating current approaches and interactions between emotion and cognition.

**APSY 415 Forensic Psychology (3 units, 8 weeks)**

Investigates the application of the science and profession of psychology to issues relating to law and the legal system. Addresses related psychological research, legal issues and processes, as well as cultural and ethical issues in forensic psychology.

**APSY 425 Crisis Counseling and Intervention (3 units, 8 weeks)**

An examination of the knowledge, skills, and practices specific to crisis counseling and intervention. Focuses on applying appropriate methods to crisis situations, while considering cultural and ethical issues.

**APSY 430 Cultural Psychology (3 units, 8 weeks)**

Reviews research and perspectives on the psychology of culture. Examines diversity including age, race, religion, nationality, disability, language, and gender. Explores the relationship between cultural factors and prejudice, discrimination and oppression. Applies knowledge and principles to effectively interact and serve in a multicultural society.

**APSY 435 Gender Issues in Psychology (3 units, 8 weeks)**

Critically examines research and perspectives on gender and sexual socialization and development, along with physiological and cultural contributions to gender differences, sexual orientation, sexual adjustment and related areas of influence. *Prerequisites: APSY 105 Introduction to Psychology, APSY 295 Human Growth and Development, or consent of instructor*

**APSY 440 Child Psychology (3 units, 8 weeks)**

Explores different aspects of psychological issues in children emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Examines cultural, ethical, and legal issues related to the treatment of children.

**APSY 445 Adolescent Psychology (3 units, 8 weeks)**

Explores different aspects of psychological issues in adolescents emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Examines cultural, ethical, and legal issues related to the treatment of adolescents.

**APSY 450 Family Systems (3 units, 8 weeks)**

An overview of the development of the family system, including functional and dysfunctional family relationships, cultural and spiritual implications. Introduces psychological interventions and techniques which further development and change.

**APSY 455 Conflict Management (3 units, 8 weeks)**

This course examines the diagnosis, analysis, and resolution of conflict between individuals and in organizations. It also discusses the application of different types of negotiation strategies based on rational and emotional elements in approaching negotiation, cultural contexts, and individual differences.

**APSY 460 Motivation (3 units, 8 weeks)**

Explores research and perspectives on experimental and applied analysis of behavior that impact motivation. Addresses the application of methods for effective motivation in a variety of settings.

**APSY 470 Positive Psychology (3 units, 8 weeks)**

This course investigates methods, research, and assessment in Positive Psychology. This strength-based course incorporates both experiential and academic approaches to the study of pertinent techniques and applications related to the field.

**APSY 475 Ethics (3 units, 8 weeks)**

An in-depth assessment of the values, ideas, and laws that guide the helping professions, including professional codes of conduct, philosophical ethical principles, and the Christian worldview.

**APSY 480 Group Processes (3 units, 8 weeks)**

Study of research and perspectives regarding human interaction in groups. Examines the impact of various individual, social, and cultural dynamics and how to successfully influence and interact in group settings.

**APSY 490 Practicum (3 units, 8 weeks)**

Learners participate in field or research experience along with completing related discussions, readings, and other required coursework. All learners serving in research positions will serve as apprentices on survey, laboratory, clinical, and/or field research projects. Practicum proposals must be approved by the instructor. *Prerequisites: Completion of all BAAP core courses and 9 units in emphasis area or consent of instructor*

**APSY 495 Special Topics in Psychology (3 units, 8 weeks)**

Current or relevant topics are presented, with the focus on new practices, theories, or research interests in the field. This course may be repeated for up to 6 units.

**ART 110 Introduction to Art (3 units, 8 weeks)**

This combination lecture/studio course introduces learners to fine art history and processes. Learners develop a deeper understanding of the history, forms, and styles of architecture, painting, printmaking, and sculpture. The studio experiences expand learners' personal awareness of art and themselves. *(Course formerly ART 150)*

**BIBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy (3 units, 8 weeks)**

This course introduces Old Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the books of Exodus and Deuteronomy. Learners study to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Learners study to interpret individual texts within each book and study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation.

**BIBL 230 Introduction to Biblical Literature: Luke/Acts (3 units, 8 weeks)**

This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the Gospel of Luke and the Acts of the Apostles. Special attention is given to the meaning of the texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how those texts are relevant for faithful Christian living. *Prerequisite: BIBL 100*

**BIO 225 General Microbiology (4 units, 8 weeks)**

*Lecture, 3 units; Lab 1 unit*

The focus is on fundamental microbiological principles and laboratory techniques with an emphasis on disease-causing microorganisms, new and old methods of disease treatment and prevention, and host immune responses. *Prerequisite: BIO 235 or BIO 245, or their equivalents (Course formerly BIOL 220)*

**BIO 235 Human Anatomy (4 units, 8 weeks)**

*Lecture, 3 units; Lab, 1 unit*

This course is designed to introduce the principles of human anatomy to pre-nursing learners. It is taught from a systems perspective. Material covered in this course includes basic anatomical terminology, cell, tissue and organ structure and function, and examination of the integumentary, skeletal, muscular, nervous systems, endocrine, cardiovascular, respiratory, urinary, and reproductive systems. *(Course formerly BIOL 250)*

**BIO 245 Human Physiology (4 units, 8 weeks)**

*Lecture, 3 units; Lab, 1 unit*

Introduction to the principles of human physiology and how function relates to anatomical structure. Fundamental principles of cellular metabolism, transport mechanisms, cell signaling, fluid and electrolyte balance are covered to lay the foundation for organ system physiology. The course emphasizes homeostatic mechanisms and reciprocal communication of the body's organ systems and how malfunction can lead to disease. *(Course formerly BIOL 251)*

**BMGT 301 Dynamics of Group Behavior (3 units, 8 weeks)**

Students examine group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on the principles of group dynamics, problem solving, decision-making, diagnosis and resolution of conflict, and managing meetings.

**BMGT 302 Adult Development and Learning Assessment (3 units, 8 weeks)**

An understanding of development and learning processes is cultivated. Students conduct personal and professional assessments, documented by a portfolio. Additional credit for prior extra-collegiate learning may be earned through the portfolio.

**BMGT 303 Introduction to Research Methodology (3 units, 8 weeks)**

Students learn the purpose and value of research as a problem-solving tool in organizations. Approaches for identifying, analyzing, and researching organizational problems are emphasized as students select and review an appropriate organizational problem for their applied research projects.

