

2017-2018

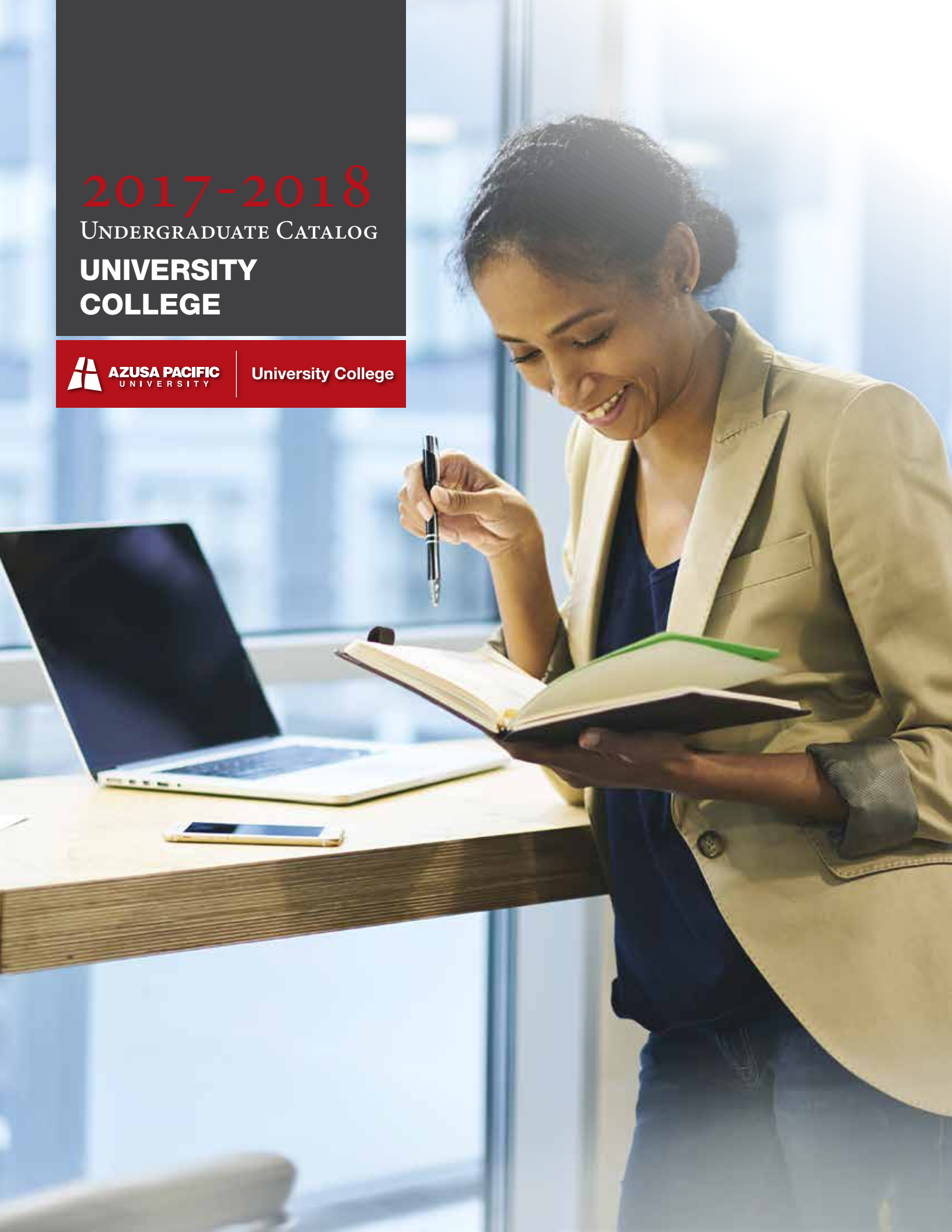
UNDERGRADUATE CATALOG

**UNIVERSITY
COLLEGE**



**AZUSA PACIFIC
UNIVERSITY**

University College



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

Exemplary, Caring, and Learning.

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

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

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

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



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

WELCOME

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The information and policies included in this catalog are accurate as of July 1, 2017. The university reserves the right to make changes of any kind whenever these are deemed necessary or desirable.



1

General Information

The University's Christian Worldview
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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 lecturers 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.

Core Organizational 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 professional 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 Faith Integration

Upholding the Azusa Pacific motto, God First, University College teaches and serves from a Christian worldview through a holistic understanding and practice of faith integration. We believe the entire UC community is called to contribute to cultivating hope through learning in the lives of our learners, and we accomplish this through our core values of being Exemplary, Caring, and focused on Learning. We are committed to preparing learners not only with the skills and attitudes to succeed in the workplace, but also to point the way to something bigger—to the ultimate hope that is in Jesus Christ.

Therefore, through their interactions and study at UC, our learners will be able to:

1. apply a Christian worldview to their life and work in the world;
2. articulate how and in what ways their life journeys connect to God's story;
3. contribute to the learning community at UC; and,
4. recognize God's work in the world through all academic disciplines.

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, UC 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. UC seeks to maintain an academic community in which lecturers 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, UC 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 UC, 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 UC: 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:

- Lecturers are entitled to the rights and privileges, and bear the obligations, of academic freedom in the performance of their duties. Specifically, lecturers 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 lecturers should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others.
- Lecturers are entitled to freedom in the classroom in discussing their subject. Lecturers should be careful not to introduce into their teaching controversial matter which has no relation to the subject.
- While lecturers are members of the global community, as scholars and members of the UC community, lecturers 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 lecturers may be generated. Lecturers 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 lecturers 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 lecturer believes his or her academic freedom has been unduly restricted, he or she may pursue resolution of this issue through the existing lecturer grievance procedure as articulated in the Academic 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 chief academic officer.

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 campuses 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 more than 100 associate's, bachelor's, master's, and doctoral programs on campus, online and at six regional campuses across Southern California. The university earned a 9-year reaccreditation from the Western Association of Schools and Colleges in 2013, and holds 12 other professional 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 learners 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 (APOU)—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 (UC).

Location

University College is headquartered in the San Gabriel Valley community of San Dimas, 28 miles northeast of Los Angeles. Learners may contact UC at:

300 N. Lone Hill Ave., #200, San Dimas, CA 91773
Phone: (855) 276-8669
Email: contact@uc.apu.edu
Website: www.apu.edu/universitycollege/

Regional Campuses

APU has six regional campuses 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 (855) 276-8669.

Title IX

University College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. Sex discrimination violates an individual's fundamental rights and personal dignity. UC considers sex discrimination in all its forms to be a serious offense. This policy refers to all forms of sex discrimination, including, but not limited to, sexual harassment, sexual assault, and sexual violence by employees, learners, or third parties. For more information on UC's Title IX policy, please visit www.apu.edu/uc/resources/titleix/.

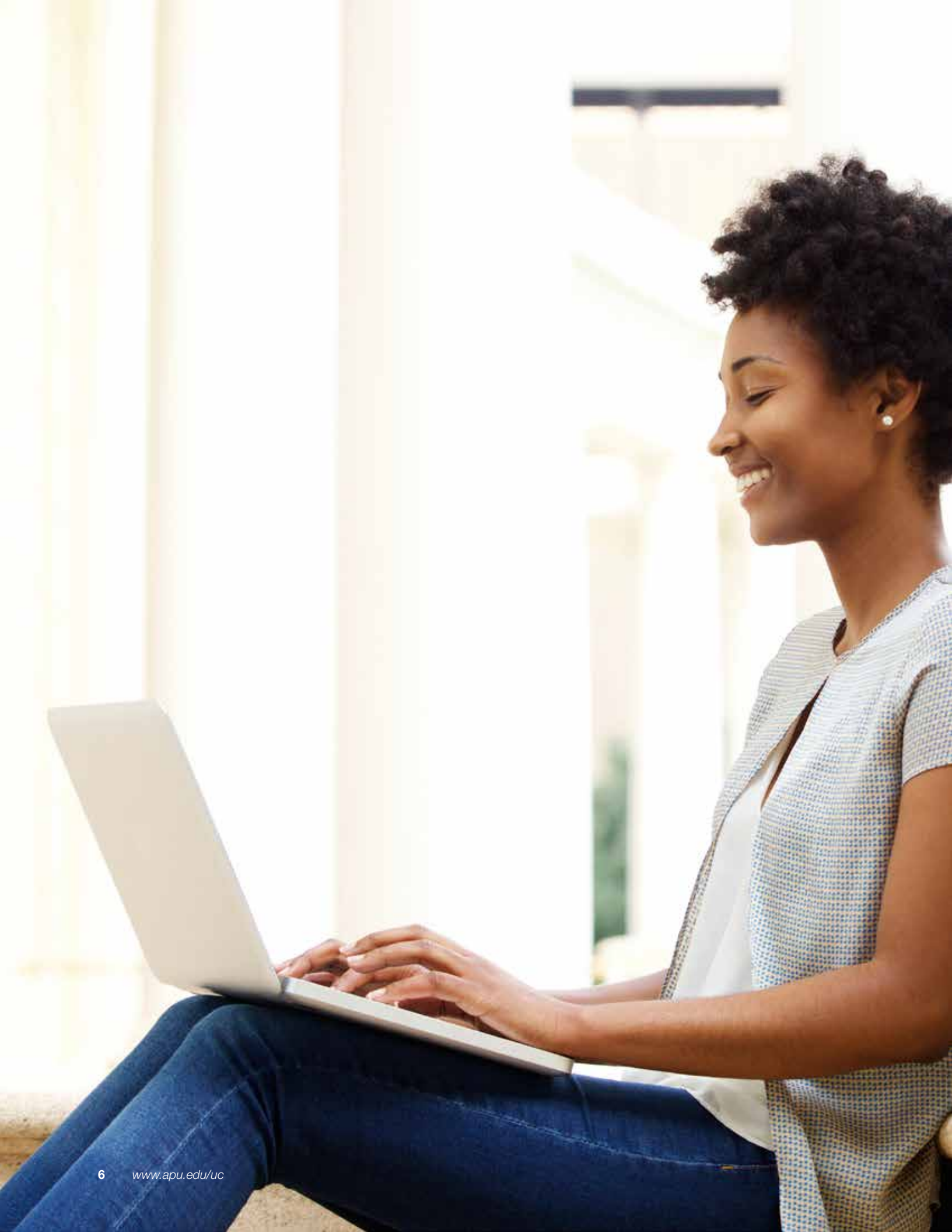
Harassment Policy

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 appropriate assistant dean.

Clery Act

University College at Azusa Pacific University (UC) is committed to campus safety and the personal safety of all UC students and community members. The federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires colleges and universities participating in federal student aid programs to disclose campus crime statistics and security information including policies and programs related to dating violence, domestic violence, sexual assault, and stalking within a defined Clery geography. The Clery Act requires that colleges and universities publish an Annual Security Report, which discloses crime statistics and mandatory compliance measures. In addition to the annual report, UC's crime statistics are made available upon request throughout the year.

Please see the [Student Safety](#) section of the UC website for more information about the Clery Act and UC's Annual Security Report.



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Academic and Support Services

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University Libraries

University College learners have access to more than 140 online databases, including 46,000 electronic journals, 130,000 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 is available at no cost.

Accommodations for Individuals with Disabilities

University College partners with the Learning Enrichment Center (LEC) at Azusa Pacific University to coordinate accommodations for undergraduate and graduate learners with specific disabilities. Accommodations are individualized based on the learning needs of each learner and upon 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 Learner Disability Accommodation:

1. Complete an Academic Accommodations Application.
2. Provide certification and documentation from a medical professional of the disability. (Documentation must be within three years.)
3. Learner is contacted by email or telephone to discuss academic accommodations available based on the learner's specific disability(ies) and what UC can offer, after the application is reviewed.
4. Academic accommodations must be requested prior to each session by filling out a Session Request Accommodations form.

The UC Academic Accommodations Application and documentation should be returned directly via email attachment to studentsupport@uc.apu.edu or via fax at (909) 305-9300.

Student Support Services

With the goal of increasing academic success and learner persistence, University College offers personal individualized support to every learner on their journey to achieve their academic goals. As part of the UC experience, all learners are paired with a success coach. This staff member is there to offer encouragement and guidance and serve as an advisor on learning techniques, financial aid, academic advising, course selection, career guidance, motivation, strengths counseling, and spiritual development. This partnership ensures personal support and success of learning in a virtual community.

Success coaches offer a highly personal and responsive support system to the UC learner. Success coaches support and participate in intentional engagement activities from orientation through graduation. The success coach provides support services through phone, email, or in-person interactions.

The learner's success coach is trained specifically for the academic program in which the learner is enrolled and monitors successful completion of the learner's program requirements. In addition to assisting with academic planning and course selection, the success coach also provides support services that facilitate spiritual growth, vocational exploration, and educational goal attainment. While final responsibility for meeting academic requirements rests with the learner, the success coach provides support toward completion of the program.

As the learner's one-on-one support system for every step of the UC journey, success coaches guide learners to a successful transition to life after graduation through success strategies and career development support.

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 success coach.

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 session 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.

Flexibility

University College operates year-round on a standard trimester calendar. In this system, the academic year consists of three 16-week semesters (spring, summer, and fall), each of which is split into two 8-week sessions.

Offering flexibility and convenience, UC enables learners to enroll at six different start dates each calendar year.

Online and On Campus

University College programs are offered in online and face-to-face formats, giving learners multiple pathways for their higher education experience.

UC's online courses are offered in an asynchronous learning environment, meaning learners take classes where and when they need them. Learners can access their online courses in the Course Portal at course.uc.apu.edu. UC courses are delivered through Moodle, a media-rich virtual-learning environment.

The university offers several campus locations throughout Southern California designed for working professionals. Learners typically attend classes in the evenings to accommodate their schedule. Learn more about which locations are available for your program of choice.

Moodle

Moodle is equipped with a variety of built-in communication, collaboration, assessment, and evaluation tools used for online course delivery, group forums, discussions, sharing of resources, and more. University College provides centralized hosting and support for learners using the Moodle software.

Moodle is used by a number of higher education institutions, including the New Jersey Institute of Technology, North Carolina State University, Texas State Technical College, and the University of Minnesota.



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Admissions Policies

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Admission to the University

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

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

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

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

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

Admissions Petitions

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

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

Policy Regarding False Information

Learners are advised that admission is contingent upon the truthfulness of the information contained in the application. Discovery of false information subsequent to admission is, at the university's discretion, grounds for immediate dismissal at any point in the learner's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned. The full fraudulent records policy may be obtained from the Office of the Registrar.

Transcripts

Applicants are responsible for submitting transcripts from either the high school from which they graduated, or each regionally accredited college or university they attended, or both. An official transcript is one that University College receives through the authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution(s) that bears the official seal of that high school, college, or university. UC reserves the right to request that the transcript be sent directly from the issuing institution(s). High school learners applying for regular admission should submit a preliminary transcript showing courses and marks for freshman through junior year, or through the first semester of the senior year if the application is made after the completion of that semester. A final transcript must be sent following graduation. The transcript and other documents submitted as part of the application become the property of the university and cannot be returned to the learner or forwarded in any form to another college or university. Applicants submitting international high school transcripts or secondary school certifications must have those documents translated by an approved translation and evaluation company (please refer to the "Transfer Applicants" section on [page 11](#) for a full list of approved translation companies).

Evidence of Proficiency

There are no required pre-admission tests for applicants to UC. However, learners must present evidence of a math placement score in preparation for math courses. Such evidence may include an official college transcript verifying successful completion of the prerequisite course (Intermediate Algebra), an American College Testing (ACT) math score, or a Scholastic Aptitude Test (SAT I) math score. (Please refer to page 33 for a table of acceptable score results.) Official proof must be received by the Office of the Registrar before registering for math courses.

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

Transfer Applicants

University College welcomes applications from transfer learners.

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

This requirement is waived for applicants applying to certificate programs who have already earned a bachelor's and/or master's degree. These applicants are only required to submit official transcripts from a university that posted one of their degrees (preferably their bachelor's degree). Any additional transcripts that are submitted by learners on their own accord are subject to review for GPA or dismissal petitions according to our admission policy.

Certificate learners who want to switch degrees to a second bachelor's program who have only submitted one transcript are required to complete the entire admissions process over again and will be subject to all admissions policies.

College credit earned by a learner still in high school may be transferred to UC provided that the course was taken at a regionally accredited college. An official college transcript must be submitted via an authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution to 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 preliminary credit summary will be provided showing those courses that have been accepted on transfer and those courses that still need to be taken to fulfill the university's general studies requirements. Whereas all attempted course will be evaluated to determine a cumulative college GPA for admissions purposes, only courses where a grade of C- or above has been earned can be considered for transfer of credit.

