



University College

2015 Graduate Catalog



University
College

Welcome

Your choice to pursue the next level of higher education is an important and meaningful step in your journey of lifelong learning. As a graduate student, your experience will shape your life personally and professionally in addition to being challenged academically. I would encourage you to embrace the exciting opportunity to define your purpose and calling in Christ for the future.

This University College graduate catalog is the map for your journey. The course descriptions, policies, and program information provide a comprehensive guide for your learning experience.

University College is passionate about serving learners around the world who desire a higher education. Committed to affordability, accessibility, and excellence, University College is equipped to deliver a quality educational experience to every learner. For our graduate students, we are dedicated to offering market responsive, innovative, and learner-centric programs to help you achieve your professional and personal aspirations.

From the moment you start your first class until the day you graduate, you will know that we are a university that is serious about our purpose and vision, and core values: Exemplary, Caring, and Learning.

We seek to be a community that is **exemplary** by honoring God in our actions, attitudes, and aspirations. We believe that each learner will be exposed to a Christian worldview. This worldview instills value and deep meaning as you set goals and interact with your community both inside and outside the classroom.

We are a **caring** community that seeks to serve with grace the needs of our colleagues and learners. University College values and encourages service to others as a core dimension of your 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 quality manifested through our regional accreditation, distinguished faculty, and high academic standards.

Welcome to this exciting chapter in your life's journey! We look forward to partnering with you on your road to success. I pray you take every advantage of this transformational opportunity to be equipped as a difference maker for Christ and your community.

Blessings,

A handwritten signature in black ink that reads "John C. Reynolds". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

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 January 12, 2015. 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 create for people a new hope for the future, by investing in lives through learning pathways that are Christ-centered, flexible, and accessible.

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.

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 61 bachelor's degrees, 40 master's degrees, 17 certificates, 11 credentials, 8 doctoral programs, and two associate's degrees at the university's main campus in Azusa, six regional centers, and online. The university earned a 9-year reaccreditation from the Western Association of Schools and Colleges in 2013, and holds 14 other specialized accreditations.

The university's award-winning intercollegiate athletic program consists of 19 teams. Beginning in 2005, the athletics program won an unprecedented eight consecutive National Association of Intercollegiate Athletics (NAIA) Directors' Cup awards prior to beginning the membership process in the National Collegiate Athletic Association (NCAA) Division II in fall 2012. The university completed the membership process in 2014 to become a full member of NCAA Division II.

Through all this, Azusa Pacific continues advancing its core mission, preparing and graduating students who go on to make a difference in the lives of others. To learn more, visit 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
Website: 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/.

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 graduate 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 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

University College is committed to student success. Graduate students are supported by faculty as well as Student Service Advisors. Student Service Advisors offer a variety of support to assist learners in achieving their academic and professional goals. Graduate 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 to graduate students, directing learners through orientation, assisting with course 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.

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. This online resource is available to all UC learners in addition to basic support from the Student Service Advisor.

Bookstore

Learners can order books, digital textbooks and class materials online from the Azusa Pacific University Bookstore at 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

To be eligible for admissions, University College learners must submit (1) a graduate application, and (2) an official transcript that demonstrates evidence of completion of a bachelor's degree or higher from a regionally accredited college or university with a 3.0 grade-point average (GPA) on a 4.0 scale.

If the cumulative GPA is less than 3.0, the most recent 30 graded semester units (or 45 quarter units) will be evaluated to satisfy the graduate entrance requirement. These 30 graded units completed will be utilized for a GPA calculation which must equal or exceed 3.0. The last 30 graded units from a regionally accredited university must be baccalaureate, post-baccalaureate, or credentialed courses.

There may be additional admissions documents required specific to the learner's graduate program of choice. Please refer to the program's section in the UC Academic Catalog or speak to a program representative.

Admissions Petitions

There are two circumstances that require applicants to submit an admissions petition:

1. Applicants with a cumulative college GPA of less than 3.0 may be admitted with specifications. These applicants may be required to submit a petition essay to assist the Petition Committee in approving or denying admission. Learners should contact his or her program representative for specific instructions.
2. 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 the time frame. 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. Learners should contact his or her 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 Registrar.

Transcripts

Applicants are responsible for submitting one official transcript from the regionally accredited college or university where they received their most recent degree. 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 college or university. University College reserves the right to request that the transcript be sent directly from the issuing institution(s). A final transcript, including the conferral of the degree, must be sent following graduation for final acceptance to occur. 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 University College. However, STAT 280 Applied Statistics or its equivalent may be a prerequisite course for specific program. Please refer to the program or speak to a program representative for additional information.

If required by the program, learners must present evidence of completion of STAT 280 Applied Statistics or its equivalent. Such evidence may include an official college transcript verifying successful completion of the prerequisite course (Applied Statistics), or an Advanced Placement Exam (AP) statistics score of at least 3. Official proof must be received by the Office of the Registrar before registering for MEL 520 (Data Driven Decision Making).

Non-Degree Seeking Graduate-Level Learners

UC offers access to non-degree-seeking learners, allowing them to take up to four courses, maximum, based on availability. Prerequisites for the courses must be met. Those eligible to apply include:

- Post-baccalaureate degree-holders
- Degree-seeking students at other institutions on official visiting or exchange status
- Those wanting to take a course for professional development or a separate certification or license
- Those considering graduate education

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 University College a high level of confidence in their programs.
- Learners must have completed the transferred courses within the past seven years and earned a minimum grade of *B-*. Courses taken after seven years may be considered.
- UC can give credit for up to 1/3 of the total program units for previous coursework toward a graduate degree.
- The transferred courses must apply to a University College graduate degree program as the equivalents of required courses (i.e., providing a similar knowledge base and/or competencies).
- Enrolled UC learners who would like to transfer coursework from another university into UC must submit a Transfer Inquiry Form to the Office of the Registrar and receive approval before registering for a class at another institution.

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. 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 UC 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 UC. 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 applicable program's graduation requirements. Only courses where a grade of *B-* or above has been earned can be considered for transfer of credit.

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 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 non-major 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.



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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 with any questions.