**BMGT 304 Organizational Analysis (3 units, 8 weeks)**

Students analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in the organization featured in their case study.

**BMGT 306 The Bible and Business Ethics (3 units, 8 weeks)**

This course introduces the student to moral issues involved in business practice. Students reflect on what it means to be a good businesswoman or man in the context of biblical wisdom, principles, and virtues and apply this wisdom to expedite the resolution of business and management problems.

**BMGT 307 Managerial Communication (3 units, 8 weeks)**

Students refine both written and oral presentation skills. Presenting ideas, reports, and proposals clearly and concisely is the primary goal of this course.

**BMGT 401 Directed Study: Applied Research Project I (3 units, 8 weeks)**

Students describe the purpose, setting, history, background, scope, and importance of their applied research topics. Students conduct and write a literature review related to their problem analysis.

**BMGT 402 Directed Study: Applied Research Project II (3 units, 8 weeks)**

Students determine a research approach, develop and analyze a possible intervention for solving their organizational problems, and develop a data collection and analysis plan. Students report results, draw conclusions, and make recommendations regarding how their organizations should approach their research problem. They summarize their learning and apply it to their personal and professional lives.

**BMGT 408 Introduction to Data Analysis and Presentation (3 units, 8 weeks)**

Students explore how data analysis contributes to making decisions and solving organizational problems. Basic methods of summarizing, analyzing, and presenting research data are explained. Students develop data collection plans for their applied research projects.

**BMGT 409 Cultural Influences in the Workplace (3 units, 8 weeks)**

Students consider the relationship between culture and the world of work. In particular, they discover how the United States, especially the world of work, has been shaped by the values of life experiences of various ethnic and racial groups.

**BMGT 410 Principles of Management and Supervision (3 units, 8 weeks)**

Students identify the actual roles managers' play in complex organizations. This course prepares students for managerial roles while helping them to work more effectively with current managers. Management theory is critically evaluated for its usefulness in light of actual practices.

**BMGT 411 A Christian Worldview and the Professions (3 units, 8 weeks)**

Students develop an articulated Christian worldview, which can be applied to the broader issues of society. They develop an integrated approach to business and the common good, and formulate responses to the worldview aspects of current professional and social issues.

**BMGT 413 Leadership and Change (3 units, 8 weeks)**

This course explores the essential aspects of transformational leadership and examines tools used by transformational leaders to conduct business in today's rapidly changing environment. Students study leadership and influence, budgetary control and finance, approaches to organizational change, and the management of information and technology.

**BUS 250 Business Communications (3 units, 8 weeks)**

Examines the communication process and how managers utilize written and oral communications to successfully interact in a multi-cultural setting and manage business operations. The course outlines the process of oral communication, defines listening skills, describes the factors of a quality presentations and use of graphics, presents how to conduct formal meetings and the use of virtual teams.

**BUS 270 Business Law and Ethics (3 units, 8 weeks)**

Examines the legal, regulatory, ethical and moral principle and guidelines that impact domestic and global business transactions. The course provides an in-depth study of business and sales contracts, international trade law, intellectual property, real estate, product and service liability, organizational structure, insurance and political structures. The course discusses how ethical and moral principles guide the decision making process and business operations.

**CHEM 115 Chemistry for the Health Sciences (4 units, 8 weeks)**

Lecture, 3 units; Lab 1 units

This course covers organic and biochemistry topics related to the health sciences. Emphasis is placed on organic nomenclature, functional groups, selected organic reactions, and biochemical pathways. Lab activities will focus on the application of organic and biochemistry with respect to the health sciences.

**COMM 105 Public Communication (3 units, 8 weeks)**

This course offers practical instruction on how to speak effectively and introduces the basic principles underlying effective communication.

Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. (Course formerly COMM 111)

**CS 200 Basic Software Tools (3 units, 8 weeks)**

This PC-based course covers the basics of MS Windows and the use of applications software as problem-solving tools. In-depth coverage of popular word processing, database, and spreadsheet packages is included. (Course formerly CS 205)

**DMK 300 Digital Marketing (3 units, 8 weeks)**

This course provides an overview of traditional marketing concepts and methods and lays the foundation for the transition to digital marketing. Learners are exposed to digital marketing tools, concepts, theories and practices. The course enables learners to evaluate digital marketing strategies and develop digital marketing plans designed to produce effective results. *Prerequisite:* MGT 350 Marketing and E-Commerce

**DMK 310 Analyzing and Optimization of Digital Media (3 units, 8 weeks)**

This course provides an in-depth study of how to analyze digital marketing strategies to increase web traffic flows, enhance visibility, and increase consumer satisfaction and response rates. In addition, the course includes cost-benefit analysis and effective methods, website design and search engine optimization. *Prerequisite:* DMK 300 Digital Marketing

**DMK 350 Digital Consumer Behavior (3 units, 8 weeks)**

Studies the reactions and behaviors of consumers to digital media and marketing. The course examines consumer behavior and motivating factors that influence buying behaviors. In addition, the course evaluates consumer demographics and ties those factors to buying behaviors and attempts to forecast future buying decisions in the digital marketing platform.

**DMK 420 Global Viral Marketing (3 units, 8 weeks)**

Explores the social media phenomenon and its impact on brand awareness, product adaptation and social perceptions of products and/or services. The course explores ethical and cross-cultural implications of viral marketing and the related risks and potential rewards of a viral marketing campaign. Learners develop a plan to implement a viral marketing strategy. *Prerequisite:* ISM 400 Web Development

**ECO 203 Principles of Microeconomics (3 units, 8 weeks)**

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Learners study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. *Prerequisite for those pursuing an A.A. degree:* MATH 125 with a minimum grade of B. *Prerequisite for all other programs:* MATH 125 or STAT 280 (Course formerly ECON 203)

**ECO 204 Principles of Macroeconomics (3 units, 8 weeks)**

This course provides an introduction to concepts and tools of economic analysis for macroeconomics. Learners study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies.