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

In order to be included in a preliminary evaluation for academic credit, any international transcripts (both secondary and postsecondary) from the equivalent of a regionally accredited institution must be previously translated by one of the four approved translation and evaluation companies

which will provide a Degree/Transcript Equivalency Report: American Education Research Corporation (AERC), Academic Credentials Evaluation Institute (ACEI), International Education Research Foundation (IERF), or World Education Services (WES). These transcripts are not required for undergraduate admission.

Additionally all transcripts from colleges that hold Association for Biblical Higher Education (ABHE), Transnational Association of Christian Colleges and Schools (TRACS), or Association of Theological Schools (ATS) accreditation must be submitted.

General Education Information for Transfer Learners

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

Non-Degree-Seeking Learner Course Options

Undergraduate non-degree-seeking learner course options:

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

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

Admission of Homeschooled Learners

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

International Admission

Currently, University College does not accept international learners. An international learner is defined as any individual not holding permanent U.S. residency or citizenship. All applicants that are not US citizens are required to submit current and unexpired documentation of US residency to determine admissions eligibility. In order to determine an admissions and acceptance decision into a particular term or session, the verification documents submitted must be valid (not expired) for the full duration of the learner's first registered term or session. Please contact your program representative for specific instructions and a full list of approved verification documents.

Re-admission and Re-enrollment

In the event that a learner leaves University College for any reason for more than one academic year (six sessions), that learner must reapply to the university. Any learner re-enrolling in UC after an absence of more than one academic year (six sessions) will be subject to new catalog requirements.

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. Submitting an application for a specific start term does not guarantee admissions or acceptance for that term.

High School Concurrent Enrollment Program

University College offers high-performing high school students the opportunity to enroll in college-level courses (100- and 200-level only) through its Concurrent Enrollment Program. These courses may articulate to meet high school credits, and may be transferable to a student's future post-secondary program. To participate in the Concurrent Enrollment Program, 10th-12th grade students must have a minimum 3.0 GPA at their school and complete the program criteria (Please visit www.apu.edu/universitycollege/ for more information.).

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.

Veterans' Information Bulletin

Responsibilities of a Veteran or Other Qualified Recipient:

1. To attend class
2. Understand that benefits may terminate due to Unsatisfactory Progress.
3. When you stop attending a course, you must notify the campus Certifying Official of your last day of attendance.
4. Understand that if you do not notify the campus Certifying Official that you stopped attending a class, the first day eligible for a "W" will be used as the reporting date to the U.S. Department of Veterans Affairs.

5. Report to the campus Certifying Official when you receive an "F" if the "F" was earned or because you stopped attending class. If you stopped attending class, you must report the last day of attendance to the campus Certifying Official.

Loss of Veteran Certification Due to Dismissal or Excessive Probation:

A veteran shall be subject to the loss of certification and the cessation of future funds from the U.S. Department of Veterans Affairs if the veteran's cumulative academic work falls into one of the following categories:

- a) The veteran has been academically dismissed.
- b) The veteran has had more than 50% of units attempted with a "W," "I," "NC," or "No Pass" for three consecutive semesters.
- c) The veteran has been on academic probation (below a 2.00 cumulative GPA) for three consecutive semesters.

Veterans who are in the (a) or (b) categories will be subject to dismissal as well as loss of certification. Veterans who are in the (c) category will lose certification and eligibility for the continuation of VA education benefits but will not be subject to dismissal if the cumulative GPA remains below 2.00 in all graded credit units attempted but the learner achieved a 2.00 or higher during the most recent semester (Fall, Spring, not Summer or Winter).

Veterans who receive all W grades for one semester will be issued an unsatisfactory progress warning.

Veterans who receive all W grades for a second subsequent semester will be administratively withdrawn from the university.

Re-Application Process

Re-application after Academic Dismissal:

A Veteran who has been dismissed for academic reasons may petition to return to University College after a two semester break. The petition must state:

- a) Intentions to maintain acceptable academic standing.
- b) Strategies for probable success.

Veterans' Student Bill of Rights & Considerations Prior to Enrollment

This document is provided for enrolling veterans and eligible persons when using GI Bill education benefits at a private postsecondary institution approved for training of veterans by the California State Approving Agency. This is provided for informational purposes only and is intended to give you guidance in order to optimize the use of your VA education benefits:

- You have the right to investigate training alternatives. Be aware that tuition charged by institutions offering similar training programs can vary greatly. You may also seek payment of GI Bill benefits for other types of training or career objectives, including Apprenticeship/OJT and Entrepreneurship.
- You have the right to fully explore a program prior to enrolling. You may check out the school's facilities and equipment, inquire about instructors' qualifications and class sizes, observe a class, and talk to current learners. You may also ask to contact recent graduates to learn about their experiences with the school.
- You have the right to check with the Better Business Bureau, or other consumer protection agency, to find out if complaints have been filed against the school. You also have the right to verify the school's standing with any accrediting association and/or licensing agency.
- You have the right to clear information about the value of the training. Are the credits transferable to other institutions you may attend in the future? Will the training satisfy requirements for employment, or is it necessary for the position you are seeking?
- You are entitled to clear data about the program's success rate. The institution will provide you with the completion and placement rates for the most recent years for which data is available. You will be given the definition of a "placement," including the length of time in the position. You will also be provided with the average starting salary.
- You are entitled to a clear statement of the total cost for completion of the program, including tuition, equipment and fees.
- You are entitled to a clear explanation, without coercion, of all financial aid options, before you sign up for any student loans.
- You are responsible for paying off a loan whether or not you complete the program. Failure to pay off a loan can lead to financial problems, including inability to get a future loan or grant for another training program, inability to get credit to buy a car or home, or garnishment of wages through the employer. You must begin repayment of the loan in accordance with the terms detailed within the financial aid documents.
- You have the right to read and understand the contract, and all other materials, before signing up.
- You are entitled to a clear explanation of the school's cancellation/withdrawal policy and procedures, to understand how to withdraw or cancel, and be informed of any financial obligations you will incur.
- You are entitled to a clear explanation of the school's refund policy, which can vary greatly. If you withdraw from a course after the first day of class, an overpayment of VA benefits can result. It is not uncommon for schools to charge the entire tuition cost at the point when you have completed just 60 percent of the program. If an overpayment is assessed, the VA will send you a debt letter for the cost of the training you did not receive. For example, you may drop at the 60 percent point, and be asked by the VA to repay 40 percent of the cost of the tuition. A debt related to payment of the housing allowance may also be assessed. Ensure that you review the school's refund policy to understand the consequences of withdrawing before the end of the term.
- You have the right to contact the California State Approving Agency at www.calvet.ca.gov/csaave or the state consumer protection agency if you are unable to resolve a complaint with the school.





4

Financial Information

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Student Financial Services

The Office of Student Financial Services at University College assists learners in answering questions related to financial aid and student accounts. Learners may contact the office at (626) 857-2461. The SFS office hours are Monday through Thursday, 8:30 a.m. to 5 p.m., and Friday, 9 a.m. to 5 p.m. Questions can also be directed to:

Financial Aid: financialaid@uc.apu.edu

Student Accounts: studentaccounts@uc.apu.edu

Cost of Attendance for 2018

Tuition

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

* See "Military Discount" section for details of eligibility.

Tuition rates are subject to annual increases. Please refer to the most current catalog for current tuition rates.

Special Fees

Prior Learning Assessment Fee	= \$75
Return Check Fee	= \$30
Transcript Fee	= \$5/copy plus \$2.25 processing
PDF Transcript Fee	= \$2.25/copy
Rush Transcript Fee	= \$10
Transcript Overnight Postage Fee	
Standard Overnight Express within U.S. (excluding Alaska and Hawaii) 1–2 days	= \$30
Global Express outside of continental U.S. and International (3–4 days)	= \$50
Graduation fee	= \$80
Diploma order/reorder	= \$35
Tuition rate for BSOL 403 and BSOL 404	= \$200 per unit

Charges subject to change without notice.

Payment

Tuition and fees are due in full before the start of each session. Payments can be made online on the Learner Portal.

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 percent.
- Learners who log in or attend during Week 1 and also drop during Week 1 are refunded 100 percent. Drop requests must be received by 12 p.m. (Pacific Time) on Friday of Week 1.

- Learners who withdraw during Week 2 receive no refund and a W grade is issued. All learners are subject to a proration of federal financial aid per the regulations for all federal aid. Withdrawal requests will be processed on the date received through Monday of Week 6.

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

Military Tuition Assistance Return Policy

The DOD MOU requires that the university "have an institutional policy that returns any unearned TA funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a learner stops attending". In accordance with that requirement, the university TA funds return policy is as follows:

Between the start date of a class and up to the Add/Drop date of that class (as defined by the academic calendar), the university will refund 100% of TA funds back to the respective military department if a learner drops from a course for which TA funds were used to pay tuition. After the Add/Drop date and prior to the 61% point, "earned" TA funds are prorated on a per day basis. So, for example, if a learner has \$100 in TA funds applied to their account for a class, and completes 14 days of a 60 day course (23%), then the learner is considered to have earned \$23. The remaining \$77 would be returned. The learner's withdraw date is calculated in accordance with the institutions withdraw date definitions for federal R2T4 purposes. After the 60% point in a class, a learner is considered to have "earned" all TA funds and no return is made.

*The institutional policy for TA funds may be superseded by the return policies of military branches. So for example, if the university return policy determines that a learner has earned \$50 of \$100 in TA funds, but the Army requests a full return of \$100, the university will return the amount that is requested by the branch (\$100).

Refund Policy Exceptions

Any exception to the stated policy must be requested in writing (using the Academic Petition form) to the Office of the Registrar. Learners receiving federal aid are subject to a proration of federal financial aid per the regulations for all federal aid.

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 the Free Application for Federal Student Aid (FAFSA) online at www.FAFSA.gov. University College at Azusa Pacific University's school code is 001117. The FAFSA must be completed every year.

Step 2:

Complete admission to University College. Shortly after admission, learners are reviewed for financial aid eligibility.

Step 3:

Submit all documents requested. If chosen for verification, complete the verification process. In order to finalize financial aid eligibility, the learner's financial aid file must be complete.*

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

Types of Financial Aid Available at University College

1. Federal Student Aid (provided by the U.S. government)
2. State Aid (provided by the state of California)
3. Outside Scholarships (provided by organizations, businesses, etc.)
4. Company Reimbursement (provided by learner's employer)
5. 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 "Stacking Financial Aid Policy" for more information on possible restrictions.

Federal Student Aid

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

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

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

GRANTS

Pell Grant

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

Qualifications

1. Financial need as determined by the FAFSA
2. Has not previously earned a bachelor's or professional degree
3. Enrolled at least half-time (but in some cases less than half-time) in their first undergraduate degree program
4. Has not met the Federal Pell Grant Lifetime Eligibility Limit of 600 percent
5. Is not in "default" status with a prior student loan

Pell Grant Yearly Award Amounts

The Pell Grant amount varies based upon the EFC and the learner's enrollment status. For the 2015-2016 award year, the maximum Pell Grant is \$5,775. (Award amount is prorated if enrolled less than full time.)

Federal Supplemental Educational Opportunity Grant

Starting Fall 2017, UC will be awarding Federal Supplemental Educational Opportunity Grant (FSEOG). The FSEOG provides assistance to exceptionally needy undergraduate learners. Learners are exceptionally needy if they have the lowest EFC's. A priority must be given to Pell Grant recipients. The 2017-2018 FSEOG amount will be \$50 per semester and will be awarded until the funds are depleted.

Loans

Direct Subsidized and Unsubsidized Loans

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

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

Yearly Amounts

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

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

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

Aggregate Loan Borrowing Limits

The maximum subsidized loan an undergraduate learner can borrow is \$23,000. The total combined subsidized and unsubsidized loans an undergraduate learner can borrow is:

- Dependent learner: \$31,000
- Independent learner: \$57,500

Grade Level Progression

Learners will be awarded according to their class standing at the time the award letter is sent. If the class standing changes at any time during an award year, the award will be adjusted accordingly.

Accept or Decline Loans

University College has a “Passive Acceptance” policy when it comes to accepting student loans. All 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 the financial aid that has been awarded, the learner must notify Student Financial Services “in writing.” An email will be considered an appropriate form of communication.

Repayment

Generally, repayment of Federal Direct Subsidized and Unsubsidized Loans begins six months after the borrower drops below half-time enrollment status, withdraws or graduates. This six-month period of time is called the grace period. Borrowers receive just one six-month grace period. If a borrower has used the six-month grace period previously or has consolidated the previous loans, those loans may go into repayment immediately.

Loan Exit Requirements

The federal government requires all student borrowers of Federal Loans to complete the loan exit counseling for Federal Direct Loans. Borrowers must complete a loan exit when they drop below half-time enrollment status, withdraw, or graduate.

Federal Direct Parent PLUS Loans

The Federal Direct Parent PLUS Loan is a low-interest loan borrowed directly from the U.S. government, that parents can apply for to help their dependent learner pay for college. The parent can borrow any amount up to the learner's cost of attendance, minus any other aid the learner is receiving. If the parent is denied a PLUS Loan, the learner is eligible to borrow an additional Unsubsidized Stafford Loan.

- Freshmen and Sophomores: \$4,000
- Juniors and Seniors: \$5,000

How to Apply for a Parent PLUS Loan

1. Complete the Parent PLUS Loan Worksheet
2. New borrowers must complete the Parent PLUS Master Promissory Note at www.studentloans.gov

Repayment

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

If you're a parent PLUS borrower, you may be able to defer the repayment of the Federal Direct Parent PLUS Loans while the learner for whom you obtained the loan is enrolled at least half time, and for an additional six months after the learner graduates or drops below half-time enrollment (half-time enrollment status is determined by your child's school). You must separately request each deferment period. Please visit www.direct.ed.gov for repayment options and details of the William D. Ford Federal Direct Parent PLUS Loan Program.

Alternative/Private Loans

The Office of Student Financial Services strongly recommends that learners apply for and accept all federal loans first before applying for private loans. Federal loans offer much better interest rates and repayment terms.

Learners who wish to apply for alternative loans must complete a separate online application at www.elmselect.com.

Learners must have eligibility remaining in their school budget and be approved by the lending agency of their choice. 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 student account.

California State Grant

Each year, the state of California invests millions of dollars in helping the state's residents achieve their higher education goals. These funds are not guaranteed. The state reserves the right to reduce or eliminate any of the programs described below based on budget limitations. Contact the California Student Aid Commission for the specific details of each program listed below.

In order to be eligible, learners must complete the Free Application for Federal Student Aid (FAFSA) by the March 2 deadline. The GPA Verification Form must also be submitted by the March 2 deadline. For most learners, this is sent electronically to the California Student Aid Commission by the school.

For new learners, please submit a copy of your California Aid Report (CAR) indicating that you are eligible for the Cal Grant. If you are unable to submit a copy of the CAR, the Office of Student Financial Services can confirm your eligibility on the WebGrants website.

California State Aid is available in these categories:

- Cal Grant A
- Cal Grant B
- Cal Grant B Access
- Chafee Grant for Foster Youth

Qualifications for Cal Grant A

1. California resident
2. Graduated from a California high school
3. 3.0 high school GPA
4. Family's income and assets are under the ceilings established for that year.

5. Enrolled at least half time
6. Learner is not already receiving a scholarship/grant that covers the price of tuition.

Qualifications for Cal Grant B

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

Qualifications for Chafee Grant for Foster Youth

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

Military Discount

The military tuition discount is available to military servicemembers, and spouses of active or reserve military servicemembers. For the purposes of this tuition discount, military servicemembers 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.

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.

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, and company 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.

Disbursements and Refund Checks

Once the learner is admitted into an eligible program and the financial aid file is complete, all financial aid usually disburses into the learner's student account between Week 4 and Week 8 of the session or later, depending upon when all documentation is received. If the disbursement creates a credit balance, a refund check will automatically be processed. The refund check should arrive to the address the learner has on file within 7 to 10 days after the disbursement is made.

The learner should keep in mind that any refund check that is received is intended for education-related expenses. Please be sure to monitor your Federal Student Loan borrowing at www.nslds.ed.gov. There are aggregate limits of how much you can borrow, and we don't want you to run short of funds. Please borrow wisely and be careful how you manage your refund checks.

Over-Awards

The Office of Student Financial Services at University College is required to reduce aid packages because of over-awards. In many cases, the over-award could have been prevented through the timely reporting of additional resources to the Office of Student Financial Services. Timely reporting of all outside resources will help prevent frustration and inconvenience resulting from aid adjustments required to resolve an over-award.