Cost of Attendance for 2015

Tuition

Graduate-level course = \$600 per unit
Military* = \$500 per unit

* 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 (online learners) or do not attend the first night of class (face-to-face learners), 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 (Free Application for Federal Student Aid). APU's school code is 001117.

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.

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. Outside scholarships (provided by organizations, businesses, etc.)
3. 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. For graduate programs, federal aid is offered in the form of loans through the William D. Ford Federal Direct Loan Program.

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.

Disbursement

Once the learner is 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

Graduate students may be eligible for Direct Unsubsidized Loans through the William D. Ford Federal Direct Loan Program.

- 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).
- If you need additional loan funds to meet your education expenses not covered by other financial aid, you may be eligible to receive a Direct PLUS Loan. You will need to sign a Direct PLUS MPN in addition to the Direct Unsubsidized Loan MPN.

Yearly Amounts

- Graduate students: \$20,500 in Direct Unsubsidized Loans

How to Apply (all learners)

1. Complete the 2014–15 FAFSA at 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.
4. Complete a Direct Stafford Loan Master Promissory Note (MPN) online at studentloans.gov.

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.

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.

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 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 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 for graduate students in the form of 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.

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.

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:
- Graduate programs: up to 150% of program length. For example, if a graduate program consists of 39 units, a learner may attempt up to 58 units to stay within the guidelines for the maximum time frame.

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.

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.

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. Graduate credit is identified by courses that number within the 500-699 category.

The course abbreviations are as follows:

APSY	Applied Psychology
MEL	Executive Leadership
MLOS	Leadership and Organizational Studies

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. The Academic Calendar is subject to change at any time.

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 “Financial Aid” section, 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 (online learners) or do not attend the first night of class (face-to-face learners), 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 graduate unit will represent a minimum of 37.5 clock hours devoted to academic activities. Accordingly, the average learner enrolled in one 8-week, 3-unit course will spend about 14 hours per week engaged in active learning ($37.5 \text{ hours} \times 3 \text{ units} \div 8 \text{ weeks} = 14 \text{ hours per week}$). A learner enrolled in one 8-week, 4-unit course will spend about 18.75 hours per week engaged in active learning ($37.5 \text{ hours} \times 4 \text{ units} \div 8 \text{ weeks} = 18.75 \text{ hours per week}$).

Full and Half-Time Loads

The typical study load established by the university is one course per session due to the rigorous nature of graduate work. The minimum study load for a full-time student is 6 units per semester, or 3 units per semester for a half-time student. Due to the rigor of UC graduate coursework and the time investment involved, all students must petition to register for more than one course per session through the Office of the Registrar. Final approval is granted through the Discipline Chair or designee. Students should refer to federal requirements for financial aid to determine the course load required for federal aid purposes.

Degree Requirements

1. Baccalaureate degree credits cannot be applied to graduate degree requirements.
2. Undergraduate prerequisite courses may not be applied to graduate degree requirements.
3. The minimum number of credits for a master’s degree is 33. Some specializations require more units. See individual degree programs for more information.
4. Challenge exams are not acceptable in meeting graduate program requirements.
5. No grade below a B- is acceptable toward a degree or credential (except as noted in the “Grading” section of the catalog).
6. All graduate coursework must be taken for a letter grade, unless otherwise noted.

Changes in Degree Requirements

The learner is responsible to fulfill the academic degree requirements of the catalog, as determined by the date of their initial semester enrollment. Learners may select a later catalog semester than the one they were initially enrolled through a petitioning process to the Director of Academic Operations.

Statements in the catalog are for informational purposes and should not be considered as the basis of a contractual agreement between the adult learner and the University. All other changes to University policies and procedures (e.g., cost of attendance, financial aid requirements, time limit for completing degrees, or commencement dates) are effective in accordance with the most recent catalog printing.

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*, 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

Graduate students must maintain a 3.0 GPA, and have no more than three grades below a *B-* in the program. A grade of *D* in graduate courses will be factored into the GPA but will not receive credit toward graduation requirements.

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 within 48 hours prior to the final class session. 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.

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 Registrar. Approval for petitions will be granted only in unusual cases where extenuating circumstances are evident and can be substantiated.

Progress Toward a Degree

All degree requirements for graduate degrees must be completed within an eight-year period. If the learner exceeds this eight-year period, s/he must follow the procedure outlined in the "Re-Admission and Re-Enrollment" section of the catalog.

Academic Probation and Academic Dismissal

Satisfactory progress toward the master's degree is considered a 3.0 grade-point average (GPA). In the event that the adult learner's local GPA drops below 3.0 in any given eight-week session, their Discipline Chair or designee will notify the learner and Office of the Registrar, placing the learner on academic probation. The learner is allowed to register for a maximum load in the subsequent eight-week session during their probation, with approval from their Discipline Chair or designee.

After the end of their second consecutive eight-week session with a cumulative local GPA under 3.0, the adult learner will be dismissed and is eligible to reapply via academic petition after one enrollment period to raise it to the satisfactory level. The petition must include an explanation of the learner's past lack of progress, and his or her plan for future academic success.

If the petition to return to University College is approved, the learner's progress will be monitored by the Discipline Chair (or designee) and the Office of the Registrar regularly.

If the learner is unable to maintain a 3.0 GPA, the result will be disqualification. 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 UC. Re-enrollment occurs at the discretionary approval of the Discipline Chair or designee, and is not guaranteed.

In summary:

1. Graduate learners who do not maintain a cumulative 3.0 grade-point average (GPA) in all coursework will be placed on academic probation.
2. Graduate learners whose eight-week session GPA falls below 3.0 at UC will be placed on academic probation.
3. Graduate learners will be given one eight-week session to raise their GPA to satisfactory levels. A student may be disqualified from further graduate work if a 3.0 GPA is not maintained.

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 will be admitted on probation and his or her status will be monitored regularly thereafter to ensure that the learner is making satisfactory progress in remedying grade deficiencies. Failure to maintain a 3.0 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.