**ECO 440 International Economics and Trade (3 units, 8 weeks)**

This course examines the theories and principles of international economics and how trade flows and policies impact global business operations. Learners evaluate macroeconomic international policies and institutions, tariff rates, customs duties, currency valuations, trade agreements, intellectual property rights, immigration and balance of payments. *Prerequisites:* ECO 203 Microeconomics, ECO 204 Macroeconomics

**ENG 101 Expository Writing (3 units, 8 weeks)**

This course focuses on the literacy skills essential to effective writing, including reading comprehension, audience awareness, genre knowledge, grammatical efficacy, syntactic fluency, and rhetorical sufficiency. *Course is limited to 15 learners. (Course formerly ENGL 101)*

**ENG 105 Composition: Argument and Analysis (3 units, 8 weeks)**

This course promotes the intellectual and rhetorical skills necessary to write persuasive and argumentative prose. Specific areas addressed to include logic, grammar, and rhetoric. Clarity of purpose and perspicuity of argument are examined through attention to critical thinking, logical fallacies, and textual analysis. *Prerequisite:* ENG 101 (Course formerly ENGL 102)

**ENG 115 Introduction to Literature (3 units, 8 weeks)**

This course introduces learners to the varying genres of literature—fiction, poetry, drama, and cinema—while examining and exploring the historical, critical, and social significance of literary expression. *Prerequisite:* ENG 105 (Course formerly ENGL 111)

**ENGL 403 Language Principles and Processes (4 units, 8 weeks)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in liberal studies. This course introduces the student to the overall nature of language. In addition, it helps students to be aware of, identify, analyze, and develop strategies for dealing with the linguistic complexities found in a diverse society. The course includes an examination of language acquisition, development, and change as well as an analysis of the technical aspects and societal impact of language use. Students study word formation (morphology), the basic sound systems (phonetics), and the grammar systems of prescriptive English in order to make learning English not only easier, but interesting, to the student in the classroom. A variety of approaches are used to explore and assess language production skills (i.e., writing, speaking, etc.).

**ENGL 407 Composition: Theory and Practice (4 units, 8 weeks)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in liberal studies. This writing-intensive course is designed for students wanting to learn about writing and writing instruction and is of interest to students contemplating teaching on the secondary or elementary level. The course examines the theory, practice, and literature of English/language arts pedagogy, with an emphasis on composition.

**ENGL 433 Children's Literature (4 units, 8 weeks)**

Designed to be a parallel course to the traditional undergraduate offering, this course integrates themes from the major and is open only to students in the adult degree completion program in liberal studies. This course examines the purpose, nature, and power of literature for children, classic as well as contemporary, particularly as it relates to the role literature plays in child development at home and school. Emphases include the nature of literature for children, evaluating and selecting books, responses to literature, understanding and experiencing the genres of literature, reading aloud and writing about literature, as well as becoming conversant with major writers and illustrators of children's literature, with special attention to multicultural literature.

**ENT 310 Principles of Entrepreneurship (3 units, 8 weeks)**

This course explores all aspects of entrepreneurship including a focus on the identification and selection of a sustainable business model, the initiation of new ventures, and financing options. An emphasis is placed on how ventures are started, start-up components are derived, and new venture proposals are evaluated. Learners will be provided with a deeper insight into the research and analysis of entrepreneurial operations, and explore business plan development, legal, and tax considerations.

**ENT 320 Venture Capital (3 units, 8 weeks)**

This course provides learners with coverage of the funding requirements and issues associated with entrepreneurial ventures, and explores the basics of attracting start-up and growth capital. Learners will obtain a practical understanding of the planning and financial activities required during initial and ongoing operations. Practical knowledge will be acquired related to the selection of a business cost concept, determination of financial and human resources needed, and decisions required to transform the business vision into reality. *Prerequisite: ENT 310 Principles of Entrepreneurship*

**ENT 330 Marketing Research (3 units, 8 weeks)**

Introduces the tools and techniques of marketing research as a component of marketing decision making with an emphasis on the application of these strategies within an entrepreneurial venture. This course explores the definitions of research problems and methodologies, design of research projects, and interpretation of research results. The practical aspects of conducting and analyzing market research studies will be covered.

**ENT 420 New Product Development (3 units, 8 weeks)**

This course provides a study of the development of new products within the context of an entrepreneurial venture, and focuses on the development process from idea conception to commercial introduction using best practices tools and technology. The product life cycle, ranging from introduction to deletion, will be explored. Learners will understand the major problems businesses encounter in the direction and management of product development and marketing activities. *Prerequisites: ENT 310 Principles of Entrepreneurship*

**ENT 440 Entrepreneurship Action Learning Project (3 units, 8 weeks)**

This capstone entrepreneurship course focuses on new venture and business plan development with an emphasis on strategic planning, risk management, marketing, and operations. Learners will obtain an in-depth practical understanding of the entrepreneurial development process required to successfully select and launch a new business venture, execute a business plan, and secure venture financing. Learners will also utilize knowledge and skills gained from previous courses in completing their project. *Prerequisites: ENT 310, ENT 320, ENT 330, ENT 420*

**GLM 300 Logistics Management (3 units, 8 weeks)**

This course provides a comprehensive overview of the global logistics and supply chain management processes, methods and planning. The course provides a description and explanation for each of the key functional components of the logistical management process, to include the following: transportation warehousing, inventory, cost analysis, information technology and systems, third-party logistics and metrics.

**GLM 320 Freight Transportation and Security (3 units, 8 weeks)**

This course examines the key issues, concepts, methods and practices associated with the transportation and delivery of freight. The course focuses and provides an in-depth study of the modes of transportation and the tactical requirements for the various modes with a focus on multimodal transportation. In addition, the course addresses key security issues and governmental policies and regulations that impact the transportation and delivery of goods and services. *Prerequisite: GLM 300 Logistics Management*

**GLM 340 Supply Chain Economics and Finance (3 units, 8 weeks)**

Studies the impact supply chain costs have on the organization and how to most efficiently deliver goods while remaining cost competitive. The course examines capital costs, cash flows, financing and economic indicators. Global economic factors are also taken into consideration in planning and financing globally logistics and supply chain networks. *Prerequisites: MGT 320 Financial Management and Markets, ECO 204 Principles of Macroeconomics*

**GLM 400 Integrated Logistical Systems (3 units, 8 weeks)**

Studies the information technology and systems that drive global logistics and supply chain management networks. The course focuses on capacity planning, productivity, inventory management, throughput, forecasting and problem solving decision-making. Learners are exposed to a variety of logistical systems designed specifically to enhance the efficiency of supply chain management systems. *Prerequisite: MGT 380 Information Systems Management*

**HCM 300 Healthcare Laws and Regulations (3 units, 8 weeks)**

The course examines the principles and practical applications of the laws that affect the operational decisions of health care providers, payers, and managers. The course examines the social, moral, and ethical issues associated with health care policy decisions and regulations, such as corporate liability, medical malpractice, admission, and discharge process, informed consent, nursing practice, patients' rights, medical records, and governmental regulation of personnel and health facilities.