Stacking Financial Aid Policy

Federal and state regulations 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:** Financial aid cannot stack above COA. Exceptions: VA Benefits
- **Cal Grant:** Scholarships and grants (all free money) cannot stack above Need (Need = COA - EFC). Cal Grant cannot exceed tuition and fees.
- **APU Staff Benefit and UC Tuition Assistance:** Tuition benefit cannot stack above tuition.

Financial Aid Policies

Please be advised that funding from all of the sources listed is not guaranteed. 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 documents 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 will 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. It is advised that the learner respond to all inquiries from the financial aid office in a timely manner. Should a learner's financial aid not process by the last date of enrollment in that session, the learner will be responsible for any owing balance that remains on their student account.

Admissions File

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

Completion of the Free Application for Federal Student Aid (FAFSA)

The FAFSA must be accurately completed 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.

Enrollment Status

Financial aid award amounts are based on full-time enrollment. Enrollment will be verified after the add-drop date of each session. Grants are prorated based upon actual enrollment. Learners must be enrolled at least half-time for the semester in order to be eligible for loans.

- | | |
|--------------|---------------------|
| • 12+ units | Full-time |
| • 9-11 units | 3Q time |
| • 6-8 units | Half-time |
| • 1-5 units | Less than half-time |

Equitable Treatment

University College does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran in any of its policies, practices, or procedures. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact the director of student financial services for further information.

Keeping in Touch

University College learners must notify the Office of Student Financial Services in writing regarding changes in financial situation, marriage, loss of a job, withdrawal from school, change in units, anticipated change of program, or change of address.

Release of Records

By applying for financial aid, a learner grants that the Office of Student Financial Services at University College has the right to release the learner's grades and enrollment records to scholarship, state, federal, and loan agencies in accordance with the rules governing the Family Rights and Privacy Act (FERPA).

The rules governing FERPA also prevent the staff in the Office of Student Financial Services from discussing a learner's student account or financial aid status with anyone but the learner unless permission is granted by the learner. If a learner wants to grant permission to a spouse, parent or other person, a FERPA form must be completed and submitted to the Office of Student Financial Services (even if another FERPA form has been submitted to another department at UC). The FERPA form is located on the Learner Portal.

Verification Required

Each year the Federal Student Aid program randomly selects a percentage of all FAFSA applications for a process called "verification." The regulations require the collecting of information from the learner and family, if applicable, to confirm the accuracy of information reported on the Free Application for Federal Student Aid (FAFSA).

University College has implemented an electronic process that will expedite the completion of the verification of your FAFSA. If you are chosen for this electronic verification, you will see an outstanding document "Verification Required" on your missing document letter and on your Learner Portal.

UC has partnered with the School Servicing Center to assist with the verification process. Please watch for emails from verification@SSCwp.org or echosign@echosign.com, and respond as quickly as you can. This email will be sent to the email account you listed on your FAFSA.

Once you have been notified by email, you will be able to track what is needed and can possibly complete most of this verification process on the School Servicing Center website. Please watch for emails and check your account often until you are notified that your verification has been finalized. Your prompt response to all requests will accelerate the review of your request for financial aid in 2017-2018.

Learners at UC are not eligible to receive federal or state aid until all required documents have been submitted.

V4 Verification Required

If you are chosen for this specific category of verification of your Free Application for Federal Student Aid (FAFSA), you will see an outstanding document "V4-Verification Required" on your missing document letter and on your Learner Portal. Please submit the original documents by mail or in person to:

University College - Azusa Pacific University
Attn: Student Financial Services
300 N. Lone Hill Ave., #200
San Dimas, CA 91773

Satisfactory Academic Progress (SAP)

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

Learners are evaluated at the end of each semester (fall, spring, and summer). The following minimum academic standards must be met:

Qualitative Measure (GPA Requirement)

Learners must maintain a minimum cumulative local grade-point average (GPA) of at least 2.0 to be eligible for federal, state, and institutional funds.

Quantitative Measure (Pace Requirement)

Learners are expected to complete a minimum of 67 percent of units in which they enroll from the beginning of their program. The policy applies to cumulative units only. Thus, a learner who successfully completes 18 units without withdrawing from any classes, and then enrolls in 6 units but withdraws from all units would still make satisfactory progress. The learner would have completed 18 out of 24 total units (18/24 total units = 75 percent), which is greater than 67 percent.

Time Limit for Receiving Federal Financial Aid (Maximum Time Frame)

Federal financial aid for all programs cannot exceed 150 percent of the total units in the program, including units that result from transfer units and repeated courses. Learners will not be eligible to receive aid after completing the amount of units listed below:

- | | |
|-------------------------|-----|
| • Certificate Programs: | 24 |
| • A.A./A.S. Programs: | 90 |
| • B.A./B.S. Programs: | 180 |

Grades

The only grades that meet satisfactory academic progress completion standards are grades for which credit is awarded; A, B, C, D, P, and CR (credit). Withdrawal and incomplete grades are not passing grades. Challenge exams and audited courses are not considered.

Transfer Credits and Remedial Coursework

Transfer credits that have been officially accepted to complete program requirements will count for qualitative (GPA requirement) and quantitative (pace requirement) measures of Satisfactory Academic Progress.

A learner may take one academic year's worth of remedial courses for financial aid. Remedial coursework for learners who are admitted into an eligible program and taken within that program will be counted toward all three progress measures for SAP.

New, Changed, or Added Programs

If a learner changes or adds programs, it will not reset the current qualitative (GPA) or quantitative (pace) measures of SAP. Cumulative GPA and completion rate will be used for all programs in which the learner enrolls at University College. If the learner changes or adds a program, the maximum time frame will be reset from the date of initial enrollment in the new degree program.

Repeated Courses

If a learner repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units will still count toward the completion rate and maximum time frame. Learners who pass a class (A, B, C, D) and choose to repeat it for a higher grade may receive financial aid only once (a total of two attempts) for that repeated class. Learners may receive financial aid for a failed class (F) that they repeat until they pass.

Note: A D grade is considered a passing grade by the U.S. Department of Education.

Financial Aid SAP Statuses

Learners who fail to maintain SAP for the first time will be placed on Financial Aid Warning and will be given two semesters of financial aid eligibility to correct their SAP deficiencies. If the learner does not make up the deficiencies within two semesters, they will be placed on Financial Aid Suspension and will be ineligible for all federal, state, and most institutional financial aid. The learner does have the opportunity to appeal this decision. If the appeal is approved, they will be placed on Financial Aid Probation.

Appeals

Learners may appeal for reinstatement of financial aid if they, a spouse, or dependent children have experienced illness that prevented class attendance for an extended period of time, they have experienced a death in the immediate family (parents, siblings, spouse, or dependent children), or they have experienced some extraordinary situation that prevented them from meeting the minimum standards. Such a situation must be exceptional and nonrecurring in nature. The appeal for reinstatement must explain the cause of the academic difficulty and how the situation has been resolved.

A SAP Appeal form and Academic Plan is available on the Learner Portal and must be submitted to the Office of Student Financial Services within 30 days of notification of financial aid ineligibility. The learner must work with their success coach to develop an academic plan that outlines what needs to take place in order to clear the SAP. If SAP cannot be cleared with just one semester, the appeal can be extended one additional semester if the success coach indicates as such on the academic plan. The academic plan that is submitted with the appeal should be created and signed by both the learner and the success coach. The appeal will be reviewed by the Satisfactory Academic Progress Appeals Committee.

Regaining Eligibility

Learners regain financial aid eligibility when they meet all three measures of progress for SAP. It is possible for learners to be placed on a warning status multiple times in their academic career.

Loan Code of Conduct

As a part of the Program Participation Agreement for participating in Title IV financial aid programs, institutions are required to develop and comply with a loan code of conduct that prohibits conflicts of interest for financial aid personnel with respect to all student loans. Any University College employee who has responsibilities with respect to student educational loans must annually be reminded to comply with this code of conduct. The following provisions bring University College into compliance with the federal law [CFR 34 601.21 and HEOA 487]

1. Neither UC as an institution nor any individual or financial aid employee shall enter into any revenue-sharing arrangement with any lender which makes loans to learners attending the institution.
2. No financial aid employee of UC who has responsibilities with respect to education loans, or any of their family members, shall solicit or accept any gift from a lender, guarantor, or servicer of education loans.
 - For purposes of this prohibition, the term “gift” means any gratuity, favor, discount, entertainment, hospitality, loan, or other item having a monetary value of more than a nominal value.
 - Gifts and favorable terms and benefits do not include: a brochure, workshop or training using standard materials relating to a loan, default aversion, or financial literacy, such as a part of a training session. Entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender.
3. An employee at UC who has responsibilities with respect to education loans shall not accept from any lender or affiliate of any lender any fee, payment, or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.
4. UC shall not:
 - assign a lender to a first-time borrower through award packaging or any other method; or
 - refuse to certify or delay certification of any loan based on the borrower’s selection of a particular lender or guaranty agency.

5. UC shall not request or accept from any lender any offer of funds to be used for private education loans, including funds for an opportunity pool loan, to learners in exchange for the institution providing concessions or promises regarding providing the lender with:
 - a specific loan volume of such loans; or
 - a preferred lender arrangement for such loans.
 - an “opportunity pool loan” is defined as a private education loan made by a lender to a learner (or the learner’s family) that involves a payment by the institution to the lender for extending credit to the learner.
6. UC shall not request or accept from any lender any assistance with call center staffing or financial aid office staffing.
7. Any financial aid office employee who has any responsibilities with respect to education loans or other student financial aid, and who serves on an advisory board, commission, or group established by a lender, guarantor, or group of lenders or guarantors, shall be prohibited from receiving anything of value from the lender, guarantor, or group of lenders or guarantors, except that the employee may be reimbursed for reasonable expenses incurred in serving on such an advisory board, commission, or group.



A photograph of two young women with long dark hair sitting on a light-colored carpeted floor. The woman on the left is wearing a beige ribbed sweater and is looking towards the right. The woman on the right is wearing a blue t-shirt and is looking down at a tablet computer she is holding in her hands. The background is a bright, out-of-focus indoor setting with a window and some furniture.

5

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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 UC 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 UC 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 style guide 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 learner uses information from a paper previously written and resubmits it in another assignment or course without acknowledgement. In reality a learner is academically 'double-dipping'—seeking to receive credit for work already submitted. Such unauthorized and uncited reuse of a learner'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 percent of the new assignment (i.e., a paper must include at least 80 percent new material). In special cases, learners may exceed the 20 percent 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 manuscript, University College.

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 UC, 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 UC learner."

Sanctions for first violations are determined by the instructor of record in consultation with the appropriate assistant dean 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 appropriate assistant dean or designee. Learners may appeal a sanction they believe to be unfair or unjust as described in the “[Grievance Policy](#)” in the catalog.

Course Numbering System

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

The course abbreviations are as follows:

ACC	Accounting
APBL	Applied Bible
APSY	Applied Psychology
ART	Art
ASTU	Applied Studies
BIBL	Biblical Studies
BIO	Biology
BSOL	Bachelor of Science in Organizational Leadership
BUS	Business
CHEM	Chemistry
COMM	Communication Studies
CS	Computer Science
CRJU	Criminal Justice
DMK	Digital Marketing
ECO	Economics
ENG	English
ENT	Entrepreneurship
FRN	Forensics
HCM	Healthcare Management
HIS	History
HRM	Human Resources Management
HSCI	Health Sciences
IS	Information Systems
ISM	Information Systems Management
ISTU	Interdisciplinary Studies
LEAD	Leadership
LIBS	Liberal Studies
MATH	Mathematics
MGT	Management
PARA	Paralegal
PHIL	Philosophy
PHYS	Physics
REL	Religion
SPAN	Spanish
STAT	Statistics
UBBL	Undergraduate Biblical Studies
UC	University College Foundations Course

Academic Calendar

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

Adds/Drops

- Learners who do not submit an assignment during Week 1 (online learners) or do not attend the first night of class (face-to-face learners), are administratively dropped and refunded 100 percent.
- Learners who drop during Week 1 are refunded 100 percent. Drop requests must be received by 12:00 p.m. (noon PT) on Friday of Week 1.
- Learners may add courses up until 12:00 p.m. (noon PT) on Friday of Week 1. However, learners are responsible for meeting the assigned due dates for all course work and are subject to the UC Late Work Policy.
- Learners who withdraw after 12:00 p.m. (noon PT) on Friday of Week 1 receive no refund and a W grade is issued. All learners are subject to a proration of federal financial aid per the regulations for all federal aid. Withdrawal requests will be processed on the date received until 8 A.M. (Pacific Time) on Monday of Week 6.

5. Learners requesting a drop after 12:00 p.m. (noon PT) on Friday Week 1 must submit a General Petition requesting to do so by 12:00 p.m. (noon PT) on Friday of Week 3 and all supporting documentation must be received by 12:00 p.m. (noon PT) on Friday of Week 7. Such petitions will only be considered due to extenuating circumstances and may result in the delay of financial aid disbursement. Late drop petitions will be processed by the end of the same session.

Credit Hours

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

Study Load

The maximum study load for UC students is 18 units per semester, provided they are on good academic standing and have maintained a 3.0 or higher cumulative grade-point average. Students with less than a 3.0 cumulative GPA requesting approval to register for more than 14 units per semester must petition the appropriate assistant dean or designee. New/returning students must petition to enroll in more than 8 units in their first/returning session. Students on academic probation or returning from a prior academic dismissal are not able to register for more than 14 units per semester or 8 units in their returning session. (For further information, see “[Academic Probation](#)” section on [page 37](#).)

Concurrent Enrollment Policy

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

Grading

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

Grade A	4.0 points	
Grade A-	3.7 points	
Grade B+	3.3 points	
Grade B	3.0 points	
Grade B-	2.7 points	
Grade C+	2.3 points	
Grade C	2.0 points	
Grade C-	1.7 points	
Grade D+	1.3 points	
Grade D	1.0 point	
Grade D-	0.7 points	
Grade F	0 points	
Grade FN	0 points	Not Attended
Grade W	0 points	Withdrawal
Grade IN	0 points	Incomplete
Grade NC	0 points	No Credit
Grade CR	0 points	Credit
Grade IP	0 points	In progress
Grade P	0 points	Passing

Learners who have not attempted at least 50% of the coursework (based on the total possible points) AND who are not active in the course after week 5 will receive an FN grade, which could impact financial aid.

Incomplete Grades

The grade Incomplete (IN) may be granted only under special circumstances such as a verifiable serious illness, provided at least 40% of the coursework (based on the total possible points) has been completed. To request an incomplete, the learner must complete an official [Incomplete Grade Petition](#) available in the Course Portal, and submit it no less than 48 hours prior to the final class session for face-to-face courses, or by Wednesday of week 8 at 11:59 pm for online courses. The petition may be approved and an IN grade issued upon recommendation of the instructor and permission of the appropriate assistant dean. Learners may be given up to four weeks from the final date of the course to complete remaining assignments. 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.

Attendance Policy (for Face-to-Face Courses)

Attendance at classes is critical due to a large portion of constructive learning that takes place during class meetings. Many of the designed activities are dependent upon each learner's contribution to the discussions that take place. As such, if a learner misses more than two class meetings in a session, he or she may be required to retake that course. An instructor, with approval from the appropriate assistant dean, may allow a learner to continue if there has been a serious situation such as an extended hospitalization, death in the immediate family or some other serious event.

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 Time (PT) on the day they are due. Late assignments receive a 10 percent deduction for each day they are late, beginning one minute after the assignment is due, with no credit given for work submitted after 72 hours from the original due date with the exception of the final week, which ends on Friday at 11:59 p.m. PT. 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. In applying the deduction, it is recommended that lecturers should round the deduction to the nearest whole number.

Personal technology issues are not considered acceptable excuses for late work. Always backup 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 Time. The UC course week begins at 8 a.m. PT Monday and ends at 7:59 a.m. PT the following Monday, with the exception of the final week, which ends on Friday at 11:59 p.m. PT. Therefore, no late work is accepted after Friday of Week 8.

Learners who have experienced a situation such as extended hospitalization or death in their immediate family may submit a Late Work Petition. Such petitions are intended to cover one assignment or, at most, one week's worth of assignments, and must be submitted within 3 weeks of the assignment due date that was missed. Learners experiencing life circumstances that disrupt their studies for more than one week should consult with their success coach about submitting an Incomplete Grade Petition.

Learners may not make up threaded discussions, which are time sensitive. However, with approval of a Late Work Petition, learners may be given the opportunity to write a 600- to 900-word essay corresponding to a discussion topic and prompts, provided it meets the applicable performance criteria for the missed discussion.