Withdrawal from Courses

A learner may withdraw from a graduate course without grade penalty prior to day one of the midpoint of the course. In an eight-week course, for example, the deadline is day one of the fifth week. The learner must secure email approval from the professor and complete a course withdrawal form, forwarding both to the registrar. 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 a Graduate Program

A graduate program learner who, for any reason, finds it necessary to withdraw from the program during the course of the session must do so through the Discipline Chair or designee. The learner must complete the exit interview process and submit a formal withdrawal form. 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 the "Financial Information" section. In matters of disciplinary action resulting in suspension or dismissal from the university, a written statement will be sent from the student success director or the chief academic officer 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

Graduate learners may request to take a leave of absence from enrollment in classes for one semester (two consecutive sessions). Requests for a leave should be initially made to the Discipline Chair or designee. Such a leave requires university approval. Forms are available online and must be completed prior to the learner's absence from the university. Failure to complete the required form, or to register at the end of the approved leave, will result in the learner having to re-apply to the university and comply with any applicable changes in admissions, financial aid, and degree requirements as stated in the "Re-enrollment Policy" located in the Admissions section of this catalog.

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 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 Registrar. Any learner alleging failure of the university to comply with FERPA may file a complaint with the Family Education 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 personal 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.

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 Director of Academic Operations. 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: Director of Academic Operations or designee, one faculty member, and the Discipline Chair or designee. The committee membership will determine a Chair from among its membership.
- B. Chair: For academic grievances, the Discipline Chair or designee shall preside over the proceedings. For nonacademic grievances, the Director of Academic Operations 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:
- a. Names of the parties involved
 - b. A clear statement of the nature of the grievance
 - c. A narrative of the incident including
 - d. The evidence on which the grievance is based. Should include:
 - i. What occurred
 - ii. When it occurred
 - iii. Where it occurred
 - iv. Who was present
 - v. Why this constitutes capricious or arbitrary action on behalf of a staff or faculty member
 - vi. What has been done to resolve the grievance
 - vii. The desired outcome/outcomes
 - viii. 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.

Additional Master's Degree or Concurrent Graduate Programs

A graduate student who already holds a master's degree from UC may complete another master's degree by meeting all university and department admissions requirements and fulfilling all graduation requirements for that degree.

An applicant intending to pursue two graduate programs concurrently shall meet with the Discipline Chairs (or designees) of both graduate programs to plan the joint course of study. Concurrent graduate program students shall meet all university and department admissions requirements and fulfill the graduation requirements of both graduate programs.

The additional master's or concurrent graduate program may not be an additional emphasis in the same degree. This policy does not apply to programs that are substantially different from the first degree program. When a second degree is taken in the same field, two-thirds of the required courses must be different from the first degree.

The student is required to submit an application form for the second program and be admitted to that program.

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

A minimum of 24 units in the degree program must be completed within the graduate degree at UC for all master's programs. These credits do not include prerequisite requirements.

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 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.

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 Posting Dates

The university posts master's degrees 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 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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Master of Arts in Executive Leadership

The Master of Arts in Executive Leadership (MEL) is designed to provide the experienced executive with fundamental leadership skills and theoretical principles that work within organizations at the senior leadership levels. Applicants to this specialized program must have budgetary oversight, supervision of direct reports, and multiple years of experience in an executive role. Exceptions will be made at the discretion of the Discipline Chair or designee.

Utilizing executive concepts and principles learned and practiced in the program, senior level leadership will positively impact worker productivity, employee satisfaction, and system efficiencies. Evaluation and analysis of systems/ markets/ personnel, and research methodologies are subjects that are dealt with on a regular basis.

The MEL takes a values-based approach, which promotes Christian values and ethical principles integrated within organizational competencies. The MEL utilizes theoretical constructs from researchers in the field, and emphasizes strong communication skills, critical thinking abilities, strategic thinking, and other competencies necessary for successful leadership practice.

The Master of Arts degree in Executive Leadership (MEL) builds upon the executives' professional knowledge and practical skills in their respective professions in accordance with the university's Christian heritage and mission. This 36-unit Master of Arts in Executive Leadership degree can serve as a terminal degree, or prepare the adult learner for applied doctoral degrees.

The 36-unit Master of Arts degree in Executive Leadership can be completed in approximately 18 months or 1½ years.

Program Learning Outcomes (PLO) for the M.A. in Executive Leadership

Graduates of the Master of Arts in Executive Leadership will:

PLO 1: Integrate God's Word within their executive span-of-care and society.

PLO 2: Demonstrate effective oral and written communication.

PLO 3: Evaluate key personal and organizational ethics affecting senior-level activities.

PLO 4: Utilize information technology in strategic analysis and data interpretation.

PLO 5: Apply critical thinking skills in evaluating social science research in leadership studies.

PLO 6: Implement specific organizational functions and processes within an organization.

Qualifications

One of the distinctives of the M.A. in Executive Leadership is that it draws on the collective experiences of the executives enrolled in the program. Ideal applicants will submit a resume demonstrating the following criteria*:

- Senior-level or executive title and role
- Budgetary oversight
- Supervision of direct reports
- Multiple years of experience in an executive role

*Exceptions to these qualifications will be determined by the Academic Dean.

Requirements for the M.A. in Executive Leadership

This program features a course design consisting of nine classes at four units each, which total 36 units. Each course meets for eight weeks. The adult learner takes one course at a time completing two classes each semester. The major core component is 24 units in length, while the second component consists of 12 units of a chosen emphasis area.

Major Core Requirements	24 units
Emphasis Area	12 units
Total:	36 units

Major Core Requirements (24 units)

In order to earn the Master of Arts in Executive Leadership (MEL) degree, adult learners must complete the following required core courses while achieving a minimum cumulative grade point average (GPA) of 3.0 in their major courses:

MEL 530 Theory and Practice of Leadership (4)

MEL 520 Data Driven Decision Making (4)

MEL 540 Organizational Behavior, Design, and Change (4)

MEL 550 Ethical Challenges, Practices, and Impact on Leading Organizations (4)

MEL 560 Strategic Business Operations and Functions (4)

MEL 580 Strategic Thinking (4)

Emphasis Area (12 units)

MEL students have the opportunity to select an individualized set of electives from the courses listed below from one of the following four emphases:

Health Administration

The Health Administration emphasis provides executives the opportunity to examine and evaluate contemporary approaches in the healthcare industry, grounded in the best practices of business leadership, healthcare policy, and current issues facing the health services industry today. Adult learners will choose an area of interest and determine the most feasible solutions while keeping aware of social, political, financial, and legal issues.