**HCM 310 Healthcare Delivery Systems (3 units, 8 weeks)**

The course studies the various components of the U.S. health care system over the entire continuum of care, with a focus on private and public governmental regulation, and the impact of health policy on key stakeholders. The course provides a comparison of U.S. delivery systems with those provided in other countries. The course presents a broad range of opportunities for learners to explore as health care career options.

**HCM 320 Healthcare Financial Management (3 units, 8 weeks)**

The course examines the complexities of reimbursement including changes in Medicare payment and other third party payers, the evolution and shape of managed care, related public programs, and public policy. Topics addressed include financial management, financial statement analysis, working capital management, present value analysis, capital budgeting, cost of capital, variance analysis, and financing techniques.

**HCM 400 Healthcare Information Systems Management (3 units, 8 weeks)**

The course studies the mission-supporting role, organization, and technological applications of health information management systems. The course reviews best practices and issues of planning, privacy, electronic health records, information security, e-health, community health networks and emergent technologies. Learners analyze how health care organizations utilize information to improve clinical and managerial decision-making. *Prerequisite: MGT 380 Information Systems Management*

**HCM 410 Healthcare Ethics and Quality Control (3 units, 8 weeks)**

The course examines ethical principles, and presents decision-making models related to the health care industry. Learners identify and analyze ethical issues, apply and implement ethics theories and principles to specific problems, and evaluate personal characteristics, and organizational structures for delivering health care services across cultures.

**HCM 420 Healthcare Organizational Management (3 units, 8 weeks)**

The course examines the day-to-day operations and management of health care organizations including hospitals, private practice, ambulatory setting, and specialty services. Learners focusing on key issues that influence the administration of today's health care organizations.

**HDEV 301 Humans and Communication (5 units, 8 weeks)**

This course takes an integrated approach to developing, mastering, and assessing communication skills, including principles and practices of both spoken and written language. Emphases include group dynamics, interpersonal communication, oral presentations, and the writing process.

**HDEV 302 Humans: Self and Others (5 units, 8 weeks)**

Human growth and development across the life span is explored from the integrated perspectives of psychology, physiology, and sociology. Special attention is given to those areas which impact the classroom, including personality, motivation, learning styles, cultural diversity, and physical development. A thematic approach is used to address the treatment of mental, emotional, social, and physical health practices, including such topics as stress, diet, nutrition, communicable and Chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health, with an emphasis on issues impacting children and adolescents. Children's literature dealing with these subjects deepens the student's understanding.

**HDEV 303 Humans and Computation (5 units, 8 weeks)**

This course integrates fundamental mathematics concepts and relationships and computational skills required by the elementary or middle school teacher with problem-solving strategies and the use of technology. Students engage these concepts, relationships, and skills in terms of their development, mastery, and assessment. Anchored instruction and situated cognition techniques, expedited by video, and computer-based simulations, modeled during the course. The professional and assessment standards of the National Council of Teachers of Mathematics are modeled throughout this course.

**HDEV 401 Humans and History (5 units, 8 weeks)**

This course examines United States and world history using a broad interdisciplinary, thematic approach. Special emphasis is given to the United States Constitution and the evolution of government at the national, state, and local levels. Critical world issues are addressed through an examination of the role of the United States in a global community. Within each broad topic, students examine critical issues that have relevance over time, reflect on important decisions from the past, and develop understanding and meaning for present social policy and ideology. Students are expected to spend considerable time outside of class reading, reflecting, and preparing for in-class discussion and analysis, individual and cooperative group activities, and oral and written commentary on critical national and international issues facing all Americans.

**HDEV 402 Humans and Scientific Inquiry (5 units, 8 weeks)**

The curriculum content, activities, and experiences are planned to assist students in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework. A variety of experiential activities (occurring in the lab, in the field, and simulated through technology) provide the context for learning. Students explore the use of databases and spreadsheet for inquiry and thematic teaching is modeled.

**HDEV 403 Humans and the Arts (5 units, 8 weeks)**

Blending the visual and performing arts, this course is designed for the prospective elementary school teacher. Consisting of the objectives, scope, and content as described in the Visual and Performing Arts Framework for California Public Schools (1996), this course integrates the four components of art education through the use of aesthetic perception, creative expression, arts heritage, and aesthetic valuing with active participation in the skills of music and movement in order to understand the components and concepts of these fine and performing arts. The integration flows into other areas such as literature, religion, mathematics, science, and history.

**HDEV 404 Humans and Ethical Behavior (5 units, 8 weeks)**

This course addresses the concept of worldviews and how they are expressed through moral principles and practices. Students are encouraged to explore their own worldviews and approach an understanding of the importance of worldviews in society. A primary goal of this course is to deepen the understanding of the place of human values and virtues in one's personal life and the context of community. Included in this study is the development of an appreciation of the Scriptures and their role in moral and ethical practice. Students come to understand their opportunity to teach values and about religion as outlined in the California State Board of Education documents: Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education; Teaching about Religion; Promoting Responsible Attitudes and Behaviors; and Preventing and Responding to Hate and Violence.

**HIS 201 U.S. History (3 units, 8 weeks)**

This course acquaints the learner with the major developments of U.S. history from pre-contact to post-modern eras. Emphasis is given to the foundational political experiences of the American people and how political developments have been influenced and affected by social developments. Learners study to apply analytical skills to the reading of primary texts representing the whole sweep of American history. *Prerequisite: ENG 105 (Course formerly HIST 201)*

**HIS 202 World Civilizations (3 units, 8 weeks)**

This course provides an in-depth analysis of global historical trends which have transformed world civilization, such as the emergence of world system(s); formation of ethnic, racial, and national identities; capitalism, colonialism, and development; ecological imperialism; religious movements; industrialization; and modernization. *Prerequisite: ENG 105 (Course formerly HIST 202)*

**HLTH 101 Health Education (2 units, 8 weeks)**

This course focuses on physical, mental, social and emotional health and wellness. The whole-person view of health and wellness is approached from both the personal and community levels. Emphases include stress management, physical fitness, nutrition, and the promotion of healthy lifestyle choices.