For Face to Face Courses:

Assignments are considered late if they are not submitted electronically to the Course Portal by the beginning of the class session. Late assignments receive a 10 percent deduction for each day they are late, beginning one minute after the assignment is due, with no work accepted after 72 hours of the original due date/time. However, in the final week, which ends at the end of the final class session, no late work will be accepted. No late work is accepted after the end of the final class session. In applying the deduction, it is recommended that lecturers should round the deduction to the nearest whole number.

Technological issues are not considered acceptable excuses for late work. Always backup 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 their immediate family may submit a Late Work Petition. Such petitions are intended to cover one assignment or, at most, one week's worth of assignments, and must be submitted within 3 weeks of the assignment due date that was missed. Learners experiencing life circumstances that disrupt their studies for more than one week should consult with their success coach about submitting an Incomplete Grade Petition.

Learners who miss a class do not receive any class participation available for that class. However, with approval of a Late Work Petition, learners may be given the opportunity to write a 600- to 900-word essay corresponding to a topic assigned by the lecturer. Performance criteria for such an essay will be the prerogative of the lecturer.

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 (GPA). 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 units for the class taken at UC will remain on the record but will not be counted towards the units needed for graduation. Learners who choose to repeat courses at other institutions may be required to complete more than the minimum required units to earn their degree.

Transfer Work

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

- The college or university must be an institution of higher education accredited by a regional accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). These accrediting bodies mandate assessment and other quality control systems that give UC a high level of confidence in their programs.
 - Up to 18 units of coursework from ABHE, TRACS, and/or ATS accredited institutions may be accepted for transfer to satisfy the Bible General Studies requirement or general electives.
 - Learners must have completed the transferred courses earning a minimum grade of C- (or P if the courses were offered on a pass/fail basis).
 - UC can give credit for no more than 70 units of junior or two-year college work, and there is a maximum of 90 units that may be accepted from a four-year institution. This is inclusive of units that are accepted as prior learning assessment (PLA). No upper-division credit can be allowed for courses taken at a junior or two-year college.
 - The transferred courses must apply to a UC degree program as the equivalents of required courses (i.e., providing a similar knowledge base and/or competencies) or as appropriate electives.
 - UC will accept no more than 15 units toward general elective requirements for learners pursuing associate's degrees, and no more than 30 units toward general elective requirements for learners pursuing bachelor's degrees (additional units may be applied to B.A. in Liberal Studies, B.S. in Organizational Leadership, and B.A. in Applied Studies).
 - Enrolled UC learners who would like to transfer coursework 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 who transfer credits from international (non-U.S.) countries must provide UC with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive evaluation of the transcripts. See [page 11](#) in "[Transfer Applicants](#)" for a list of approved service agencies.
 - UC does not grant university credit for remedial coursework, college orientation, high school level courses (apart from the Advanced Placement program described below), or General Education Development (GED) tests.
- UC does not grant credit for duplicated courses (e.g., Beginning Composition completed at one college and Freshman English completed at another).
 - UC awards transfer credit on a 4.0 grading scale. Quarter units will be converted into semester units.
 - If a course has been repeated for credit, the last grade earned will be used in the evaluation of the acceptance of credit.
 - UC will evaluate courses and service completed through the Armed Services and may grant credit for such courses. Credit is typically based on the recommendations from the American Council on Education (ACE).

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

Graduate Courses Taken by Undergraduate Learners

University College will accept up to 9 semester units of graduate-level coursework as general electives in an undergraduate program. Undergraduate students with at least 108 completed units may take up to 9 semester units of graduate-level coursework at UC provided they maintain a 3.0 cumulative GPA and obtain approval from the Assistant Dean of the graduate program. Students are advised to speak with both Student Financial Services and Student Success prior to registration. Graduate-level coursework passed with a C- or better grade may be applied to a future UC graduate degree.

Credit by Examination

College credit may be earned through competency examinations.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)			
Credit is granted to learners who score a three or higher on an AP Test and to those who meet the cut-off level in CLEP subject area tests, or on the IB higher-level exams (see details below). Learners may earn a maximum of 30 units toward a UC degree from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university.			
Subject	Score	Units	Course Equivalent
BUSINESS			
Financial Accounting	50	4	ACC 210 (Financial Accounting)
Business Law	50	3	Elective, Not acceptable for BUS 270
Information Systems and Computer Applications	50	3	CS 200 (Basic Software Tools)
Management, Principles of	50	3	Elective
Marketing, Principles of	50	3	Elective
Macroeconomics, Principles of	50	3	ECO 204 (Principles of Macroeconomics)
Microeconomics, Principles of	50	3	ECO 203 (Principles of Microeconomics)
COMPOSITION AND LITERATURE			
American Literature*	50	3	Fulfills Literature Requirement
Analyzing and Interpreting Literature*	50	3	ENG 115* (Introduction to Literature)
College Composition (with or without essay)	—	—	No Credit Awarded
English Literature*	50	3	Fulfills Literature Requirement
College Composition Modular*	50	3	ENG 105 (Composition)
MODERN LANGUAGE			
French Language	50	8	GSLANG1 & GSLANG2
French Language	65	11	GSLANG1 & GSLANG2, 3 elective
French Language	77	14	GSLANG1 & GSLANG2, 6 elective
German Language	50	8	GSLANG1 & GSLANG2
German Language	52	11	GSLANG1 & GSLANG2, 3 elective
German Language	63	14	GSLANG1 & GSLANG2, 6 elective
Spanish Language	50	8	SPAN 121 & SPAN 122
Spanish Language	62	11	SPAN 121, SPAN 122, 5 elective
Spanish Language	74	14	SPAN 121, SPAN 122, 8 elective
HISTORY AND SOCIAL SCIENCES			
American Government	50	3	Fulfills History Requirement
Educational Psychology, Introduction to	50	3	Elective
History of U.S. I: Early Colonization to 1877	50	3	Fulfills History Requirement
History of U.S. II: 1865 to the Present	50	3	Fulfills History Requirement
Human Growth and Development	50	3	APSY 295 (Human Growth and Development)
Humanities	50	3	Fulfills Art requirement
Psychology, Introductory	50	3	APSY 105 (Introduction to Psychology)
Social Sciences and History	50	3	Fulfills History Requirement
Sociology	50	3	Fulfills Behavioral Sciences Requirement
Western Civilization I: Ancient Near East to 1648	50	3	Fulfills History Requirement
Western Civilization II: 1648 to the Present	50	3	Fulfills History Requirement
SCIENCE AND MATHEMATICS			
Calculus	50	5	Fulfills Math Requirement
College Algebra	50	3	MATH 125 (College Algebra)
College Mathematics	—	—	No Credit Awarded
General Biology	50	4	Fulfills Science Requirement (non-nursing)
General Chemistry	50	4	Fulfills Science Requirement (non-nursing)
Natural Sciences	50	3	Fulfills Science Lecture only
Precalculus	50	3	Fulfills Math Requirement

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

ADVANCED PLACEMENT EXAM

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

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

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

CREDIT FOR INTERNATIONAL BACCALAUREATE PROGRAM

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

DANTES SUBJECT STANDARDIZED TESTS (DSST)

DANTES Subject Standardized Tests (DSST) exams are recommended for credit by the American Council on Education (ACE). Azusa Pacific University's extensive list of subject-level exams (see below) are offered in diverse disciplines and cover upper- and lower-level baccalaureate credit courses. These exams help learners save time and money while accelerating graduation completion. To register for a DSST exam, contact the Learning Enrichment Center on the Azusa campus at (626) 815-3849. On the day of the exam, please bring the following:

- Two forms of picture ID
- \$20 test registration fee (payable by cash or check)
- \$80 exam fee payable by credit card only

Subject	Score	Units	Course Equivalent
APPLIED TECHNOLOGY			
Technical Writing	46	3	Elective not GS
BUSINESS			
Business Ethics and Society	400	3	Elective not GS
Business Law II	44	3	Elective not GS
Business Mathematics	400	3	Elective not GS
Introduction to Business	400	3	Elective not GS
Management Information Systems	46	3	Elective not GS
Money and Banking	48	3	Elective not GS
Human Resource Management	46	3	Elective not GS
Organizational Behavior	48	3	Elective not GS
Personal Finance	400	3	Elective not GS
Principles of Finance	400	3	Elective not GS
Principles of Financial Accounting	47	3	Elective not GS
Principles of Supervision	400	3	Elective not GS
HUMANITIES			
Ethics in America	400	3	Elective not GS
Introduction to World Religions	400	3	Elective not GS
Principles of Public Speaking	47	3	Elective not GS
MATHEMATICS			
Fundamentals of College Algebra ¹	400	--- ¹	MATH 099 (Intermediate Algebra)
Principles of Statistics	400	3	STAT 280 (Applied Statistics)
PHYSICAL SCIENCE			
Astronomy	48	3	PHYS 150 (Introduction to Astronomy)
Here's to Your Health	48	2	Elective not GS
Environment and Humanity	46	4	<i>Fulfills Science Requirement</i>
Principles of Physical Science I	47	2	Elective not GS
Physical Geology	46	3	<i>Fulfills Science Requirement</i>

SOCIAL SCIENCE

Art of the Western World	48	3	ART 110 (Introduction to Art)
Civil War and Reconstruction	47	3	Elective not GS
Criminal Justice	400	6	Elective not GS
Foundations of Education	46	3	Elective not GS
Fundamentals of Counseling	45	3	Elective not GS
General Anthropology	47	3	Elective not GS
History of the Vietnam War	44	3	Elective not GS
Human/Cultural Geography	48	3	Elective not GS
Introduction to Law Enforcement	45	3	Elective not GS
Introduction to the Modern Middle East	47	3	Elective not GS
Lifespan Developmental Psychology	46	3	APSY 295 (Human Growth and Development)
Rise and Fall of the Soviet Union	45	3	Elective not GS
Substance Abuse	400	3	Elective not GS
Western Europe Since 1945	45	3	<i>Fulfills History Requirement</i>

1. This test is acceptable as a remedial-level course, applicable as a prerequisite, and it does not count toward total units needed for the bachelor's degree. The units will not appear on the learner transcript.

NOTE: Learners may NOT receive dual credit for DSST exams and courses that are the same subject.

The DSST program is owned by Prometric, the global leader in testing and assessment, and has been placing learners on the fast track to college degrees since 1986. For more information, visit getcollegecredit.com.

FLATS EXAM

Learners with a passing score on the FLATS exam will earn six units to satisfy UC's general studies foreign language requirement or be applied as general elective credit.

Students seeking an Associate of Arts (A.A.) or Bachelor of Arts in Liberal Studies degree from University College need to pass MATH 105 (Survey of College Mathematics) or MATH 125 (College Algebra). Students seeking an Associate of Science (A.S.) in Health Science, Nursing Emphasis need to pass MATH 125 (College Algebra).

MATHEMATICS REQUIREMENTS: TESTING AND PREREQUISITES			
If your SAT math score is...	If your ACT math score is...	If your CLEP score is...	Placement
600 or higher	26 or higher	50 or higher	Math requirement is met (MATH 105 or MATH 125)
540-590	23-25	N/A	Register for MATH 125 (College Algebra) or MATH 105 (Survey of College Mathematics)
500-530	21-22	N/A	Register for Intermediate Algebra (MATH 099)
430-490	18-20	N/A	Register for Elementary Algebra* (prerequisite to Intermediate Algebra MATH 099)
420 or lower	17 or lower	N/A	Register for Pre-Algebra ² (prerequisite to Elementary Algebra)

Notes:

* Not offered at UC.

Taking Mathematics Prerequisites

- UC does not offer Elementary Algebra or Pre-Algebra.
- UC offers Intermediate Algebra (MATH 099).
C- (70 percent) or better must be earned in order to place into MATH 105 (Survey of College Mathematics) or MATH 125 (College Algebra). MATH 099 does not count toward degree credit.
- Please take the necessary prerequisites to College Algebra as indicated in the chart above. Following are resources likely to offer the needed prerequisites to College Algebra:
 - Your local community college
 - California Virtual Campus: www.cvc.edu/ which lists online courses at California colleges and universities

Flexible Learning Pathways

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

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

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

PLA credit may only be granted for lower division coursework in undergraduate programs at UC. It should be noted that credit granted through "other credit opportunities" does not count toward UC residency requirements. Specific discipline and prerequisite requirements must be followed. Contact the appropriate assistant dean or designee if there is any question regarding credit transfer.

National Standardized Exams

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

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

Please refer to the "[Credit by Examination](#)" section (pages 29-34) for additional information.

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

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

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

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

Individualized Assessments (Professional Technical Coursework) Sponsored Learning

Sponsored learning is a term used to describe documented training from a specific organization which has not previously been awarded college credit from an accredited educational or professional institution. At UC, sponsored learning is deemed "Professional/Technical" coursework (also known as "Pro/Tech") and is usually related to on-the-job training, non-credit extension coursework, coursework completed at a vocational school or non-accredited postsecondary institution, and various certifications or licensing processes that require formal training (real estate, computer repair, insurance, pilot, cosmetology, etc.). UC awards college credit for these types of prior learning experiences because learners are likely to have acquired college-level subject knowledge and skills. As such, the burden is on the learner to document the learning in a way that demonstrates college-level learning outcomes, so that the credit is awarded for the learning that took place, rather than merely for the experience itself. Recognizing that many adult learners already possess college-level knowledge and skills, UC believes that such knowledge and skills simply need to be documented and verified for credit through a prior learning assessment process. As such, this credit exchange theory is incorporated into the sponsored learning aspect of our Prior Learning Assessment (PLA) programs. Through the process, learners simply identify and document learning experiences, and the assessment lecturer with the PLA subcommittee deems whether the learning outcomes are worthy of credit.

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

The learners should be aware that an award of these Prior Learning Assessment (PLA) credits may not transfer to other institutions; acceptance of PLA credits is at the sole discretion of the receiving institution. Learners interested in Pro/Tech credit should consult with PLA lecturers to determine if they are a good candidate for this option. Separate fees (\$75/unit) apply for each Pro/Tech submission.

General Criteria Governing PLA

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

Experiential Learning Essays: Unsponsored Learning

Unsponsored learning is a term used to describe learning that occurs in the absence of external direction. This learning is typically unplanned, happening outside the bounds of a predesigned and delivered curriculum. At UC, unsponsored learning is documented through the writing of Experiential Learning Essays (ELE), which aim to link spheres of education, work, and personal development. Using David Kolb's (1984) learning cycle model, learners select a significant life experience and reflect on their prior learning through four distinct lenses. This process contributes to their personal growth and development through the acts of reflection, abstract conceptualization and application. Experiential Learning Essays are evaluated by lecturer assessors and have the potential to earn up to three units of college credit, either in elective or general studies requirements. Learners make decisions about what they want to write about, as well as what learning outcomes they would like to have assessed. For these reasons, PLA lecturers utilize a developmental theory when assessing unsponsored learning submissions. Through this process, learners enter into reflective and analytical self-assessment of their experience that brings to light significant learning that has taken place. Asked to consider the impact of the experience on their personal development and to think through how the learning might transfer to other settings, the learners submit their essays, which are then forwarded on to lecturer evaluators who assess whether the learning outcomes are worthy of college-level credit.

Adult learners should be aware that the lecturer evaluators are assessing college-level cognition, looking for evidence of intellectual processing, and not just a stating or chronicling of facts or incidents. Credit will only be awarded if conceptual understanding and learning are clearly presented in the essay. A substandard essay will be returned to the learner with feedback and the learner will have to resubmit (including the evaluation fee charge of \$75/unit). If the learner fails after two attempts, he or she will not be allowed to submit it further for consideration.

General Criteria Governing Experiential Learning Essays (ELEs)

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

A maximum of 30 undergraduate credits may be awarded through Pro-Tech and Experiential Learning Essays in combination. This applies to undergraduate credit only. Please note that the work reflected on the transcript may or may not be accepted by a receiving institution if the learner wishes to transfer.

Petition Process

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

Normal Progress Toward a Degree

The minimum number of credits for an Associate of Arts (A.A.) or Associate of Science (A.S.) is 60; and for a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) is 120. Twelve (12) units per semester constitute a minimum, full-time load and normal progress toward a degree. If an A.A. or A.S. learner successfully completes two courses per 8-week session, he or she would complete the associate's degree in 2 years. Learners could attain a bachelor's degree in 3.5 years taking an average of 12 units per semester.

Classification of Learners

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

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

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

Academic Probation and Academic Dismissal

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

Learners placed on academic probation will be allowed to register for 14 units per semester (7 units per session) while on probation.

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

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

Re-application after Academic Dismissal

A learner who has been dismissed for academic reasons may petition to return to University College after a two- semester break. 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 local grade-point average of 2.0 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 UC. Such consideration can be granted after the learner demonstrates academic success at another institution for a minimum of two semesters of core academic classes of 6 units each. Re-enrollment is not guaranteed.