MEL 605 Healthcare Economics and Financial Leadership (4)

MEL 615 Healthcare Policy, Law, and Society (4)

MEL 692 Health Administration Capstone Seminar (4)

Global Affairs

The Global Affairs emphasis explores the socio-cultural concerns facing the executive in corporate, nonprofit, religious, and governmental professions. Executives share their experiences and perspectives from a global perspective, addressing the current and future challenges and opportunities as presented in a multicultural community.

MEL 600 Global Leadership, Challenges, and Opportunities (4)

MEL 610 Christianity and World Impact (4)

MEL 690 Global Leadership Capstone Seminar (4)

Public Health

The Public Health emphasis provides executives in the fields of health-promotion and disease prevention the strategic evaluation of local, national, and international trends impacting the field of wellness. Utilizing a social constructivist approach where colleagues learn from one another, this emphasis addresses the critical competencies of public health through competency development, inquiry-based learning, and practical application of learner-derived solutions.

MEL 620 Public Health Advocacy and Policy (4)

MEL 625 Public Health Epidemiology and Disease Prevention (4)

MEL 694 Public Health Capstone Seminar (4)

Public Administration

The Public Administration emphasis presents an executive perspective in analyzing the public good through the interdisciplinary lens of business, leadership, sociology, public policy, and law in focusing on public sector (governmental) entities, nonprofit organizations, and nongovernmental organizations (NGOs). The Public Administration leaders assess challenging financial, leadership, and social ethics issues, and design innovative solutions through a collaborative process of meaningful dialog with colleagues and faculty.

MEL 630 Public Policy Analysis (4)

MEL 635 Public Finance, Budgeting, and Responsibility (4)

MEL 696 Public Administration Capstone Seminar (4)

TOTAL: 36 units

Transfer Guidelines

University College will accept transfer coursework in the required categories within the bounds of its transfer guidelines and residency requirements (a maximum of 12 transfer units are permitted for a master's degree).

Preparation for the Major

STAT 280 Applied Statistics or its equivalent is a prerequisite course for the major, specifically for MEL 520 Data Driven Decision Making.

Online and Face-to-Face

Master of Arts in Leadership and Organizational Studies

The Master of Arts in Leadership and Organizational Studies (MLOS) is designed expressly for working professionals who are recognized as emerging leaders in their organization or are intentional in developing and advancing in their leadership skills. This program is specifically created for adult learners who already possess professional experience but are in need of advanced organizational management and administrative proficiencies in order to secure a promotion or make a career change.

Today's complex and challenging world requires individuals who know how to effectively lead organizational change.

The Master of Arts in Leadership and Organizational Studies equips students with relevant leadership skills, in-depth understanding of business practices, and the ethical standards to be a leader of integrity. It is ideal for the professional that either is (1) not currently in a leadership position in title, role, or responsibility, or (2) who is a lower to mid-level manager.

This 33-unit Master of Arts in Leadership and Organizational Studies (MLOS) degree can serve as a terminal degree, or prepare the adult learner for applied doctoral degrees. This 11 course, 3-unit/course MLOS program can be completed in approximately 22 months. The emergent leader focuses on one course per term.

Program Learning Outcomes (PLO) for the M.A. in Leadership and Organizational Studies

Graduates of the MLOS program will:

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

PLO 2: Be able to integrate principles of Christian faith and leadership.

PLO 3: Explain the impact of diversity issues on organizational functioning.

PLO 4: Explain the use of surveys to gather information to address organizational problems.

PLO 5: Use their understanding of their strengths and temperament to assess their unique organizational fit.

PLO 6: Analyze problems, assess information representing a variety of perspectives, and present solutions through skillful oral and written communication.

PLO 7: Demonstrate the value of collaborative problem-solving by participating in group projects within the cohort.

PLO 8: Be able to analyze information impacting a variety of organizational functions, such as finance information systems, marketing, human resources, strategy and planning, and quality and productivity.

PLO 9: Effectively manage the affective domain of organizations through application of group and conflict principles.

Requirements for the M.A. in Leadership and Organizational Studies

This program features a sequenced course design consisting of 11 classes which total 33 units. Students take one course at a time completing two classes each semester. In order to earn the Master of Arts in Leadership and Organizational Studies degree, learners must complete the following required courses while achieving a minimum cumulative grade point average (GPA) of 3.0 in their major courses.

The required courses are:

- MLOS 500 Research in Organizations (3)
- MLOS 501 Group and Team Dynamics (3)
- MLOS 504 Managerial Marketing (3)
- MLOS 514 Information Systems for Managers (3)
- MLOS 516 Organizational Behavior and Analysis (3)
- MLOS 517 Human Resource Management (3)
- MLOS 529 Leadership and Managerial Ethics (3)
- MLOS 535 Survey of Organizational Finance (3)
- MLOS 561 Conflict and Negotiation in Organizations (3)
- MLOS 570 Improving Quality and Productivity (3)
- MLOS 578 Strategy and Planning (3)

TOTAL: 33 units

Online

Master of Arts in Psychology

The online Master of Arts in Psychology at University College is designed to cover all aspects of the psychology profession by emphasizing theory, research, and practice, giving learners with the broadest range of education and experience to expand their occupational and academic opportunities.

Learners are equipped to pursue a career in the areas of industrial and organizational psychology, developmental psychology, or general psychology. This 36-unit program may also serve as a stepping-stone into various doctoral degrees.

Graduates of the M.A. in Psychology examine, evaluate, and apply psychological principles and methods in a variety of settings. Each emphasis area allows the learner to focus on understanding and performing research pertinent to his or her area of study along with practical applications for prevention, intervention, and transformation. Whether the learner seeks to impact lives through improving the learning of a child, empowering people to enhance relationships, or transforming the culture of a business, this dual focus gives the learner the opportunity to stand out among others in their field of interest, increasing their marketability for jobs and future education.