**HRM 300 Compensation and Benefits (3 units, 8 weeks)**

This course provides a comprehensive overview of the philosophies of compensation with a focus on alternative compensation, rewards and benefits. The course discusses compensation fundamentals, documentation, employee motivation and the development of performance appraisals. Learners are exposed to standard benefits packages through the process of benefits analysis with an emphasis on cost containment.

**HRM 310 Legal Issues in Human Resources (3 units, 8 weeks)**

Studies the conceptual and legal frameworks that guide employment laws and regulations. The course describes the legal requirements of employers as they pertain to state, federal and global laws and statutes. Topics include discrimination, national origin, religion, gender, age, disability, the hiring process, termination procedures and liability protection. *Prerequisite: BUS 270 Business Law and Ethics*

**HRM 440 Workplace Planning and Employment (3 units, 8 weeks)**

This course analyzes the requirements of an organization and utilizes a needs analysis to match employee skills and competencies with the organizations needs and strategic plans. Learners are exposed to career planning in light of the organizational structure and path to sustainability.

**HRM 460 Performance Optimization (3 units, 8 weeks)**

Examines the role of politics, social and psychological systems as they impact employee performance. Learners are exposed to the theories and practices of motivation and best practices that enhance employee performance and long-term career employee development and training.

**HSCI 100 Introduction to Health and Disease (3 units, 8 weeks)**

This introductory course examines the causes and consequences of disease and the promotion of individual, family and community health. Public health, social science, and behavioral science findings are studied. Examples of topics covered include major chronic and infectious diseases, mental health, reproductive health, and drug and alcohol use and misuse. Identifying healthy personal behaviors that promote wellness and minimize unhealthy lifestyle will be emphasized.

**HSCI 105 Nutrition and Wellness (3 units, 8 weeks)**

Nutrition—and its specific impact on wellness and health risks—will be the focus of this course. Topics explored are (1) dietary-related disease (e.g., coronary heart disease, diabetes, high cholesterol, gluten allergies, etc.); (2) obesity in the U.S.; (3) Malnutrition among the youth and the elderly; (4) Nutrition-based interventions, and others.

**HSCI 110 U.S. Healthcare Systems (3 units, 8 weeks)**

This course takes a broad overview of the health care system in the United States. Topics include a historic examination of the health care system in America; universal, primary, private, and managed care; advances in medical technology; health care providers; informatics; gerontology and long term care; and health care reform and policy.

**HSCI 300 Bioethics (3 units, 8 weeks)**

This course focuses on human choices and actions that typically occur in medical practice. This course begins with a brief overview of ethics, and then moves to develop and consider the moral values and principles relevant to medical practice and bioethics.

**HSCI 305 Introduction to Genetics (4 units, 8 weeks)**

This course focuses on the principles of genetics with application at the level of molecules, cells, and multicellular organisms, including humans. The topics include: structure and function of genes, chromosomes and genomes, biological variation resulting from recombination, mutation, and selection, population genetics, use of genetic methods to analyze protein function, gene regulation and inherited disease.

**HSCI 310 Healthcare Professions (1 unit, 8 weeks)**

This course examines careers and opportunities in the health care professions, including educational, vocational, and legal requirements of health care jobs.

**HSCI 320 Medical Sociology (3 units, 8 weeks)**

Examination of culture and social interactions in mediating the health and illness effects as they impact individuals and groups. Topics include the social impact of illness, the relationships between patients and health professionals, advertising and pharmaceutical use/abuse, unhealthy lifestyle choices in families and communities, and healthful practices of social groups.

**HSCI 491 Senior Seminar: Health Sciences Capstone (3 units, 8 weeks)**

This capstone course completes the BSHS program. Drawing on the health sciences core and emphasis, adult learners conceive and design a health care project in collaboration with project sponsors.

*Prerequisites: Completion of all core courses and senior standing*

**HSCI 497 Fieldwork (2 units, 8 weeks)**

Supervised experience in an approved health care setting where the learner experiences a wide range of health care practices or procedures. The learner will develop a field experience contract with an onsite supervisor and a healthcare faculty member. The learners will then present their findings with other colleagues in the course, and upload their experiences on the HSCI 497 webpage. *Prerequisites: Completion of all core courses and senior standing, or permission from the Discipline Chair or designee*

**ISM 310 Programming and Database Management (3 units, 8 weeks)**

This course provides learners with basic concepts of computer programming, and programming concepts, and constructs. In addition, the course includes an introduction to the design and use of database systems, while familiarizing learners in concepts such as data modeling, file management, database programming and management.

*Prerequisite: MGT 380 Information Systems Management*

**ISM 320 Hardware and Database Management (3 units, 8 weeks)**

This course provides learners with the knowledge and skills necessary for computer configuration, maintenance, repair and administration. The course covers hardware and software installation, diagnoses troubleshooting, and integrating peripherals. Learners will also explore methodologies for installing system enhancements and upgrades. The course focuses on preparing the learner to take the CompTIA A+ Certification exam. *Prerequisite: MGT 380 Information Systems Management*

**ISM 330 Networking and Security (3 units, 8 weeks)**

This course is an introduction to basic concepts in the application, design, and implementation of computer and telecommunication networks. It includes an overview of various network topics including network architecture and protocols, network management, routing, security, hardware, and basic programming principles. Learners will analyze common problems in network implementation, maintenance, and repair and management of network systems. *Prerequisite: MGT 380 Information Systems Management*

**ISM 400 Web Development (3 units, 8 weeks)**

Studies website design, methods, principles, concepts, standards, and programming applications in conjunction with business practices and operations. Learners gain practical web-design, implementation, maintenance, and analysis skills. Learners evaluate websites and develop processes to improve business efficiency and effectiveness. *Prerequisite: MGT 380 Information Systems Management*

**LEAD 300 Leadership Communication (3 units, 8 weeks)**

Presents a practical overview of effective oral and written communication in the organizational leadership setting. Research and technical writing are addressed, as are marketing and public relations writing styles. Electronic communication (emails, Twitter, and blogging) is represented and illustrated. Oral presentations are presented, with special emphasis on delivering inspirational talks that influence organizational change.

**LEAD 320 Theory and Practice of Leadership (3 units, 8 weeks)**

Provides an evaluative review of the major theories and practices of leadership studies, which include leaders in various sectors. The history, structure, behavior, development, and dynamics of successful and aberrant leaders are explored.