Withdrawal from Courses

A learner may withdraw from class without grade penalty at any time after the add/drop period until 8 a.m. (Pacific Time) on Monday of week 6 of the session. The learner must submit a Withdrawal Form using their university email credentials. Learners are advised to contact student support services prior to withdrawing to discuss potential withdrawal penalties. The learner will then receive a W (withdrawal) grade in that course. A learner who never attends or stops attending a course for which he or she is officially registered without following the accepted procedures may receive a failing grade in that course. See also “Refund Policy” under Financial Information.

Withdrawal from the University

A learner who, for any reason, finds it necessary to withdraw from the university during the course of the session must complete a Withdrawal Form using their university credentials and must notify a student support staff member to complete the process. In matters of disciplinary action resulting in suspension or dismissal from the university, a written statement will be sent from the appropriate assistant dean or designee informing the learner of the action. That administrator will also notify the registrar regarding the learner’s status and authorize proper withdrawal from classes. Dismissed learners will not receive tuition refunds except by administrative action.

Break in Enrollment

Undergraduate learners may take a break from enrollment in classes for up to three semesters by notifying their designated student support staff member. These absences however are determined by the university as not meeting the definition of an “approved” LOA under title IV regulations. Students who take an academic leave of absence at APU-UC are not permitted to complete the coursework they began prior to the LOA without retaking their class as mandated by 34 CFR 668.22(d)(1)(vii). Student who take an LOA at APU-UC then are considered to have withdrawn from their coursework and are subject to R2T4 requirements. Students who do not attend for longer than three semesters will need to reapply to the university.

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment or FERPA, provides that learners 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 a 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. UC 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 Learner 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 UC Learner 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, appropriate assistant dean, 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 healthcare, 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 Learner Behavior in the Learning Environment

Lecturer 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 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 lecturer’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 lecturers 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 Learner 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 appropriate assistant dean 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 lecturer and or the class, the lecturer will notify the appropriate assistant dean or designee within 72 hours of notifying the learner of the inappropriate behavior. The appropriate assistant dean or designee will in turn notify the chief academic officer and the Associate Vice President for Enrollment and Student Success.

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 relevant findings from student success and the appropriate assistant dean 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 appropriate assistant dean 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 relevant findings from student success and the appropriate assistant dean 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 San Dimas Police Department and the disruptive learner’s local police authorities will also be alerted.

The registrar will be notified by the appropriate assistant dean or designee for dismissal processing.

Step 3: Appeal

See the “[Grievance Policy](#).”

Grievance Policy

Overview

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

In the event that the informal procedures including a meeting with the appropriate assistant dean 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 lecturer or staff member or an arbitrary or unfair imposition of sanctions.

To file a grievance, the learner will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought, and submit the document(s) to the Office of Academic Affairs. At that time, a Grievance Committee will be formed by the chief academic officer 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 lecturers, and provides, through prescribed procedures, a process through which a learner-initiated grievance can be resolved internally.

Organization

A. Membership:

- Appropriate assistant dean or designee
- Lecturer
- Associate Vice President for Enrollment and Student Success or designee

B. Chair: For academic grievances, the appropriate assistant dean or designee shall preside. For nonacademic grievances, the Associate Vice President for Enrollment and Student Success or designee shall preside.

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

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

Committee Guidelines and Meeting Format

- A. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, appropriate assistant dean, 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 appropriate assistant dean or designee, at his or her sole discretion, upon presentation of good cause.
- B. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The petition must include:
1. Names of the parties involved
 2. A clear statement of the nature of the grievance
 3. A narrative of the incident including
 - What occurred
 - When it occurred
 - Where it occurred
 - Who was present
 4. The evidence on which the grievance is based
 - Why this constitutes capricious or arbitrary action on behalf of a staff or lecturer
 - What has been done to resolve the grievance
 - The desired outcome/outcomes
 - Any supporting documentation
- C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the lecturer 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 when the petition was received. The involved learner 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, in person or electronically.
- 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 lecturer 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 lecturer(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.

Student Complaint Process

University College at Azusa Pacific University (UC) takes complaints and concerns regarding the institution very seriously. If a student has a complaint regarding University College, the university has established a grievance process for students that can be found in the University College Undergraduate Catalog and University College Graduate Catalog under the heading, "**Grievance Policy.**"

If a student has a complaint not addressed by one of the grievance processes identified there, or if one has questions regarding the proper process for addressing a complaint, the student may contact:

- The Associate Vice President for Enrollment and Student Success at avpstudentsuccess@uc.apu.edu.
- The Academic Dean at academicdean@uc.apu.edu.
- The Office of the General Counsel at cjennings@apu.edu.

These contacts will provide guidance on the process for addressing particular issues.

If a student believes that her/his complaint warrants further attention after having exhausted all the steps and appeals outlined by the Associate Vice President of Enrollment and Student Success, Academic Dean, or the Office of the General Counsel, the student may present the complaint to the WASC Senior College and University Commission (WSCUC) at wascsenior.org/comments if the complaint is associated with the institution's compliance with academic program quality and accrediting standards. WSCUC is the agency that accredits Azusa Pacific University's academic programs.

If a student believes that a complaint continues to warrant further consideration after exhausting the review of either WSCUC or administrators at Azusa Pacific University - University College, she/he may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, bppe.ca.gov, (916) 431-6924 (phone), and (916) 263-1897 (fax).

View [SHEEO's Student Complaint Information document](#) which provides students and prospective students with contact information for filing complaints with state officials or agencies that would handle any student complaints outside of California.

Nothing in this disclosure should be construed to limit any right that students may have to take civil or criminal legal action to resolve their complaints. Azusa Pacific University - University College has provided this disclosure in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34, sections 600.9 (b) (3) and 668.43(b). If anything in this disclosure is out of date, please notify the Office of the General Counsel at Azusa Pacific University, 901 E. Alosta Ave., Azusa, CA 91702.

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.

Double Major

Normally, a learner meets graduation requirements for a degree in one of the major departments. However, it is permissible for a learner to be granted a B.A. or B.S. degree with a maximum of two majors if the following conditions are met:

1. Learners must complete all of the required courses listed in the catalog for both majors.
2. Not more than six upper-division courses may be common to both majors (excluding General Studies requirements).
3. 24 units must be unique to the second major, of which at least 18 units must be upper division.
4. Both majors must be housed under the same degree designation (B.A. or B.S.)

Second Undergraduate Degree

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

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

Time Limit for Completing Degrees

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

Changes in Degree Requirements

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

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

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

Minimum Grade-Point Average

To earn an associate's or bachelor's degree, learners must earn a minimum cumulative GPA of 2.0 in all university coursework applied to the degree, including transfer courses. Certain majors may have additional GPA requirements.

Security Interest in Learner Records

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

Residency Requirements

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

Application for Graduation

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

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

Latin Honors Criteria

Summa Cum Laude: 3.9 and above

Magna Cum Laude: 3.75 to 3.89

Cum Laude: 3.5 to 3.74

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

Commencement

University College hosts at least one commencement ceremony per year. The date(s) will be announced and published on the university's website at www.apu.edu/graduation/. The university chancellor, by the authority of the board of directors and on recommendation of the lecturer, awards the degrees. Details regarding possible participation in commencement are made available to graduates eight weeks prior to commencement.

Degree/Certificate Posting Dates

The university confers Associate of Arts/Science and Bachelor of Arts/Science degrees and certificates six times each year, regardless of the specific date all work is completed. All degree requirements must be met prior to the conferral date, and processing will be complete within four weeks of receiving the final grade. The degree/certificate conferral dates are at the end of each session, approximately early March, late April, late June, late August, late October, and late December.

6

Academic Programs

Certificates

Certificate of Advanced Management
Purpose, Certificate Proficiencies, and
Requirements for Certificate

Certificate Business Principles
Purpose, Certificate Proficiencies, and
Requirements for Certificate

Pre-Nursing Health Science Certificate
Purpose, Certificate Proficiencies, and
Requirements for Certificate

Associate's Degrees

Associate of Arts
Requirements for the Associate of Arts

Associate of Science in Health Sciences
Requirements for the A.S. in Health Sciences

General Studies Core

Bachelor's Degrees

Bachelor of Arts in Applied Psychology
Requirements for the B.A. in Applied Psychology

Bachelor of Arts in Applied Studies
Requirements for the B.A. in Applied Studies

Bachelor of Arts in Leadership
Requirements for the B.A. in Leadership

Bachelor of Arts in Liberal Studies
Requirements for the B.A. in Liberal Studies

Bachelor of Arts in Management
Requirements for the B.A. in Management

Bachelor of Interdisciplinary Studies
Requirements for the Bachelor of Interdisciplinary Studies

Bachelor of Science in Criminal Justice
Requirements for the B.S. in Criminal Justice

Bachelor of Science in Health Sciences
Requirements for B.S. in Health Sciences

Bachelor of Science in Information Systems
Requirements for B.S. in Information Systems

Bachelor of Science in Organizational Leadership
Requirements for the B.S. in Organizational Leadership

Emphasis Areas

Course Descriptions

Certificates

University College offers a Certificate of Advanced Management, Certificate of Business Principles, and Pre-Nursing Health Science Certificate. Please see [page 70](#) for course descriptions.

ONLINE

Certificate of Advanced Management

Purpose

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

Certificate Proficiencies

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

Requirements

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

Choose six:

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

ONLINE

Certificate of Business Principles

Purpose

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

Certificate Proficiencies

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

Requirements

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

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

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

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

Pre-Nursing Health Science Certificate

Purpose

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

Certificate Proficiencies

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

Requirements

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

BIO 225 Microbiology/Lab (4)

BIO 235 Human Anatomy/Lab (4)

BIO 245 Human Physiology/Lab (4)

CHEM 115 Chemistry for Health Sciences/Lab (4)



Associate's Degrees

University College offers an Associate of Arts and Associate of Science in Health Sciences. For further details on UC's program offerings, visit www.apu.edu/universitycollege/. Please see [page 70](#) for course descriptions.

ONLINE

Associate of Arts

Through a rigorous and practical curricula, we create for people a new hope for the future, by investing in lives through learning pathways that are Christ-centered, flexible, and accessible.

The Associate of Arts (A.A.) program equips adult learners with knowledge, attitudes, and skills to successfully contribute as responsible members of their communities, both local and global, through learning, working, and living in God's created world. These skills include a working knowledge of liberal arts and sciences, written and oral communication skills, critical thinking abilities, and information and computer literacy, with the goal of relevant and immediate application to the learner's life. The knowledge, attitudes and skills are necessary for lifelong learning and for more advanced studies at the bachelor's level.

Serving as a bridge to UC's bachelor's degree programs, the 60-unit Associate of Arts program offers adult learners a broad and integrative foundation in the liberal arts. Informed by an explicitly Christian world and life view perspective, the curriculum lays the foundation for knowledge of biblical concepts and ideas; human cultures and the physical and natural world; intellectual and practical skills; personal and social responsibility; and integrative and applied learning.

Program Learning Outcomes (PLO) for Associate of Arts

Graduates of the Associate of Arts program will:

PLO 1: Apply key elements of a Christian worldview to personal and professional values, ethics and commitments.

PLO 2: Articulate contextually-informed interpretations of biblical texts through key themes.

PLO 3: Demonstrate competency of empirical methods (including quantitative reasoning) that illustrates the complexity and diversity of the created world.

PLO 4: Apply critical thinking skills through the development of analytical reasoning.

PLO 5: Critically evaluate political, social, economic, or cultural issues through a historical perspective to develop knowledgeable global citizens.

PLO 6: Demonstrate competency in written, oral, informational, and digital forms of literacy.

PLO 7: Explore the role of diverse ethnic, gender, generational, and socioeconomic backgrounds on human behavior.

PLO 8: Analyze cultural diversity as expressed in literature, the fine arts, religious traditions, and language.

Requirements for the Associate of Arts

The 60-unit Associate of Arts curriculum includes the following categories of coursework:

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

Skills and University Requirements (22–24 units)

Introduction to UC (3 units)

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

English Composition Component (6 units)

ENG 101 Introduction to Composition (3)

ENG 105 Introduction to Academic Research and Writing (3)

Public Speaking Component (3 units)

COMM 105 Public Communication (3)

Foreign Language (4–6 units)

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

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

Mathematics (3 units)

MATH 105 Survey of Mathematics (3) or

MATH 125 College Algebra (3)

Information Technology (3 units)

CS 200 Basic Software Tools (3)

Integrative Liberal Arts (31 units)

Heritage and Institutions Component (3 units)

HIS 202 World Civilizations (3), or HIS 203 U.S. History to 1877 (3), or HIS 204 U.S. History from 1865 (3)

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

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

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

REL 100 Introduction to Global Religious Studies (3)*

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

Philosophy/Critical Thinking Component (3 units)

PHIL 205 Introduction to Philosophy (3)

Literature Component (3 units)

ENG 115 Introduction to Literature (3)

Aesthetics and Creative Arts Component (3 units)

ART 110 Introduction to Art (3)

Identity and Relationships (3 units)

APSY 105 Introduction to Psychology (3)

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

Nature/Science with Lab (4 units)

PHYS 150 Introduction to Astronomy (4)

General Electives (5–7 units)

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

TOTAL: 60 units

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

ONLINE

Associate of Science in Health Sciences

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

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

The ASHS program fulfills many of the basic requirements for those learners desiring to enter health professions such as dental hygiene, medical assistance, health information

careers, etc., as well as learners who wish to enroll in preparatory health courses for nursing, science, and health education. The adult learner may complete the ASHS in order to gain promotions, develop health sciences skills, and/or prepare for bachelor's-level studies. Graduates may apply for employment in such healthcare facilities as medical and dental clinics, hospitals, and gerontology agencies.

ASHS Program Options (General and Nursing Emphases)

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

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

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

2017 Update: Beginning November 2017, the General and Nursing emphases will be eliminated and the coursework consolidated into a single program.

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

Graduates of the Associate of Science in Health Sciences will:

PLO 1: Apply key elements of a Christian worldview to personal and professional values, ethics, and commitments.

PLO 2: Articulate contextually-informed interpretations of biblical texts through key themes.

PLO 3: Demonstrate competency in written and oral communication skills.

PLO 4: Apply critical thinking skills through the development of analytical reasoning.

PLO 5: Demonstrate competence in quantitative, informational, and visual literacy.

PLO 6: Explore the role of diverse ethnic, gender, generational, and socioeconomic backgrounds on human behavior.

PLO 7: Develop fundamental lab skills in the areas of anatomy, physiology, microbiology, and chemistry.

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

The general emphasis 60-unit A.S. in Health Sciences curriculum, offered until September 2017, includes the following coursework:

General Studies Core (24 units)

English Communication (6 units)

ENG 105 Introduction to Academic Research and Writing (3)

COMM 105 Public Communication (3)

Arts and Humanities (6 units)

ART 110 Introduction to Art (3)

Choose one:

ENG 115 Introduction to Literature (3)

PHIL 205 Introduction to Philosophy (3)

Behavioral Sciences (3 units)

Choose one:

APSY 105 Introduction to Psychology (3)

ECO 203 Principles of Microeconomics (3)

Social Sciences (3 units)

Choose one:

HIS 202 World Civilizations (3), or

HIS 203 U.S. History to 1877 (3), or

HIS 204 U.S. History from 1865 (3)

Bible (6 units)

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

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

Health Sciences Fundamentals (22 units)

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

BIO 225 Microbiology/Lab (4)

BIO 235 Human Anatomy/Lab (4)

BIO 245 Human Physiology/Lab (4)

CHEM 115 Chemistry for Health Sciences/Lab (4)

STAT 280 Applied Statistics (3)

Electives (14 units)

Students may choose from any course in the catalog.