Purpose and Program Learning Outcomes (PLO) for the M.A. in Psychology

Purpose: The Master of Arts in Psychology degree equips learners with a foundational framework, practical skills, and ethical values essential for success in the field of psychology.

Graduates of the Master of Arts in Psychology will:

PLO 1: Integrate God's Word within the profession of psychology.

PLO 2: Demonstrate effective oral and written communication.

PLO 3: Identify and evaluate key personal and professional ethics affecting psychology professionals.

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

PLO 5: Examine cultural and diversity issues within the field of psychology.

PLO 6: Apply theories, skills, and knowledge within the field of psychology.

Requirements for the M.A. in Psychology

This program features 12 classes at three units each, which total 36 units. Each course meets for eight weeks. The graduate learner typically takes one course at a time completing two classes each semester. The major core component is 15 units in length, while the second component consists of 21 units of a chosen emphasis area.

Major Core Requirements	15 units
Emphasis Area	21 units
Total:	36 units

Major Core Requirements (15 Units)

In order to earn the Master of Arts in Psychology degree, graduate learners must complete the following required core courses while achieving a minimum cumulative grade-point average (GPA) of 3.0:

APSY 500 Research Methods, Evaluation, and Statistics (3)

APSY 510 Tests and Assessments (3)

APSY 550 Professional and Ethical Issues (3)

APSY 680 Research Project (3)

APSY 690 Practicum (3)

Emphasis Area (21 units)

M.A. in Psychology learners have the opportunity to select from one of the follow three emphases::

General

Graduates of the M.A. in Psychology with a general emphasis examine, evaluate, and apply psychological principles and methods in a variety of settings through psychoeducational training, intervention strategies, research, human service management, etc. These professionals are able to pursue careers in mental health agencies, correctional facilities, schools, or the degree may be used in the pursuit of doctoral-level education.

Choose one:

APSY 640 Applied Lifespan Development (3)

APSY 650 Child, Adolescent, and Family Issues and Interventions (3)

Choose one:

APSY 600 Industrial and Organizational Psychology (3)

APSY 610 Organizational Behavior and Development (3)

Choose one:

APSY 520 Social and Cultural Psychology (3)

APSY 540 Personality (3)

Choose one:

- APSY 530 Motivational Psychology (3)
- APSY 590 Personnel Selection, Training, and Development (3)
- APSY 620 Behavior Assessment and Modification (3)
- APSY 630 Cognitive Development, Issues, and Interventions (3)

Electives (9 units)

Industrial and Organizational Psychology

Graduates emphasizing in industrial and organizational psychology examine, evaluate, and apply theories and methods in workplace settings through continuous improvement strategies, positive performance interventions, motivational principles, and values-based approaches in the organization. Graduates build careers within the business sector in areas such as human resources, training, marketing, organizational development, and organizational behavior. These industrial and organizational psychologists are able to pursue careers as corporate researchers, consultants, trainers, staff psychologists, or the degree may be used in the pursuit of doctoral-level education.

- APSY 530 Motivational Psychology (3)
- APSY 540 Personality (3)
- APSY 520 Social and Cultural Psychology (3)
- APSY 590 Personnel Selection, Training, and Development (3)
- APSY 600 Industrial and Organizational Psychology (3)
- APSY 610 Organizational Behavior and Development (3)
- Elective (3 units)

Developmental Psychology

Graduates emphasizing in developmental psychology address issues facing individuals from birth to death utilizing a foundation built on cognitive, behavioral, psychological, and theological approaches. Learners focus on research, along with assessment, interventions, and application. This program prepares the graduate for careers in education, social services, mental health, nonprofit organizations, or may be used in the pursuit of doctoral-level education.

- APSY 520 Social and Cultural Psychology (3)
- APSY 530 Motivational Psychology (3) **-or-**
APSY 540 Personality (3)
- APSY 620 Behavior Assessment and Modification (3)
- APSY 630 Cognitive Development, Issues, and Interventions (3)
- APSY 640 Applied Lifespan Development (3)
- APSY 650 Child, Adolescent, and Family Issues and Interventions (3)
- Elective (3 units)

TOTAL: 36 units

Preparation for the Major

STAT 280 Applied Statistics (3 units) or its equivalent is a prerequisite course for the major, specifically for APSY 500 Research Methods, Evaluation, and Statistics course.

Course Descriptions

APSY 500 Research and Evaluation Methods (3 units, 8 weeks)

Provides a critical review of research design, analysis, evaluation, and methodological issues in experimental and nonexperimental research including: data collection, analysis, and interpretation, in qualitative, quantitative, and mixed methods; statistical methods and analysis; reliability and validity; principles, models, and applications of assessment, program planning and evaluation; opportunities and difficulties in research; the use of findings for individual effectiveness and program modifications; the use of research to inform evidence-based practice; advancing the profession; and related ethical and culturally relevant issues and strategies.

APSY 510 Tests and Assessment (3 units, 8 weeks)

Provides understanding and skills for applications in the principles and methods of the administration, construction and evaluation of tests and measures for individuals and groups in a variety of settings such as education, industry, mental health, government, etc. Reviews theory, research, and applications of selection, classification, and evaluation of psychological assessment in areas such as interviewing, intellectual and cognitive functioning, learning, achievement, aptitude, attitudes and opinions, performance evaluation, behavior, etc. Includes statistical analyses of tests with review of published tests and measurements used in the field and the study of psychometric theory and principles.

APSY 520 Social and Cultural Psychology (3 units, 8 weeks)

Provides a critical analysis of theory, research, development, trends, and controversies in social and cultural psychology along with impacts and interventions for individuals and groups.

APSY 530 Motivational Psychology (3 units, 8 weeks)

Provides understanding and applications of theories and practices in intrinsic and extrinsic motivation and their effects. Factors that predict, change, and motivate individuals and groups, both intrinsically and in organizations will be considered. Motivational challenges and problems are identified and addressed.

APSY 540 Personality (3 units, 8 weeks)

Provides understanding and applications of theories and research of personality and social development, with attention to processes of social learning, individual differences in personality development, and impact to performance; applications to educational, business, and other field settings. Explores the measurement, antecedents, and consequences of such differences and attributions along with predicting and changing attitudes, behavior and performance.