**LEAD 330 Managerial Finance (3 units, 8 weeks)**

This course provides leaders with essential financial knowledge to aid in the strategic decision-making process. Leaders develop the skills necessary to set long and short-term financial goals and metrics to measure the financial success and health of an organization. Leaders learn how to utilize standard financial ratios and financial statement analysis to set the financial course for an organization.

**LEAD 350 International Management (3 units, 8 weeks)**

This course examines the process of international business management and evaluates political, legal, and governmental risks. Leaders study the role of culture in managing people across cultures and analyze the impact of strategic alliances and partnerships on the organization.

**LEAD 360 Leadership Ethics (3 units, 8 weeks)**

Examines ethical frameworks and their application to organizational leadership situations, as well as to personal leadership decisions. Topics such as servant leadership, utilitarianism, Kant's categorical imperative, and other theories are discussed, as well as corporate social responsibility, employer-employee relations, product safety, etc.

**LEAD 365 Organizational Analysis (3 units, 8 weeks)**

This course analyzes the organization in relation to competitors in the global industry. Leaders evaluate the driving forces of the industry and develop key strategies to provide the organization with a competitive advantage. Leaders forecast technological and environmental changes and implement initiatives enabling organizations to positively leverage the changes.

**LEAD 370 Cross-Cultural Communication (3 units, 8 weeks)**

This course examines the theories and practices of cross-cultural communication and how leaders motivate individuals, teams, and the organization as a whole to accomplish the mission and vision of the organization. Leaders design and implement corporate wide strategic communications initiatives taking into account the various cultural distinctions.

**LEAD 400 Organizational Development and Innovation (3 units, 8 weeks)**

An introduction and analysis of organizational development and change factors. Restructuring organizations, human resource management interventions, diagnostics, interpersonal and group processes, and transformational change are explicated.

**LEAD 410 Social Media Marketing (3 units, 8 weeks)**

This course examines the role and impact social media sites and marketing have on the organization of the 21st century. Leaders study the theory and practice of social media marketing and develop social media marketing campaigns designed to increase the exposure of the firm and to communication with customer on a global scale.

**LEAD 420 Human Resource Strategy (3 units, 8 weeks)**

This course introduces adult learners to many of the key components of human resources (HR) in organizations, such as workforce planning, recruitment, selection, staffing, performance evaluation, training, compensation, and other issues. The leader's perspective in relation to HR functions is the primary focus in this course.

**LEAD 440 Emotional Intelligence and Leaders (3 units, 8 weeks)**

Social interaction processes and human behavior is studied from the concept of emotional intelligence, as it focuses on intrapersonal and interpersonal attributes of the leader. The positive juxtaposition of authentic leadership, emotional intelligence, and emotional contagion are explored as well.

**MATH 099 Intermediate Algebra (3 units, 8 weeks)**

This course presents intermediate-level algebra. Topics include linear graphs, mathematical models, systems of equations in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions. As this course is completely online, our focus is to provide students with extraordinary online tutorials, individualized support that ensures student progress, continuous assessment and feedback, and valuable engagement and interaction among all students in the course. (Course formerly MATH 095)

**MATH 125 College Algebra (3 units, 8 weeks)**

This course is a study of basic college algebra, including polynomial and rational functions, inverse functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions and equations, advanced graphical procedures and interpretations, linear and nonlinear systems of equations, matrix representations of systems of equations, and introductory concepts in sequence, series, and probability. *Prerequisite: Appropriate score on placement test, or SAT 540/ACT 23 math score, or successful completion of MATH 099 Intermediate Algebra (Course formerly MATH 110)*

**MGT 105 Introduction to Business (3 units, 8 weeks)**

This course introduces learners to the role of business in society and the impact of the social environment on the business organization. The course provides an overview of the primary functional areas of business, including management, human resources, marketing, finance, accounting, production, communications, information technology, legal responsibilities, ethics and the global environment of business.

**MGT 310 Statistical Analysis for Business Decisions (3 units, 8 weeks)**

Studies statistical methods and techniques designed to increase the efficiency and productivity of a firm and decision-making process. The course requires learners to utilize a statistical software program to produce efficiency gains and present the findings through a formal business report. *Prerequisite: STAT 280 Applied Statistics or equivalent*

**MGT 320 Financial Management and Markets (3 units, 8 weeks)**

Learners explore principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash flow, financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, long-term financial planning, risk and return, and basic derivatives. *Prerequisite: ACC 210 Financial Accounting*

**MGT 350 Marketing and E-Commerce (3 units, 8 weeks)**

This course examines the theories and practices of marketing products domestically and globally. The course offers an in-depth study of the primary concepts of marketing and the transition to E-Commerce and how social media has changed advertising and the distribution of products and services. Learners examine the concept of global homogenization and consumer behavior.

**MGT 370 Cross-Cultural Communication and Negotiations (3 units, 8 weeks)**

This course examines the theories and practices of cross-cultural communication and the process of negotiating with members and teams from another culture. The course prepares learner to; lead a negotiations process, address conflicts, view diverse ethical paradigms, problem solve, creation of innovative alternatives, summarization, clarify points, gain consensus and to view their interactions from another's perspective.

**MGT 380 Information Systems Management (3 units, 8 weeks)**

This course provides an introduction to the functions of information systems and how systems aid firms on creating value while maximizing efficiency and increasing competitiveness. Learners evaluate systems design, database management, networking communications, security, privacy, policy, legal and ethics issues associated with technology.

**MGT 390 Project and Change Management (3 units, 8 weeks)**

Studies the process and practice of project and change management of information systems and software applications. Learners work through the process of defining, planning, implementing and delivering a change project. Learners develop cost estimates, time requirements, quality controls, team assignments, training schedules, documentation and potential risks associated with the change.

**MGT 415 Operations Management (3 units, 8 weeks)**

This course focuses on decision-making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing environment. It addresses issues related to the handling and control of materials, inventory, purchasing, and quality control. Learners study about setting standards and developing skills in estimating, forecasting, and scheduling.

**MGT 450 International Business (3 units, 8 weeks)**

This course presents a survey of issues in international business. The focus is on managing and engaging in ethical business practices in an international environment, understanding the global monetary system, and developing an international perspective. The course evaluates production, marketing, competition, trade, global institutions, political structures, supply chain, finance, human resources and cross-cultural interactions.