TOTAL: 60 units

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

The 70-unit ASHS nursing emphasis curricula, offered until September 2017, consists of the following coursework:

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

APSY 105 Introduction to Psychology (3)

APSY 295 Human Growth and Development (3)

APSY 430 Cultural Psychology (3)

ART 110 Introduction to Art (3)

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

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

BIO 225 Microbiology/Lab (4)

BIO 235 Human Anatomy/Lab (4)

BIO 245 Human Physiology/Lab (4)

CHEM 115 Chemistry for Health Sciences/Lab (4)

COMM 105 Public Communication (3)

CS 200 Basic Software Tools (3)

ENG 101 Introduction to Composition (3)

ENG 105 Introduction to Academic Research and Writing (3)

ENG 115 Introduction to Literature (3)

HIS 202 World Civilizations (3), or HIS 203 U.S. History to 1877 (3), or HIS 204 U.S. History from 1865 (3)

MATH 125 College Algebra (3)

PHIL 205 Introduction to Philosophy (3)

SPAN 121 Beginning Spanish I (3)

SPAN 122 Beginning Spanish II (3)

STAT 280 Applied Statistics (3)

TOTAL: 70 units

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

Requirements for the A.S. in Health Sciences

Beginning November 2017, the 60-unit A.S. in Health Sciences curriculum includes the following coursework:

General Studies Core (27 units)

English Communication (6 units)

ENG 105 Introduction to Academic Research and Writing (3)

COMM 105 Public Communication (3)

Arts and Humanities (9 units)

ART 110 Introduction to Art (3)

ENG 115 Introduction to Literature (3)

PHIL 205 Introduction to Philosophy (3)

Behavioral Sciences (3 units)

APSY 105 Introduction to Psychology (3)

Social Sciences (3 units)

Choose one:

HIS 202 World Civilizations (3), or

HIS 203 U.S. History to 1877 (3), or

HIS 204 U.S. History from 1865 (3)

Bible (6 units)

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

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

Health Sciences Fundamentals (16 units)

BIO 225 Microbiology/Lab (4)

BIO 235 Human Anatomy/Lab (4)

BIO 245 Human Physiology/Lab (4)

CHEM 115 Chemistry for Health Sciences/Lab (4)

Health Sciences Fundamentals (16 units)

APSY 295 Human Growth and Development (3)

MATH 125 College Algebra (3)

STAT 280 Applied Statistics (3)

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

Electives (5 units)

Learners may choose from any course in the catalog.

TOTAL: 60 units

Core

Learners pursuing any of University College's bachelor's degrees are encouraged to complete the General Studies Core before starting their major requirements. Learners must attain at least a 2.0 (C) grade-point average in the major. Some majors may require a 2.5 grade-point average (please refer to the degree for more details). All required courses must be taken for a letter grade where the option exists. Prior coursework from regionally accredited colleges/universities may be transferred to meet the General Studies Core requirements.

English Communication (6 units)

ENG 105 Introduction to Academic Research and Writing (3)

COMM 105 Public Communication (3)

Arts and Humanities (6 units)

ART 110 Introduction to Art (3)

Choose one:

ENG 115 Introduction to Literature (3)

PHIL 205 Introduction to Philosophy (3)

Behavioral Sciences (3 units)

Choose one:

APSY 105 Introduction to Psychology (3)*

ECO 203 Principles of Microeconomics (3)**

Social Sciences (3 units)

Choose one:

HIS 203 U.S. History to 1877 (3)

HIS 204 U.S. History from 1865 (3)

HIS 202 World Civilizations (3)

Physical and Biological Sciences (4 units)^

Choose one:

BIO 235 Human Anatomy/Lab (4)

BIO 245 Human Physiology/Lab (4)

CHEM 115 Chemistry for Health Sciences/Lab (4)

PHYS 150 Introduction to Astronomy (4)

Bible (6 units)

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

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

TOTAL: 28 units

* Required for B.A. in Applied Psychology

** Required for B.A. in Management

^ Requirement waived for B.S. in Health Sciences, increases general electives



Bachelor's Degrees

University College offers bachelor's degrees in applied psychology, applied studies, criminal justice, health sciences, leadership, liberal studies, and management. For further details on UC's program offerings, visit www.apu.edu/universitycollege/. Please see [page 65](#) for emphasis areas and [page 70](#) for course descriptions.

ONLINE

Bachelor of Arts in Applied Psychology

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

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

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

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

Graduates of the Bachelor of Arts in Applied Psychology will:

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

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

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

PLO 4: Develop professional competencies in applied psychology.

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

PLO 6: Demonstrate effective communication skills.

Requirements for the B.A. in Applied Psychology

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

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

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

General Studies Core (28 units)

Please reference [page 51](#) to view the coursework for the General Studies Core.

Program Requisites (15 units)

UC 101 Momentum: Success in the University (3)

APSY 285 Abnormal Psychology (3)

APSY 295 Human Growth and Development (3)

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

STAT 280 Applied Statistics (3)

Major Requirements (45 units)

APSY 300 Research Methods in Psychology (3)

APSY 315 Integration of Psychology and Christianity (3)

APSY 320 Personality Theory (3)

APSY 325 Learning Theory (3)

APSY 330 Cognition (3)

APSY 335 Fundamentals of Testing and Assessment (3)

APSY 340 Interviewing and Counseling Techniques (3)

APSY 350 Social Psychology (3)

- APSY 370 Psychopharmacology (3)
- APSY 405 Physiological Psychology (3)
- APSY 410 Psychology of Emotions (3)
- APSY 430 Cultural Psychology (3)
- APSY 475 Professional and Ethical Issues in Psychology (3)
- APSY 490A Practicum A (0.5)
- APSY 490B Practicum B (2.5)
- APSY 495 Special Topics in Psychology (3)

Emphasis Area (15 units)

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

Recommended Emphasis Areas:

- Applied Pastoral Counseling
- Business Psychology
- Child & Adolescent Psychology
- Clinical Psychology
- Criminal Behavior
- Cultural Psychology
- Educational Psychology
- General Psychology
- Healthcare Management
- Human Resource Management
- Human Services
- Organizational Dynamics

View descriptions and coursework for all of University College emphasis areas on [page 65](#).

Electives (17 units)

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

TOTAL: 120 units

Bachelor of Arts in Applied Studies

The Bachelor of Arts in Applied Studies (BAAS) is designed specifically for adult learners who have significant college credit and are seeking to finish their degree. The program is suited for those learners transferring in 90 units of previously earned college credit from a regionally accredited college/university, allowing them to earn their degree in as little as one year.

Learners eligible for the program will benefit from their ability to choose coursework that best suits their personal or career goals in order to create a meaningful, applicable program. After admission, adult learners work directly with an academic advisor and choose courses from the areas of leadership, management, psychology, health sciences, criminal justice, and liberal studies to complete their degree based on their interests and needs.

The BAAS provides an opportunity for learners to complete a bachelor's degree for personal achievement or career advancement in a variety of work settings. Learners generally complete the BAAS in order to gain promotions, develop management/leadership skills, and/or plan for new career opportunities.

Learners interested in pursuing graduate-level studies are encouraged to choose a more specialized degree program in their field of study to best benefit their future academic pursuits.

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

Purpose: The B.A. in Applied Studies degree equips learners with a foundational framework, practical skills, and ethical values essential for success in the workplace.

Graduates of the Bachelor of Arts in Applied Studies program will:

PLO 1: Integrate God's Word within various industries and society.

PLO 2: Demonstrate effective oral and written communication.

PLO 3: Identify and evaluate key personal and organizational ethics affecting their various industries.

PLO 4: Utilize technology in data gathering (i.e., conducting library research, searching the Internet) and in data interpretation.

PLO 5: Examine cultural and diversity issues within interpersonal relations.

PLO 6: Implement specific organizational functions and processes within their field.

Requirements for the B.A. in Applied Studies

To earn the Bachelor of Arts in Applied Studies, learners must complete the degree components listed below. Learners apply 90 units of previously earned college credit from a regionally accredited college/university to fulfill these components.

Transfer Units	90 units
Upper-Division Coursework <i>(includes 6-unit capstone experience)</i>	30 units
Total:	120 units

In order to earn the Bachelor of Arts in Applied Studies degree, learners must achieve a minimum cumulative grade-point average (GPA) of 2.0 in all courses, and earn a minimum GPA of 2.0 in the capstone sequence.

The remaining 30 units to complete this degree at University College are individually chosen to best serve the learner's career goals. The learner is able to select these units from any existing coursework in the catalog (see page 70 for a list of courses) with their academic advisor, provided the learner graduates with 30 units of upper-division coursework, which can be a combination of transfer work and courses taken at UC.

Learners are also eligible to graduate with an emphasis, choosing from the fields of leadership, management, psychology, health sciences, or criminal justice (see emphasis area options on page 65).

As a culmination of their education, learners will participate in a capstone experience (ASTU 490 and ASTU 495) of 6 units as a graduation requirement (included in the required 30 units to graduate).

TOTAL: 120 units

ONLINE

Bachelor of Arts in Leadership

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

with the knowledge, skills, and competencies necessary to advance their careers and bring innovative change to their industry and organizations.

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

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

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

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

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

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

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

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

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

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

Requirements for the B.A. in Leadership

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

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

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

General Studies Core (28 units)

Please reference [page 51](#) to view the coursework for the General Studies Core.

Program Requisites (15 units)

UC 101 Momentum: Success in the University (3)

BUS 250 Business Communication (3)

BUS 270 Business Law and Ethics (3)

MGT 390 Project and Change Management (3)

STAT 280 Applied Statistics (3)

Major Requirements (45 units)

APSY 455 Conflict Management (3)

LEAD 300 Leadership Communication (3)

LEAD 320 Theory and Practice of Leadership (3)

LEAD 330 Managerial Finance (3)

LEAD 350 International Management (3)

LEAD 360 Leadership Ethics (3)

LEAD 370 Cross-Cultural Communication (3)

LEAD 400 Organizational Development and Innovation (3)

LEAD 420 Human Resource Strategy (3)

LEAD 440 Emotional Intelligence and Leaders (3)*

MGT 450 International Business (3)

MGT 480 Strategic Management and Policy (3)

MGT 485 Management and Organizational Behavior (3)

MGT 490 Entrepreneurship and Innovation (3)*

MGT 495 International Study (3)

Emphasis Area (15 units)

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

Recommended Emphasis Areas:

- Applied Pastoral Counseling
- Business Psychology
- Cultural Psychology
- Entrepreneurship
- General Psychology
- Healthcare Management

- Human Resources Management
- Human Services
- Organizational Dynamics
- Public Administration

View descriptions and coursework for all of University College emphasis areas on [page 65](#).

Electives (17 units)

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

TOTAL: 120 units

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

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

Transition to a Master's Degree Program

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

ONLINE AND FACE-TO-FACE

Bachelor of Arts in Liberal Studies

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

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

Many adult learners have developed skills or expertise at the workplace, at home, or in other venues. Some of those experiences may translate into prior learning credit (PLA). To assess whether these experiences are worthy of university credit, the learner may use one of the Flexible Learning

Pathways options to assess their experience. A maximum of 30 units may be earned through Prior Learning Assessment (PLA). See [page 35](#) for specific details on how to earn PLA units.

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

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

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

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

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

Graduates of the Bachelor of Arts in Liberal Studies will:

- PLO 1:** Articulate a philosophy of education based on their understanding of ethical and worldview theories.
- PLO 2:** Integrate principles of Christian faith and learning into a variety of subject matters.
- PLO 3:** Integrate a variety of multicultural perspectives into their assessment of student needs.
- PLO 4:** Demonstrate subject-matter competence in an educational context.
- PLO 5:** Apply theories of social, emotional, cognitive, and physical development to learning and teaching.
- PLO 6:** Demonstrate effective written and oral communication skills.
- PLO 7:** Assess K–6 student needs using one's understanding of strengths, learning styles, and temperament.

Requirements for the B.A. in Liberal Studies

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

General Studies Core	28 units
Core Courses	35 units
English Concentration	12 units
Additional Program Requirements	7 units
Electives	38 units
Total:	120 units

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

General Studies Core (28 units)

Please reference [page 51](#) to view the coursework for the General Studies Core.

Core Courses (35 units)

- LIBS 301** Liberal Studies and Communications (5)
- LIBS 302** Liberal Studies, and Human Growth and Development (5)
- LIBS 303** Liberal Studies and Mathematics (5)
- LIBS 401** Liberal Studies and History (5)
- LIBS 402** Liberal Studies and the Sciences (5)
- LIBS 403** Liberal Studies and the Arts (5)
- LIBS 404** Liberal Studies, and Ethics and Worldview (5)

English Concentration (12 units)

- ENG 403** Language Principles and Processes (4)
- ENG 407** Composition: Theory and Practice (4)
- ENG 433** Children's Literature (4)

Additional Program Requirements (10 units)

- HIS 202** World Civilizations (3)
- SPAN 123** Intensive Beginning Spanish (4)
- MATH 105** Survey of Mathematics (3) or
- MATH 125** College Algebra (3)

Electives (35 units)

Learners may choose from any course in the catalog. Learners may also earn up to 30 units of electives via Prior Learning Assessment (PLA). LIBS majors may also choose one of the Emphasis Areas offered. This is optional but may be used to fulfill part of the required Elective units.

TOTAL: 120 units

Bachelor of Arts in Management

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

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

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

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

Graduates of the Bachelor of Arts in Management will:

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

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

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

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

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

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

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

Requirements for the B.A. in Management

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

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

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

General Studies Core (28 units)

Please reference [page 51](#) to view the coursework for the General Studies Core.

Program Requisites (15 units)

- UC 101 Momentum: Success in the University (3)
- ACC 210 Financial Accounting (3)
- ACC 211 Managerial Accounting (3)
- ECO 204 Principles of Macroeconomics (3)
- STAT 280 Applied Statistics (3)

Major Requirements (45 units)

- BUS 270 Business Law and Ethics (3)
- ECO 440 International Economics and Trade (3)
- MGT 310 Statistical Analysis for Business Decisions (3)
- MGT 320 Financial Management and Markets (3)
- MGT 350 Marketing and E-Commerce (3)
- MGT 370 Cross-Cultural Communication and Negotiations (3)
- MGT 380 Information Systems Management (3)
- MGT 390 Project and Change Management (3)
- MGT 415 Operations Management (3)
- MGT 450 International Business (3)
- MGT 460 Leadership and People (3)*
- MGT 480 Strategic Management and Policy (3)
- MGT 485 Management and Organizational Behavior (3)
- MGT 490 Entrepreneurship and Innovation (3)* [Capstone]
- MGT 495 International Study (3)

Emphasis Area (15 units)

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

Recommended Emphasis Areas:

- Accounting
- Business Psychology
- Cultural Psychology
- Digital Marketing
- Entrepreneurship
- Healthcare Management
- Human Resource Management
- Human Services
- Information Systems Management
- Organizational Leadership
- Public Administration

View descriptions and coursework for all of University College emphasis areas on [page 65](#).

Electives (17 units)

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

TOTAL: 120 units

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

The B.A. in Management includes two upper-division courses, MGT 460 Leadership and People and MGT 490 Entrepreneurship and Innovation, marked with an (*) which must be completed at UC due to their distinctive nature.

Transition to a Master’s Degree Program

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

Bachelor of Interdisciplinary Studies

The Bachelor of Interdisciplinary Studies (BIS) is a flexible, interdisciplinary program designed for learners who want a degree tailored to their own career goals. This program allows learners, in consultation with an academic advisor, to select courses from emphases and general electives that help learners develop knowledge, skills, and attitudes to prepare them for their career. A final capstone project requires the integration of the various courses around a common theme. The Bachelor of Interdisciplinary Studies also provides a foundation for those who desire to pursue graduate studies in a program that does not require a discipline-specific undergraduate degree.

Purpose and Program Learning Outcomes (PLO) for the the Bachelor in Interdisciplinary Studies

Purpose: The UC BIS degree equips learners with a foundational framework, practical skills, and ethical values essential for career success in the interdisciplinary studies field.

Graduates of the Bachelor of Interdisciplinary Studies program will:

- PLO 1:** Connect biblical concepts and principles with inter-emphasis specific topics and domains.
- PLO 2:** Integrate professional competencies in two emphases.
- PLO 3:** Demonstrate effective written and oral communication skills.
- PLO 4:** Analyze inter-emphasis specific issues, practices, and trends using appropriate research concepts and processes.
- PLO 5:** Demonstrate critical thinking and creative problem-solving skills
- PLO 6:** Apply principles of Christian ethics in response to ethical dilemmas and issues within inter-emphasis contexts.

Requirements for the Bachelor of Interdisciplinary Studies

To earn the Bachelor of Interdisciplinary Studies degree, learners must complete the degree components listed below:

General Studies Core	28 units
Program Requisites	3 units
Two Emphases	27 - 30 units*
Capstone	6 units
Electives	53 – 56 units**
Total:	120 units

*No more than three (3) units may be in common between the two emphases.
 **At least 24 elective units must be upper division (300- or 400-level) courses

In order to earn the Bachelor of Interdisciplinary Studies degree, students must complete two 15-unit emphases and two 3-unit capstone courses while achieving a minimum cumulative grade point average (GPA) of 2.0 in the emphases and capstone courses. There may be at most one 3-unit course that is common to the two emphases:

General Studies Core (28 units)

Please reference [page 51](#) to view the coursework for the General Studies Core.

Program Requisites (3 units)

UC 101 Momentum: Success in the University (3)

Emphases (27 – 30 units)

Please consult a success coach to determine an appropriate pairing of emphases

(No more than three (3) units may be in common between the two chosen emphases).