APSY 550 Professional and Ethical Issues (3 units, 8 weeks)

Provides a critical examination of professional and ethical issues in research and practice. Analysis of ethical codes, such as the American Psychological Association Code of Ethics, and others relevant to the field will be assessed, including a focus on practical application, pertinent legal considerations, and moral and ethical reasoning.

APSY 560 Group Work (3 units, 8 weeks)

Provides understanding and application of theories, development, and practices of groups. Practical approaches to group assessment, formation, process, dynamics, facilitation, group members' roles and behaviors, transformation and change including cultural, legal, and ethical issues related to group work will be evaluated.

APSY 580 Lifestyle and Career Counseling (3 units, 8 weeks)

Provides an understanding of theories, research, methods and techniques in career counseling and development and related life factors, including: theories and decision-making models; resources, information, and systems related to career, education, occupation and the labor market; career development program planning, organization, implementation, administration, placement, follow-up, and evaluation; related instruments and assessment of needs, values, aptitudes, abilities, and interests; career counseling processes, techniques, interviewing skills, and resources; job maintenance, advancement, retirement, loss, avocation, and second career issues; and related interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender.

APSY 590 Personnel Selection, Training, and Development (3 units, 8 weeks)

Provides understanding and application of research, theories, and strategies in personnel selection, training and development. Topics include: individual differences, performance recruitment, selection, placement, appraisal, feedback, and measurement, assessing bias in selection, training methods, learning, development, programs, and evaluation, employment legislation, regulation, and litigation, and design issues necessary for planning evaluation and improvement strategies.

APSY 600 Industrial and Organizational Psychology (3 units, 8 weeks)

Provides and understanding and application of research, principles, and practices in industrial and organizational psychology including leadership, motivation, task performance, impact of individual behaviors, cognitions, and perception, and organizational theories, structure and development with an emphasis to enhance organizational functioning and employee well-being.

APSY 610 Organizational Behavior and Development (3 units, 8 weeks)

Provides a critical analysis of behavioral processes in organizations at the individual and group levels of analysis. Theoretical research and practical application of behavioral mechanisms relating to the understanding, analysis, and prediction of individual, group, and organizational behavior. Topics include foundations of behavior, work motivation, group dynamics, decision making, conflict and negotiation, leadership, power, and organizational culture.

APSY 620 Behavioral Assessment, Modification, and Management (3 units, 8 weeks)

Provides critical analysis and application of research, methods and assessment of behavior including analysis of cause and intervention, behavioral data, surveys, tests, assessment, and approaches to modification, intervention and management with emphasis on empirically-supported practices applied to educational, clinical, legal and workplace settings.

APSY 630 Cognitive Development, Issues, and Interventions (3 units, 8 weeks)

Provides understanding and application of research and methods of cognitive development and issues including prevention, assessment, intervention, and treatment with emphasis on empirically-supported practices applied to educational, clinical, legal and workplace settings.

APSY 640 Applied Lifespan Development (3 units, 8 weeks)

Provides a comprehensive review of research, theory and application of social, cultural, emotional, biological, cognitive, moral and spiritual development from birth to death with an emphasis on creating optimal functioning in all areas of development.

APSY 650 Child, Adolescent, and Family Issues and Interventions (3 units, 8 weeks)

Provides critical analysis and applications of research, theory, and interventions for child, adolescent, and family issues with emphasis on empirically-supported practices.

APSY 660 Advanced Counseling Skills (3 units, 8 weeks)

Provides an understanding of the counseling process in a multicultural society, including: counselor characteristics and behaviors that influence helping processes, which could include age, gender, religious, and ethnic differences, verbal and nonverbal behaviors, and personal characteristics, orientations, applications of theories, and skills; essential interviewing and counseling skills; an orientation to wellness and prevention as desired counseling goals; establishment of appropriate counseling goals and intervention strategies, evaluation of client outcome, and successful termination of the counseling relationship; a general framework for understanding and practicing consultation; and crisis intervention and suicide prevention models, including the use of psychological first aid strategies; all informed by research evidence and community standards of practice.

APSY 680 Research Project (3 units, 8 weeks)

Research apprenticeship under the direction of a research professor whereby learners will plan, design, conduct, and present an original project. *Prerequisite: APSY 500*

APSY 690 Practicum (3 units, 8 weeks)

Provides the graduate learner the opportunity to demonstrate applied and integrated knowledge of the psychological concepts, theories, and practices. Proficiency of learning can be demonstrated through supervised field experience in psychology settings including business, government, education or social organizations. *Prerequisite: Completion of all coursework or permission of program director.*

MEL 520 Data Driven Decision Making (4 units, 8 weeks)

This course examines the utilization of business analytics in optimizing the function and operations of organizations, with a special emphasis on the role of leadership in the analysis leading up to decision making. Business “autopsies” will be performed on failed and successful organizations, and key takeaways will be examined in each of those situations. Review of parametric and non-parametric statistics in an applied approach is presented, including use of computer packages and applications. The rudiments of well-designed research projects are described, and an emphasis is devoted to decision making processes. *Pre-requisite: STAT 280 or other applied statistics course.*

MEL 530 Theory and Practice of Leadership (4 units, 8 weeks)

Leadership theory and practice in the context of self, others, and organizations. Self-directed and 360° assessments are utilized in defining and distinguishing various leadership perspectives. Topics include Authentic Leadership, Servant-Leadership, Transformational Leadership, etc., and the differences between leadership and management are examined. Instruments such as PsyCap, StrengthsFinders, Myers-Briggs and others may be utilized.

MEL 540 Organizational Behavior, Design, and Change (4 units, 8 weeks)

Applies knowledge and best practices addressing optimal organizational performance through the strengths of individuals and teams. Influencing factors such as organizational systems, change leadership, conflict resolution, performance optimization, diversity, politics, decision making, and organizational design are analyzed through the lens of system theories, diagnostic frameworks, and models, focusing specifically on alignment with the organization’s mission, values, and strategies.