**MGT 460 Leadership and People (3 units, 8 weeks)**

Studies the primary theories and principles of leadership and how to apply the principles across a multinational organization. Learners come to realize that people, their abilities and talents serve as the most valuable organizational asset. Learners work to develop; a personal philosophy of leadership, evaluate how to motivate employees, develop the ability to inspire leadership qualities in others and the process of creating a shared vision.

**MGT 480 Strategic Management and Policy (3 units, 8 weeks)**

Studies the executive management decision, planning and implementation process. Learners examine how strategic initiatives and structural changes impact and drive the success of a firm. The course exposes learners to the theories and concept of strategy, creation of mission, vision and values statements, strategy implementation, assessment and how to create a success, authentic, stable and positive corporate culture that thrives on innovation and leadership.

**MGT 485 Management and Organizational Behavior (3 units, 8 weeks)**

This course introduces the managerial skills of planning, organizing, leading, and control. It gives particular emphasis to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, boards of directors, organization charting, formal and informal organization, communication in multicultural settings, and reaction to change. Learners develop a personal philosophy of management to guide their careers as business professionals.

**MGT 490 Entrepreneurship and Innovation (3 units, 8 weeks)  
[Capstone Course]**

This course serves as the capstone for the BAM curriculum. Learners are first exposed to the theories, concepts and practices of entrepreneurship and innovation and then create, develop, analyze and implement an innovative/entrepreneurial project with their current employer or develop a distinct business plan. Learners utilize knowledge and skills gained from prior course in completing their project or plan.

**MGT 495 International Study (1-3 units, 7-14 days)**

Learners have two options for completing MGT 495. Option one; learners complete the course as a 7-14 day travel abroad course in conjunction with ECO 440 International Economics and Trade or MGT 450 International Business. Option two; learners complete an in-depth regional study and analysis. The course offers learners the opportunity to experience another culture and business practices. Learners complete assigned readings and a project on the selected country.

**MGT 499 Directed Study (1-3 units, 8 weeks)**

In response to an organizational case study problem, learners prepare an applied research project in which they review the pertinent literature, analyze the ethical issues, evaluate possible approaches to solving the problem, formulate recommendations, present an implementation plan, summarize their findings, and apply them to their personal and professional lives. *Prerequisite: Senior standing*

**PHIL 105 Introduction to Critical Thinking (3 units, 8 weeks)**

Learners study principles of deductive and nondeductive logic. Principles are used to evaluate arguments in a variety of contexts, including the popular media and the professional practices of philosophy, theology, science, or law. Learners are also expected to assess and improve the logical rigor and clarity of their own reasoning. *(Course formerly PHIL 110)*

**PHIL 205 Introduction to Philosophy (3 units, 8 weeks)**

An introduction to the main areas of philosophy, including epistemology, ethics, metaphysics, and philosophy of religion. The course will introduce learners to the major philosophers and their writings. In addition, learners will become familiar with worldview-thinking; a conceptual framework from which to examine, understand, and converse on the various topics in philosophy. In particular, learners will learn to articulate a comprehensive Christian worldview, and communicate their perspectives with clarity and relevancy. *(Course formerly PHL 220)*

**PHYS 100 General Physics for Health Sciences/Lab (4 units, 8 weeks)**

*Lecture, 3 units; Lab, 1 unit*

This introductory course explores mechanics, waves, fluids, thermodynamics, electromagnetism, optics, and assorted topics in modern physics.

**PHYS 150 Introduction to Astronomy (4 units, 8 weeks)**

*Lecture, 3 units; Lab, 1 unit*

This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. This course requires basic skills developed in a college algebra environment including solving equations, scientific notation, roots, exponents and unit conversions. Students uncomfortable with these requirements may wish to complete College Algebra before taking Astronomy. *(Course formerly PHYC 140)*

**REL 100 Introduction to Global Religious Studies (3 units, 8 weeks)**

This course offers a study of global religious traditions in their cultural and historical contexts. Learners critically examine various definitions and methodologies of global religious studies from a confessional Christian perspective. Traditions examined include Judaism, Islam, Eastern Christianity, East Asian, African, South American, and other Indigenous traditions. *(Course formerly RELG 100)*

**REL 105 Christian Life, Faith, and Ministry (3 units, 8 weeks)**

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. *Field experience is required. (Course formerly MIN 108)*

**SPAN 121 Beginning Spanish I (3 units, 8 weeks)**

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

**SPAN 122 Beginning Spanish II (3 units, 8 weeks)**

This is a continuation of SPAN 121. *Prerequisite: SPAN 121, passing Spanish CLEP Exam*