Capstone Courses (6 units)

ISTU 490 Interdisciplinary Studies Capstone I (3)

ISTU 495 Interdisciplinary Studies Capstone II (3)

Electives (53 – 56 units)

Learners may choose from any course in the catalog, provided at least 24 elective units are upper division (300- or 400-level) courses.

ONLINE

Bachelor of Science in Criminal Justice

A successful criminal justice career requires a broad knowledge base for the major elements of police work, criminal law and procedure, risk analysis and response, and investigative processes and procedure. The online Bachelor of Science in Criminal Justice at University College equips learners with professional knowledge and practical skills in criminal justice while integrating a Christian worldview.

Learners who major in criminal justice learn about the field from both an academic and professional perspective, addressing topics from a theoretical as well as a practitioner viewpoint. With the opportunity to specialize in their field, learners are able to pursue personal or specific career interests by choosing an emphasis area.

Careers in the field of criminal justice and law enforcement include the areas of criminology, law enforcement, courts, and corrections. For many occupations within the field, a four-year undergraduate degree is considered to be entry level. Occupations in this rapidly growing field include probation officers and correctional treatment specialists; detective or criminal investigators; forensic science technicians; patrol officers; and paralegals.

Graduates will also be equipped to continue their studies in graduate programs in criminal justice, criminology, law, or related fields.

Purpose and Program Learning Outcomes (PLO) for the B.S. in Criminal Justice

Purpose: The B.S. in Criminal Justice degree equips learners with a foundational framework, practical skills, and ethical values essential for career success in the criminal justice field.

Graduates of the Bachelor of Science in Criminal Justice will:

PLO 1: Demonstrate the ability to integrate biblical concepts and principles with discipline specific topics and domains.

PLO 2: Develop professional competencies in criminal justice, including an understanding of the various components of the field.

PLO 3: Demonstrate effective written and oral communication skills.

PLO 4: Utilize appropriate research concepts and processes in the analysis of criminal justice issues, practices, and trends.

PLO 5: Demonstrate critical thinking and creative problem-solving skills.

PLO 6: Apply principles of Christian ethics in response to ethical dilemmas and issues within the field of Criminal Justice.

Requirements for the B.S. in Criminal Justice

To earn the Bachelor of Science in Criminal Justice, learners must complete the following degree components:

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

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

General Studies Core (28 units)

Please reference [page 51](#) to view the coursework for the General Studies Core.

Program Requisites (15 units)

UC 101 Momentum: Success in the University (3)

CRJU 105 Introduction to Criminal Justice (3)

CRJU 280 Crime and Criminology (3)

CRJU 290 The Police Function (3)

STAT 280 Applied Statistics (3)

Major Requirements (45 units)

- CRJU 300 Criminal Justice Research Methodology (3)
- CRJU 320 Criminal Law, Substantive (3)
- CRJU 330 Crime and Delinquency (3)
- CRJU 340 Critical Issues in Criminal Justice (3)
- CRJU 350 Criminal Justice Ethics (3)
- CRJU 370 The Adjudication Function (3)
- CRJU 380 Professional Writing (3)
- CRJU 390 Criminal Investigation (3)
- CRJU 410 Corrections (3)
- CRJU 420 Terrorism and Homeland Security (3)
- CRJU 430 Principles of Public Administration (3)
- CRJU 440 Constitutional Law (3)
- CRJU 450 Forensics (3)
- CRJU 460 Risk Analysis and Security (3)
- CRJU 490 Criminal Justice Capstone/Senior Project (3)

Emphasis Area (15 units)

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

Recommended Emphasis Areas:

- Clinical Psychology
- Criminal Behavior
- Cultural Psychology
- Forensics
- Human Services
- Paralegal
- Public Administration

View descriptions and coursework for all of University College emphasis areas on [page 65](#).

Electives (17 units)

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

TOTAL: 120 units

Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences (BSHS) is a foundational degree for those adult learners desiring to enter the healthcare industry in the areas of healthcare management and healthcare advocacy. This degree, with emphases in healthcare leadership and management, psychology, organizational dynamics, etc., helps graduates develop the competencies to advance their personal careers and overall practices of the medical industry by understanding and applying current policies and regulations, patient care initiatives, risk management, and the like.

This program is comprised of lab science courses, health science courses, and emphasis courses that provide the learner with a rigorous scientific background applicable to the allied health profession. The focus on human biology further expands on that knowledge base, providing advanced coursework in cellular biology, molecular genetics, immunology, and neuroanatomy/neurophysiology.

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

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

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

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

Graduates of the Bachelor of Science in Health Sciences will:

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

PLO 2: Demonstrate effective oral and written communication.

PLO 3: Identify and evaluate key personal and organizational ethics affecting healthcare professionals.

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

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

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

Requirements for the B.S. in Health Sciences

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

General Studies Core	24 units
Program Requisites	15 units
Major Requirements	45 units
Emphasis Area	15 units
Electives	21 units
Total:	120 units

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

General Studies Core (24 units)

Please reference [page 51](#) to view the coursework for the General Studies Core.

Program Requisites (15 units)

UC 101 Momentum: Success in the University (3)

HSCI 100 Introduction to Health and Disease (3)

HSCI 105 Nutrition and Wellness (3)

HSCI 110 U.S. Healthcare Systems (3)

STAT 280 Applied Statistics (3)

Health Sciences Core Requirements (45 units)

APSY 295 Human Growth and Development (3)

APSY 300 Research Methods in Psychology (3)

APSY 430 Cultural Psychology (3)

BIO 225 Microbiology/Lab (4)

BIO 235 Human Anatomy/Lab (4)

BIO 245 Human Physiology/Lab (4)

CHEM 115 Chemistry for Health Sciences/Lab (4)

HSCI 300 Bioethics (3)

HSCI 305 Introduction to Genetics (4)

HSCI 320 Medical Sociology (3)

HSCI 491 Senior Seminar: Health Sciences Capstone (3)

HSCI 497A Fieldwork A (0.5)

HSCI 497B Fieldwork B (2.5)

PHYS 100 General Physics for Health Sciences/Lab (4)

Emphasis Area (15 units)

Note: Learners are encouraged to pursue graduate education in lieu of additional emphasis areas. If a learner wishes to have more than one emphasis area, he or she may do so with the permission of the appropriate assistant dean. Learners may have a maximum of two emphasis areas. The learner must meet all course requirements for both emphasis areas, in addition to all other graduation requirements for the degree.

If the emphasis areas share courses, a learner must take a minimum of four more distinct courses to obtain the additional emphasis. When courses are not articulated in the emphasis, the additional courses are chosen by the appropriate assistant dean of that degree.

Recommended Emphasis Areas:

- Accounting
- General Psychology
- Healthcare Leadership
- Healthcare Management
- Human Services
- Organizational Dynamics
- Psychology for the Healthcare Profession

View descriptions and coursework for all of University College emphasis areas on [page 65](#).

Electives (21 units)

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

TOTAL: 120 units

Transition to a Master's Degree Program

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

Bachelor of Science in Information Systems

A successful information systems career requires both a broad professional knowledge base as well as a practical skill set. The online Bachelor of Science in Information Systems at University College equips learners with such resources while integrating a Christian worldview.

Learners who major in information systems will develop professional competencies in managing information, computers, databases, systems analysis, and business principles related to information systems. With the opportunity to choose an emphasis area, learners are able to pursue personal or specific career interests within the field of information systems.

Careers in the field of information systems include the areas of electronic data processing, database administration, information systems management, systems analysis, information security, and computer programming.

Graduates will also be equipped to continue their studies in graduate programs in information systems, information technology, or related fields.

Purpose and Program Learning Outcomes (PLO) for the B.S. in Information Systems

Purpose: The B.S. in Information Systems degree equips learners with a foundational framework, practical skills, and ethical values essential for career success in the information systems field.

Graduates of the Bachelor of Science in Information Systems will:

PLO 1: Demonstrate the ability to integrate biblical concepts and principles with discipline specific topics and domains.

PLO 2: Develop professional competencies in information systems, including an understanding of the various components of the field.

PLO 3: Demonstrate effective written and oral communication skills.

PLO 4: Utilize appropriate research concepts and processes in the analysis of information systems issues, practices, and trends.

PLO 5: Demonstrate critical thinking and creative problem-solving skills.

PLO 6: Apply principles of Christian ethics in response to ethical dilemmas and issues within the field of Information Systems.

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

Requirements for the B.S. in Information Systems

To earn the Bachelor of Science in Information Systems, learners must complete the following degree components:

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

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

General Studies Core (28 units)

Please reference [page 51](#) to view the coursework for the General Studies Core.

Program Requisites (15 units)

UC 101 Momentum: Success in the University (3)

IS 150 Applied Math for Information Systems (3)

IS 200 Introduction to Information Systems (3)

IS 210 Hardware and Software (3)

IS 220 Object-Oriented Programming (3)

Major Requirements (45 units)

IS 230 Introduction to Systems Analysis (3)

MGT 200 Business in a Digital World (3)

BSOL 308 Ethics and Worldviews in Business (3)

IS 310 Server Management (3)

IS 320 Business Communication Systems (3)

IS 330 Network Administration (3)

IS 340 Database Design and Administration (3)

IS 400 Web Development (3)

IS 410 Operating Systems Analysis and Design (3)

IS 420 Enterprise Architecture (3)

IS 440 Data Analysis and Warehousing (3)

IS 450 Web and Mobile Applications (3)

IS 490 Information Systems Capstone (3)

MGT 380 Information Systems Management (3)

MGT 390 Project and Change Management (3)

Emphasis Area (15 units)

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

Recommended Emphasis Areas:

- Business Information Systems
- Cyber-Security
- Data Analytics
- General Information Systems
- Health Information Systems

View descriptions and coursework for all of University College emphasis areas on [page 65](#).

Electives (17 units)

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

TOTAL: 120 units

ONLINE AND FACE-TO-FACE

Bachelor of Science in Organizational Leadership

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

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

The program combines an intensive series of integrated seminars with a work-related research project, which improves the learner's skills in communication, research, interpersonal relationships, group dynamics, supervision, leadership skills and

management. The learner also develops a better understanding of the research and writing process, the relationship of the liberal arts to the job and home, and the integration of values and ethics with human relationships and work.

Many adult learners have developed skills or expertise at the workplace, at home, or in other venues. Some of those experiences may translate into prior learning credit. To assess whether these experiences are worthy of university credit, the learner may use one of the Flexible Learning Pathways options to assess their experience. A maximum of 30 units may be earned through Prior Learning Assessment (PLA). See [page 35](#) for specific details on how to earn PLA units.

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

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

Graduates of the Bachelor of Science in Organizational Leadership will:

PLO 1: Formulate a response to an ethical dilemma based on one's understanding of ethical and worldview theories.

PLO 2: Integrate principles of Christian faith and learning into a variety of subject matters.

PLO 3: Demonstrate the fundamentals of effective oral and written interpersonal and business communication.

PLO 4: Propose data-driven change in an organization through a systematic process of inquiry, analysis, and decision-making.

PLO 5: Develop a strategic plan to assess internal/external market pressures and propose a strategy that honors people, the organization, and the external environment.

PLO 6: Appraise one's understanding of strengths, learning styles, and temperament to assess organizational employee needs.

PLO 7: Design a diversity strategic plan that identifies cultural barriers that limit inclusion and diversity and promotes change to foster organizational diversity and inclusivity in an organizational setting.

Requirements for the B.S. in Organizational Leadership

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

General Studies Core	28 units
Core Courses	39 units
Electives	53 units
Total:	120 units

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

General Studies Core (28 units) see [page 51](#)

Core Courses (39 units)

- BSOL 301 Dynamics of Group Behavior (3)
- BSOL 302 Adult Development and Learning Assessment (3)
- BSOL 303 Introduction to Research Methodology (3)
- BSOL 304 Organizational Analysis (3)
- BSOL 307 Managerial Communication (3)
- BSOL 308 Ethics and Worldview in Business (3)
- BSOL 401 Directed Study: Applied Research Project I (3)
- BSOL 402 Directed Study: Applied Research Project II (3)
- BSOL 405 Leading Disruptive Innovation (3)
- BSOL 408 Introduction to Data Analysis and Presentation (3)
- BSOL 409 Cultural Influences in the Workplace (3)
- BSOL 410 Principles of Management and Supervision (3)
- BSOL 413 Leadership and Change (3)

Electives (53 units)

Learners may choose from any course in the catalog, and may also earn up to 30 units of electives via Prior Learning Assessment (PLA). Learners may choose an Emphasis area from the UC catalog (online courses only) to fulfill some of their required elective units. This is optional. BSOL learners may not choose the Organizational Leadership emphasis.

TOTAL: 120 units



Emphasis Areas

University College offers learners in bachelor's degree programs the opportunity to choose from multiple emphasis areas to specialize in their field of interest. Learners are encouraged to work with their success coach to design a detailed academic plan to fit their career goals. Please see the bachelor's degree program for recommended emphasis areas with each major.

These 15-unit emphasis areas may be paired with the following programs: B.A. in Applied Psychology, B.A. in Applied Studies, B.A. in Leadership, B.A. in Liberal Studies, B.A. in Management, B.S. in Criminal Justice, and B.S. in Health Sciences, B.S. in Organizational Leadership.

Accounting

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

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

Applied Pastoral Counseling

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

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

Business Information Systems

The Business Information Systems emphasis provides learners with specialized knowledge and skills related to the intersection between information systems and business environments. Learners are prepared to apply such knowledge and skills to a variety of business contexts and processes.

- MGT 320 Financial Management and Markets (3)
- MGT 350 Marketing and E-Commerce (3)
- IS 460 Data Analytics and Business Intelligence (3)
- IS 465 Business Information Systems and Ethics (3)
- IS 470 Information Security and Compliance (3)

Business Psychology

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

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

Child and Adolescent Psychology

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

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

Clinical Psychology

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

APSY 400 Introduction to Clinical Psychology (3)

APSY 425 Crisis Counseling and Intervention (3)

APSY 450 Family Systems (3)

APSY 455 Conflict Management (3)

APSY 480 Group Processes (3)

Criminal Behavior

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

APSY 345 Criminal Behavior (3)

APSY 415 Forensic Psychology (3)

APSY 455 Conflict Management (3)

APSY 460 Motivation (3)

APSY 480 Group Processes (3)

Cultural Psychology

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

APSY 435 Gender Issues in Psychology (3)

APSY 450 Family Systems (3)

APSY 455 Conflict Management (3)

APSY 480 Group Processes (3)

MGT 485 Management and Organizational Behavior (3)

Cyber-Security

The Cyber-Security emphasis provides learners with specialized knowledge and skills related to information and system security, including best practices related to vulnerability assessment, data protection, compliance, and risk management. Learners are prepared for a variety of career opportunities within the information security industry.

FRN 350 Principles of Digital Forensics (3)

IS 350 Ethical Hacking (3)

IS 465 Business Information Systems and Ethics (3)

IS 470 Information Security and Compliance (3)

IS 495 Enterprise Risk Management (3)

Data Analytics

The Data Analytics emphasis provides learners with basic theories and applications of information technology and electronic evidence as they are related to both business efficiency and security planning. Learners are prepared for work in private, public, and nonprofit sectors in enhancing business operations and security.

MGT 350 Marketing and E-Commerce (3)

IS 460 Data Analytics and Business Intelligence (3)

IS 470 Information Security and Compliance (3)

IS 480 Advanced Data Management (3)

IS 485 Data Modeling and Architecture (3)

Digital Marketing

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

DMK 300 Digital Marketing (3)

DMK 310 Analyzing and Optimization of Digital Media (3)

DMK 350 Digital Consumer Behavior (3)

DMK 420 Global Viral Marketing (3)

ISM 400 Web Development (3)

Educational Psychology

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

APSY 360 Special Education and Rehabilitation Services (3)

APSY 440 Child Psychology (3)

APSY 445 Adolescent Psychology (3)

APSY 450 Family Systems (3)

APSY 460 Motivation (3)

Entrepreneurship

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

ENT 310 Principles of Entrepreneurship (3)

ENT 320 Venture Capital (3)

ENT 330 Marketing Research (3)

ENT 420 New Product Development (3)

ENT 440 Entrepreneurship Action Learning Project (3)

General Information Systems

The General Information Systems emphasis provides learners with the opportunity to combine electives from Information Systems and related disciplines to customize their learning to meet their individual needs.