MEL 550 Ethical Challenges, Practices, and Impact on Leading Organizations (4 units, 8 weeks)

Ethical frameworks are introduced and applied to the leader’s authoritative domain. The leader is able to articulate his or her personal ethical framework, creating a unique decision-making process. The emphasis of this course is to understand the organizational ethic in accordance with the leader’s influence. The “shadow side of leadership” is also presented, providing strategies for avoiding ethical conundrums.

MEL 560 Strategic Business Operations and Functions (4 units, 8 weeks)

Essential business strategies are expounded upon, focusing on economic and fiscal analysis, sustainability, processes and innovation, financial management, marketing, personnel issues, and accounting. Information technology and its impact on policies and procedures are discussed as well. This course information is geared to the nonfinancial executive.

MEL 580 Strategic Thinking (4 units, 8 weeks)

Leaders must be able to accurately discern the future trends affecting global societies and economies, and courageously plan for organizational sustainability. Creativity, innovation, vision, and discretion are explored.

MEL 600 Global Leadership, Challenges, and Opportunities (4 units, 8 weeks)

Intercultural/multicultural factors that impact institutional effectiveness are discussed and analyzed. Ethno-leadership topics such as etic and emic perspectives, political impact, global economics, cultural ethics, and other issues are explored. The leader-follower dyad, with emphasis on cultural antecedents, is the focus in this course.

MEL 605 Health Care Economics and Financial Leadership (4 units, 8 weeks)

Senior level executives examine applied economic principles of healthcare finance, with particular attention given to cost-effectiveness via data driven analysis. Optimization of sound financial decision-making in the contemporary healthcare environment will be emphasized, concentrating on outcome and cost measurement. Value measurement will inform the strategic vision dialog to maximize quality in health care. You will explore the strategic and organizational challenges in implementing a value measurement system.

MEL 610 Christianity and World Impact (4 units, 8 weeks)

The global community views Christianity in a variety of ways, as do cultures, subcultures, tribes, and enclaves. Gender differences, generational perspectives, socio-economic status political leanings, and ideological positions are discussed and address through a Christological leadership lens.

MEL 615 Health Care Policy, Law, and Society (4 units, 8 weeks)

This course will assess the impact of health economics, health and social policy, law and political science in providing medical care to a given society. The Affordable Care Act (ACA) will be utilized as a case study, evaluating its potential impact upon health care access, delivery, cost, quality-of-care and medical education in the first half of the course. The second half of the course will apply those same effective models of successful health care organizations to developing and developed countries. The impact of technology, managed care and integrated systems, long-term care implications, hospitals and primary care agencies, and the future of healthcare delivery systems will be discussed.

MEL 620 Public Health Advocacy and Policy (4 units, 8 weeks)

This course utilizes health care policy as a framework to analyze how health is defined and health care is designed and delivered in the United States and around the world. Emphasis is placed on public health policy law, social justice legislative impact, global issues; and views of public health access, and financial implications.

MEL 625 Public Health Epidemiology and Disease Prevention (4 units, 8 weeks)

This course examines the disease determinants and distribution of causal factors affecting populations, including adverse health conditions, incidence/prevalence of disease occurrences, and distribution of health problems. Topics include environmental health, industrial health, vector control, infectious disease, communicable diseases and diet consideration. Special emphasis is placed on preventative care.

MEL 630 Public Policy and Program Analysis (4 units, 8 weeks)

This course explores the opportunities and challenges facing the public administrator, as s/he balances competing obligations. Some of the competing obligations that will be discussed are institutional efficiencies, the social good, public policy development, moral transparency, social mobilization, and other current issues. Special attention will be given to the analysis and strategic planning associated with administrative duties, including development in neuroscience (e.g., imagination, initiative, grit) the public policy arena (social change, behavioral impact, corporate social responsibility), and leadership responsibility (policy maker responsibility, authentic leadership, and the like).

MEL 635 Public Finance, Budgeting, and Responsibility (4 units, 8 weeks)

This course examines the interconnection between financial allocation, budget prioritization, and domestic and international responsibility. An inductive approach allows the adult learner the opportunity to evaluate such sectors as health care, education, higher education, corporate business and other venues, utilizing cost-benefits analysis, valuation, applied risk management, and outcomes analysis. Current events such as immigration, fiscal malfeasance, globalization, workforce allocation, and behavioral economics will be explored.

MEL 690 Global Leadership Capstone Seminar (4 units, 8 weeks)

This course provides the graduate learner the opportunity to demonstrate applied and integrated knowledge of the leadership concepts, theories, and practices pertinent to their area of interest. Proficiency of learning can be demonstrated through a portfolio experience, a major paper, or alternative project (if approved by the faculty member). A face-to-face, oral presentation of the adult learners' findings, including a Power Point presentation, is a requirement of this capstone experience. *Prerequisite: Completion of all coursework.*

MEL 692 Health Administration Capstone Seminar (4 units, 8 weeks)

This course provides the graduate learner the opportunity to demonstrate applied and integrated knowledge of the health care concepts, theories, and practices pertinent to their area of interest. Proficiency of learning can be demonstrated through a portfolio experience, a major paper, or alternative project (if approved by the faculty member). A face-to-face, oral presentation of the adult learners' findings, including a Power Point presentation, is a requirement of this capstone experience. *Prerequisite: Completion of all coursework.*

MEL 694 Public Health Capstone Seminar (4 units, 8 weeks)

This course provides the graduate learner the opportunity to demonstrate applied and integrated knowledge of the public health concepts, theories, and practices pertinent to their area of interest. Proficiency of learning can be demonstrated through a portfolio experience, a major paper, or alternative project (if approved by the faculty member). A face-to-face, oral presentation of the adult learners' findings, including a Power Point presentation, is a requirement of this capstone experience. *Prerequisite: Completion of all coursework.*

MEL 696 Public Administration Capstone Seminar (4 units, 8 weeks)

This course provides the graduate learner the opportunity to demonstrate applied and integrated knowledge of the public administration concepts, theories, and practices pertinent to their area of interest. Proficiency of learning can be demonstrated through a portfolio experience, a major paper, or alternative project (if approved by the faculty member). A face-to-face, oral presentation of the adult learners' findings, including a Power Point presentation, is a requirement of this capstone experience. *Prerequisite: Completion of all coursework.*

MLOS 500 Research in Organizations (3 units, 8 weeks)

This course offers the student the opportunity to study research methodology as it relates to the needs and goals of the organization. The emphasis of this course is on the means by which research processes create information for organizations through both primary and secondary research methods.