**SPAN 123 Intensive Beginning Spanish (4 units, 8 weeks)**

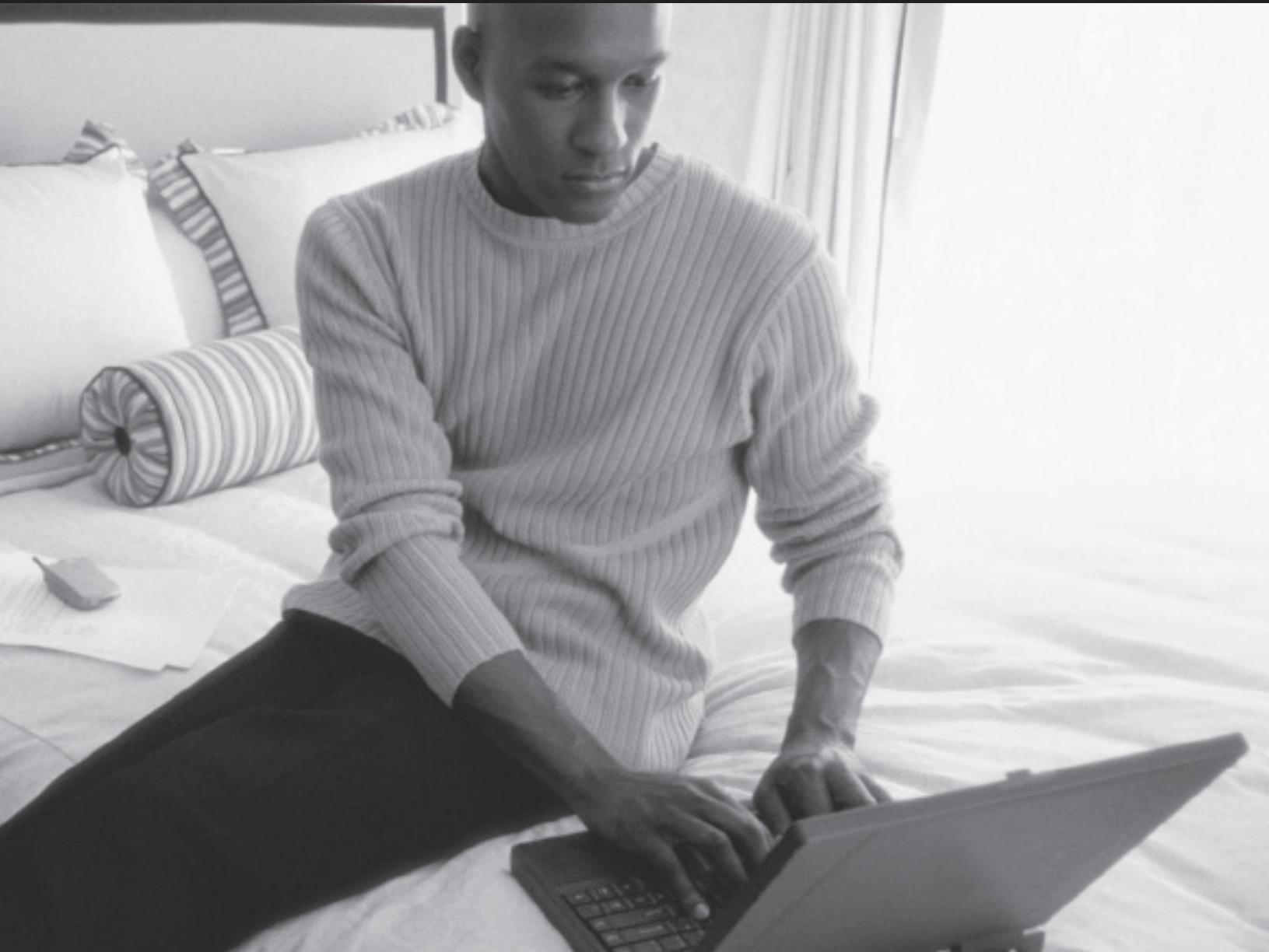
This is an intensive accelerated course that emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

**STAT 280 Applied Statistics (3 units, 8 weeks)**

This is an elementary course in basic statistical concepts. Learners are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development.

**UC 101 Momentum: Success in the University (3 units, 8 weeks)**

This course lays a strong foundation for a successful transition to college by increasing critical thinking, curiosity, goal orientation, and motivation. It provides an orientation to University College, the Moodle Online Learning System, digital library services, and other support services. Learners are introduced to the idea of a Christian liberal arts education, a strengths approach to learning, and opportunities to develop practical skills and strategies for addressing the challenges of college. *This course is a prerequisite for all other UC courses. (Course formerly APOU 101)*



Academic Calendar ..... 67

# Academic Calendar

## 2014 Fall I

Monday, September 01, 2014 ..... Session starts; classes begin  
 Sunday, September 07, 2014 ..... Last day to add/drop 11:59 p.m. Pacific Time  
 Sunday, October 05, 2014 ..... Last day to withdraw with a grade of *W*  
 Friday, October 24, 2014 ..... Classes end  
 Wednesday, October 29, 2014 ..... Final grades due, noon Pacific Time

## 2014 Fall II

Monday, October 27, 2014 ..... Session starts; classes begin  
 Sunday, November 02, 2014 ..... Last day to add/drop 11:59 p.m. Pacific Time  
 Thursday, November 27, 2014 ..... UC offices closed in observance of Thanksgiving  
 Friday, November 28, 2014 ..... UC offices closed in observance of Thanksgiving  
 Monday, November 28, 2014 ..... Classes resume  
 Sunday, November 30, 2014 ..... Last day to withdraw with a grade of *W*  
 Friday, December 19, 2014 ..... Classes end  
 Thursday, December 25, 2014 ..... UC offices closed in observance of Christmas  
 Friday, December 26, 2014 ..... Final grades due, noon Pacific Time

## 2015 Spring I

Thursday, January 01, 2015 ..... UC offices closed in observance of New Year's Day  
 Monday, January 05, 2015 ..... Session starts; classes begin  
 Sunday, January 11, 2015 ..... Last day to add/drop 11:59 p.m. Pacific Time  
 Sunday, February 08, 2015 ..... Last day to withdraw with a grade of *W*  
 Friday, February 27, 2015 ..... Classes end  
 Wednesday, March 04, 2015 ..... Final grades due, noon Pacific Time

## 2015 Spring II

Monday, March 02, 2015 ..... Session starts; classes begin  
 Sunday, March 08, 2015 ..... Last day to add/drop 11:59 p.m. Pacific Time  
 Friday, April 03, 2015 ..... UC offices closed in observance of Good Friday  
 Sunday, April 05, 2015 ..... Last day to withdraw with a grade of *W*  
 Friday, April 24, 2015 ..... Classes end  
 Wednesday, April 29, 2015 ..... Final grades due, noon Pacific Time

## 2015 Summer I

Monday, May 04, 2015 ..... Session starts; classes begin  
 Sunday, May 10, 2015 ..... Last day to add/drop 11:59 p.m. Pacific Time  
 Monday, May 25, 2015 ..... UC offices closed in observance of Memorial Day  
 Tuesday, May 26, 2015 ..... Classes resume  
 Friday, May 29, 2015 ..... Next session's registration begins  
 Sunday, June 07, 2015 ..... Last day to withdraw with a grade of *W*  
 Monday, June 22, 2015 ..... Next session's registration closes  
 Friday, June 26, 2015 ..... Classes end  
 Wednesday, July 01, 2015 ..... Final grades due, noon Pacific Time

## 2015 Summer II

Monday, June 29, 2015.....Session starts; classes begin  
Friday, July 03, 2015 ..... UC Offices closed in observance of Independence Day  
Sunday, July 05, 2015 ..... Last day to add/drop 11:59 p.m. Pacific Time  
Friday, July 24, 2015 ..... Next session's registration begins  
Sunday, August 02, 2015 ..... Last day to withdraw with a grade of *W*  
Friday, August 21, 2015.....Classes end  
Monday, August 24, 2015 .....Next session's registration closes  
Wednesday, August 26, 2015.....Final grades due, noon Pacific Time



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