MLOS 501 Group and Team Dynamics (3 units, 8 weeks)

This course focuses on the contribution of small groups and teams to organizational functioning. Students examine how group and team membership, role dynamics, work habits, and decision-making behavior affect the overall effectiveness of organizations.

MLOS 504 Managerial Marketing (3 units, 8 weeks)

Students review the basic functions of marketing and the development of marketing process, marketing mix, and marketing environment. A planning approach using problems, case studies, and readings places the student in the role of marketing manager. Preparation of a research project or marketing plan is an essential part of the course.

MLOS 514 Information Systems for Managers (3 units, 8 weeks)

This course introduces students to computers in a business context. As a manager, the student needs a basic understanding of the use of the computer as a tool in solving operational and managerial problems. While productivity tools and microcomputers are used, the emphasis is on users of computers rather than development of computer specialists. Topics include: the management of computer resources; fundamentals of computers, including the hardware and software available to computer users; word processing and management information systems; and common and specialized computer applications in business.

MLOS 516 Organizational Behavior and Analysis (3 units, 8 weeks)

The purpose of this class is to investigate the impact that individuals, groups, and structures have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. This course examines role behavior, group dynamics, communication, conflict, leadership, organizational structure, and motivation.

MLOS 517 Human Resource Management (3 units, 8 weeks)

Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.

MLOS 529 Leadership and Managerial Ethics (3 units, 8 weeks)

This course raises the student's moral recognition of ethical issues of the organization's functions and environments. Leadership, as it applies to the management of power and authority issues, is studied. Emphasis is placed on ethics and leadership as illustrated by Christian principles.

MLOS 535 Survey of Organizational Finance (3 units, 8 weeks)

This course examines the essential components of organizational finance that are critical for any business leader and provides a solid foundational overview and comprehensive understanding of the basic principles of organizational finance. These domains include but are not limited to goals and functions of financial management, financial analysis and planning, working capital management, capital budget processing, long-term financing, and expanding the perspective of corporate finance.

MLOS 561 Conflict and Negotiation in Organizations (3 units, 8 weeks)

This course focuses on the processes of informal conflict in organizations, as well as more formal situations of negotiation and bargaining. By observing conflict and negotiation in a variety of settings, the student learns multiple methods of analysis and response to this type of organizational situation.

MLOS 570 Improving Quality and Productivity (3 units, 8 weeks)

This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the organizational development professional's role in designing and implementing programs to improve quality of products and services. Particular emphasis is placed on understanding the forces that make quality and productivity critical organizational issues.

MLOS 578 Strategy and Planning (3 units, 8 weeks)

Planning is a process of setting missions, goals, and objectives and determining what should be done to accomplish them. It is a decision-making activity through which managers act to ensure the future success of their organizations and work units. To be effective, plans must be illuminated by strategy, which sets critical direction and guides the allocation of resources.



Academic Calendar..... 38

Academic Calendar

2015 Spring I

Thursday, January 1, 2015 UC offices closed in observance of New Year's Day
 Monday, January 12, 2015 Session starts; classes begin
 Sunday, January 18, 2015 Last day to add/drop 11:59 p.m. Pacific Time
 Monday, January 26, 2015 "Intent to Graduate" forms due for those intending to have a degree posted after next session
 Monday, February 9, 2015 Last day to withdraw with a grade of W
 Friday, March 6, 2015 Classes end
 Wednesday, March 11, 2015 Final grades due, noon Pacific Time

2015 Spring II

Monday, March 9, 2015 Session starts; classes begin
 Sunday, March 15, 2015 Last day to add/drop 11:59 p.m. Pacific Time
 Friday, April 3, 2015 UC offices closed in observance of Good Friday
 Monday, April 6, 2015 Last day to withdraw with a grade of W
 Friday, May 1, 2015 Classes end
 Wednesday, May 6, 2015 Final grades due, noon Pacific Time

2015 Summer I

Monday, May 11, 2015 Session starts; classes begin
 Sunday, May 17, 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
 Tuesday, May 26, 2015 "Intent to Graduate" forms due for those intending to have a degree posted after next session
 Monday, June 8, 2015 Last day to withdraw with a grade of W
 Friday, July 3, 2015 Classes end
 Friday, July 3, 2015 UC offices closed in observance of Independence Day
 Wednesday, July 8, 2015 Final grades due, noon Pacific Time

2015 Summer II

Monday, July 6, 2015 Session starts; classes begin
 Sunday, July 12, 2015 Last day to add/drop 11:59 p.m. Pacific Time
 Monday, August 3, 2015 Last day to withdraw with a grade of W
 Friday, August 28, 2015 Classes end
 Wednesday, September 2, 2015 Final grades due, noon Pacific Time

2015 Fall I

Monday, September 7, 2015 Session starts; classes begin
Sunday, September 13, 2015 Last day to add/drop 11:59 p.m. Pacific Time
Monday, September 21, 2015 ... "Intent to Graduate" forms due for those intending to have a degree posted after next session
Monday, October 5, 2015 Last day to withdraw with a grade of *W*
Friday, October 30, 2015 Classes end
Wednesday, November 4, 2015 Final grades due, noon Pacific Time

2015 Fall II

Monday, November 2, 2015 Session starts; classes begin
Sunday, November 8, 2015 Last day to add/drop 11:59 p.m. Pacific Time
Thursday, November 26, 2015 UC offices closed in observance of Thanksgiving
Friday, November 27, 2015 UC offices closed in observance of Thanksgiving
Friday, November 27, 2015 Classes resume
Monday, November 30, 2015 Last day to withdraw with a grade of *W*
Wednesday, December 23, 2015 Classes end
Friday, December 25, 2015 UC offices closed in observance of Christmas Day
Wednesday, December 30, 2015 Final grades due, noon Pacific Time

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