IS 470 Information Security and Compliance (3)

Four upper division elective courses in IS and/or a related discipline, approved by the Assistant Dean (12)

General Psychology

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

APSY 400 Introduction to Clinical Psychology (3)

APSY 450 Family Systems (3)

APSY 460 Motivation (3)

APSY 470 Positive Psychology (3)

APSY 480 Group Processes (3)

Healthcare Leadership

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

APSY 470 Positive Psychology (3)

HCM 420 Healthcare Organizational Management (3)

LEAD 320 Theory and Practice of Leadership (3)

LEAD 440 Emotional Intelligence in Leaders (3)

MGT 390 Project and Change Management (3)

Healthcare Management

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

HCM 300 Healthcare Laws and Regulations (3)

HCM 310 Healthcare Delivery Systems (3)

HCM 320 Healthcare Financial Management (3)

HCM 410 Healthcare Ethics and Quality Control (3)

HCM 420 Healthcare Organizational Management (3)

Health Information Systems

The Health Information emphasis offers courses that prepare learners for effective healthcare work as a member of a clinic, hospital, or laboratory setting. Classes in the emphasis offer both current theory and practice to enhance the professional skills of those interested in pursuing informatics.

- IS 360 Introduction to Health Informatics (3)
- HCM 320 Healthcare Financial Management (3)
- HCM 400 Healthcare Information Systems Management (3)
- IS 460 Data Analytics and Business Intelligence (3)
- IS 470 Information Security and Compliance (3)

Human Resource Management

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

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

Human Services

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

- APSY 425 Crisis Counseling and Intervention (3)
- APSY 435 Gender Issues in Psychology (3)
- APSY 455 Conflict Management (3)
- APSY 460 Motivation (3)
- APSY 480 Group Processes (3)

Information Systems Management

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

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

Organizational Dynamics*

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

- APSY 460 Motivation (3)
- LEAD 365 Organizational Analysis (3)
- MGT 350 Marketing and E-Commerce (3)
- MGT 380 Information Systems Management (3)
- MGT 390 Project and Change Management (3)

**The Organizational Dynamics emphasis may not be paired with the B.A. in Management program.*

Organizational Leadership*

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

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

**The Organizational Leadership emphasis may not be paired with the B.A. in Leadership or BS in Organizational Leadership programs.*

Public Administration

The emphasis in Public Administration introduces learners to the roles and responsibilities of managers and leaders in the public service sector. Learners will become familiar with various functions of public administrators in the areas of theory of leadership, finance, risk management, change management, and human resources. Particular attention is paid to the relationship of various departments and agencies within a governmental structure.

LEAD 320 Theory and Practice of Leadership (3)

LEAD 330 Managerial Finance (3)

LEAD 420 Human Resource Strategy (3)

MGT 360 Risk Management (3)

MGT 390 Project and Change Management (3)

Psychology in the Healthcare Profession

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

APSY 285 Abnormal Psychology (3)

APSY 350 Social Psychology (3)

APSY 425 Crisis Counseling and Intervention (3)

APSY 435 Gender Issues in Psychology (3)

APSY 470 Positive Psychology (3)



Course Descriptions

ACC 210 Financial Accounting (3 units, 8 weeks)

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

ACC 211 Managerial Accounting (3 units, 8 weeks)

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

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

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

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

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

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

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

ACC 410 Tax Accounting (3 units, 8 weeks)

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

ACC 430 Auditing (3 units, 8 weeks)

This course provides an overview of auditing concepts with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of electronic data processing. The basic approach to planning an audit is addressed as are the audit objectives and procedures applied to the elements in a financial statement. Learners will demonstrate

the application of audit theory and will be exposed to the planning, control, and review procedures used by many public accounting firms. *Prerequisite: ACC 320 Intermediate Accounting II*

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

An introduction to the scientific study of human nature, reviewing multiple perspectives of psychological thought surrounding the relationship between the brain and behavior, perception, learning and cognition, development, social behavior, personality, and psychopathology and psychotherapy. *(Course formerly PSYC 110 General Psychology)*

APSY 285 Abnormal Psychology (3 units, 8 weeks)

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

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

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

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

A comprehensive theoretical and practical introduction to planning, conducting, reporting, and evaluating psychological research. Topics include experimental design, quantitative and qualitative procedures, ethical considerations, as well as, critical analysis and scrutiny of published research. Learners will plan, conduct, and present research using APA guidelines and writing standards. *Prerequisite: STAT 280 Applied Statistics and APSY 105 Introduction to Psychology*

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

A constructive integration of psychology and the Christian faith. Critically analyzes psychological theories, treatments, and perspectives through a Christian worldview, while also developing an understanding of how psychology informs theology and faith. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 320 Personality Theory (3 units, 8 weeks)

An evaluative review of the methods and content utilized in the study of personality. Covers varied approaches and theories to understanding the dynamics of personality and instruments measuring personality along with their validity and ethical considerations. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 325 Learning Theory (3 units, 8 weeks)

Foundations of human learning are examined, with an emphasis on experimental research and the underlying assumptions related to research. Both historical and contemporary concepts are discussed with particular focus on application to individuals, organizations, and institutions. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 330 Cognition (3 units, 8 weeks)

An in-depth exploration of human cognition, focusing on both classic and current theories, problems, paradigms, methods and measurement. *Prerequisite: APSY 105 Introduction to Psychology*

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

An appraisal of the construction, administration, interpretation, and evaluation of psychological tests and measurements. Evaluates the validity, reliability, applicability, cultural and ethical uses. Learners will be involved in the administration and interpretation of select instruments. *Prerequisite: APSY 105 Introduction to Psychology and STAT 280 Applied Statistics*

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

An overview of basic clinical interviewing and counseling techniques from both the didactic and experiential perspectives. Topics include methods and theories in counseling, roles in the counseling relationship, legal considerations, dealing with resistance, cultural awareness and ethical issues related to counseling. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 345 Criminal Behavior (3 units, 8 weeks)

An exploration of theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior, including how individual criminal behavior is acquired, evoked, maintained and modified. Also addresses cultural and social aspects related to criminal behavior along with effective intervention strategies. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 350 Social Psychology (3 units, 8 weeks)

A comprehensive overview of social psychology that examines how the thoughts, feelings, and behaviors of individuals are influenced by actual, imagined, or implied social interactions. Includes pertinent research, ethical principles and cultural aspects of social psychology. *Prerequisite: APSY 105 Introduction to Psychology*

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

Survey of theories, research, and practice of effective interventions for individuals with mild/moderate and moderate/severe disabilities. Legal rights, responsibilities, ethical issues, advocacy, and pertinent services are addressed. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 370 Psychopharmacology (3 units, 8 weeks)

An introduction to the behavioral, psychological, and physiological effects of chemicals used in the treatment of psychological disorders. Addresses therapeutic and recreational uses coupled with prevention and treatment of abuse and alternatives to medication. *Prerequisite: APSY 105 Introduction to Psychology*

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

Survey of the science and practice of clinical psychology, including diagnoses and evaluations, interventions and prevention strategies for use with clinical populations, cultural applications, and ethical issues in the clinical profession. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 405 Physiological Psychology (3 units, 8 weeks)

Comprehensive study of the physiological and neurological correlates of human behavior. Potential topics include physiological mechanisms in perception, learning, emotion and motivation. *Prerequisite: APSY 105 Introduction to Psychology*

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

Analysis of theoretical and empirical issues in the domain of emotions, incorporating current approaches and interactions between emotion and cognition. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 415 Forensic Psychology (3 units, 8 weeks)

Investigates the application of the science and profession of psychology to issues relating to law and the legal system. Addresses related psychological research, legal issues and processes, as well as cultural and ethical issues in forensic psychology. *Prerequisite: APSY 105 Introduction to Psychology*

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

An examination of the knowledge, skills, and practices specific to crisis counseling and intervention. Focuses on applying appropriate methods to crisis situations, while considering cultural and ethical issues. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 430 Cultural Psychology (3 units, 8 weeks)

Reviews research and perspectives on the psychology of culture. Examines diversity including age, race, religion, nationality, disability, language, and gender. Explores the relationship between cultural factors and prejudice, discrimination and oppression. Applies knowledge and principles to effective interaction and service in a multicultural society. *Prerequisite: APSY 105 Introduction to Psychology*

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

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

APSY 440 Child Psychology (3 units, 8 weeks)

Explores different aspects of psychological issues in children emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Examines cultural, ethical, and legal issues related to the treatment of children. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 445 Adolescent Psychology (3 units, 8 weeks)

Explores different aspects of psychological issues in adolescents emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Examines cultural, ethical, and legal issues related to the treatment of adolescents. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 450 Family Systems (3 units, 8 weeks)

An overview of the development of the family system, including functional and dysfunctional family relationships, cultural and spiritual implications. Introduces psychological interventions and techniques which further development and change. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 455 Conflict Management (3 units, 8 weeks)

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

APSY 460 Motivation (3 units, 8 weeks)

Explores research and perspectives on experimental and applied analyses of behavior that impact motivation. Addresses the application of methods for effective motivation in a variety of settings. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 470 Positive Psychology (3 units, 8 weeks)

This course investigates methods, research, and assessment in Positive Psychology. This strength-based course incorporates both experiential and academic approaches to the study of pertinent techniques and applications related to the field. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 475 Professional and Ethical Issues in Psychology (3 units, 8 weeks)

An in-depth assessment of the values, ideas, and laws that guide the helping professions, including professional codes of conduct, practical ethical principles, and the Christian worldview. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 480 Group Processes (3 units, 8 weeks)

Study of research and perspectives regarding human interaction in groups. Examines the impact of various individual, social, and cultural dynamics and how to successfully influence and interact in group settings. *Prerequisite: APSY 105 Introduction to Psychology*

APSY 490A Practicum A (0.5 units, 8 weeks)

Learners prepare for APSY 490B Practicum B by completing a practicum proposal and required preparatory training. Practicum proposals must be approved by the instructor. *Prerequisites:* APSY 105 *Introduction to Psychology and the completion of all BAAP core courses and 9 units in emphasis area or consent of instructor. NOTE: This course must be completed in conjunction with APSY 490B; failure to complete APSY 490B in the immediately following session will require repeating APSY 490A.*

APSY 490B Practicum B (2.5 units, 8 weeks)

Learners participate in field experience related to clinical work in the field of psychology. Learners will have an on-site supervisor who oversees and guides their work, in addition to a UC instructor who provides supervision and instruction. Coursework involves completing related discussions, readings, and other required assignments, in addition to the work in the field. In order to pass the class, all direct service and indirect service hours must be accomplished during the course. *Prerequisites:* APSY 105 *Introduction to Psychology and the completion of all BAAP core courses and 9 units in emphasis area or consent of instructor; and completion of APSY 490A in the immediately preceding session.*

APSY 495 A Special Topics in Psychology: Marriage and Families (3 units, 8 weeks)

This course details aspects of marriage theory, research, and the application of these principles. Topics include race, multicultural marriages, socioeconomic class, gender, roles, expectations, sexuality, love, mate selection, communication, divorce, remarriage, parenthood, work/family balance, abuse and violence and their relationship to marriage.

APSY 495 B Special Topics in Psychology: Grief (3 units, 8 weeks)

This course will introduce grief from a multidimensional perspective. Learners will navigate how to best aid a person experiencing grief, utilizing resources that provide theoretical foundations, case studies, perspectives from those grieving, and strategic methods for coping. Special populations and issues will be investigated, as well as spiritual and ethical issues. In addition, learners take a personal inventory of grief experiences in their own lives in order to better understand and assist those in need.

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

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

ASTU 490 Senior Seminar I (3 units, 8 weeks)

This course is one of a two-course capstone experience for students in the Bachelor of Arts in Applied Studies program. In this class, learners grapple with the development of their worldview in the context of a biblical perspective. Learners articulate their own worldview, create an ethical decision making process based on their worldview and address a professional or social issue from their ethical decision making process.

ASTU 495 Senior Seminar II (3 units, 8 weeks)

This course is one of a two-course capstone experience for students in the Bachelor of Arts in Applied Studies program. In this class, learners draw from their accumulated education and professional experience to create a solution or improve a process for a situation in their workplace, ministry, or interest area.

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

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

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

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

BIO 225 Microbiology (4 units, 8 weeks)

Lecture, 3 units; Lab 1 unit

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

BIO 230 Anatomy and Physiology I (4 units, 8 weeks)

Lecture, 3 units; Lab 1 unit

This course is intended for nursing and allied health learners requiring a two-semester anatomy and physiology sequence. This course covers structure and function of cells and tissues, along with the anatomy and physiology of the integumentary, skeletal, nervous and muscular systems. This course includes both lecture and laboratory components.

BIO 235 Human Anatomy (4 units, 8 weeks)

Lecture, 3 units; Lab, 1 unit

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

BIO 240 Anatomy and Physiology II (4 units, 8 weeks)

Lecture, 3 units; Lab 1 unit

This course is intended for nursing and allied health learners requiring a two-semester anatomy and physiology sequence. This course covers the continuation of body systems started in Anatomy and Physiology I and includes the study of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. This course includes both lecture and laboratory components. *Prerequisite:* BIO 230 *Anatomy and Physiology I. (Course formerly BIO 245)*

BIO 245 Human Physiology (4 units, 8 weeks)

Lecture, 3 units; Lab, 1 unit

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

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

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

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

Learners examine adult development and learning theory, including how adults think, act and behave in the workplace. Learners conduct assessments to be able to understand the adult development cycle, learning styles, and how temperaments impact the workplace. A strengths-based orientation toward workforce development is explored. Learners are also introduced to the process of identifying sources of life and work experience that might be applicable to earning college credit through "flexible learning pathways." *(Course formerly BMGT 302)*

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

Learners examine the purpose and value of research as a problem-solving tool in organizations. Approaches for identifying, analyzing, and researching organizational problems are emphasized as learners select and review an appropriate organizational problem to apply data-driven decision making strategies. *(If taken as a pairing, corequisite BSOL 401)*

BSOL 304 Organizational Analysis (3 units, 8 weeks)

Learners analyze how organizations function as complex systems, focusing on the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in an organization.

BSOL 307 Managerial Communication (3 units, 8 weeks)

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

BSOL 308 Ethics and Worldviews in Business (3 units, 8 weeks)

In this course learners examine the significant impact ethics and worldviews have in the workplace through the lens of biblical perspective. Learners develop an integrated approach to business for the common good, to formulate responses about ethical and worldview aspects of current professional and social issues. Learners consider multiple ethical and worldview perspectives to gain an awareness of navigating a multi-faith oriented workplace.

BSOL 401 Data Driven Decision Making I (3 units, 8 weeks)

Learners are introduced to the principles of secondary research by creating a literature review related to an organizational problem. This consists of critically evaluating secondary research (validity, relevance, and credibility). Learners also will evaluate strategies for effectively organizing a literature review and synthesize research findings to inform data-driven decision making. *(If taken as a pairing, corequisite BSOL 303; if taken outside of a pairing, prerequisite is BSOL 303)*

BSOL 402 Data Driven Decision Making II (3 units, 8 weeks)

Learners will conduct secondary research using business databases in order to identify data that informs their organizational problem. Learners evaluate research findings and apply decision-making models in order to reach evidence-based conclusions. Learners effectively present research findings and rationale to stakeholders, proposing a data-driven solution to their organizational problem. *(If taken as a pairing, corequisite BSOL 408; if taken outside of a pairing, prerequisite is BSOL 408)*

BSOL 403 Independent Study: Research Advisement I (3 units, 8 weeks)

This course is designed for learners who need additional advisement/assistance in finishing chapters 1 & 2 of the Applied Research Project. Admission to the course must be petitioned through the office of the appropriate assistant dean. Learners describe the purpose, setting, history, background, scope, and importance of their applied research topics. Learners conduct and write a literature review related to their problem analysis.

BSOL 404 Independent Study: Research Advisement II (3 units, 8 weeks)

This course is designed for learners who need additional advisement/assistance in finishing chapters 3 & 4 of the Applied Research Project. Admission to the course must be petitioned through the office of the appropriate assistant dean. Learners determine a research approach, develop and analyze a possible intervention for solving their organizational problems, and develop a data collection and analysis plan. Learners report results, draw conclusions, and make recommendations regarding how their organizations should approach their research problem. They summarize their learning and apply it to their personal and professional lives.

BSOL 405 Leading Disruptive Innovation (3 units, 8 weeks)

This course surveys the shifting trends and emerging issues in organizations in which leaders are challenged to innovate. Learners consider the implications of sustainability of an organization's societal, environmental and financial footprint. Learners examine contemporary, relevant case studies to develop innovative solutions to lead actual or imagined organizations, focusing on proactive strategies.

BSOL 408 Introduction to Data Analysis (3 units, 8 weeks)

Learners explore how quantitative and qualitative data analysis contributes to making decisions and solving organizational problems. Basic methods of summarizing, analyzing, and presenting secondary research data are explored. Learners interpret and communicate findings as a rationale for making organizationally impactful decisions. *(If taken as a pairing, corequisite BSOL 402)*

BSOL 409 Diversity in the Workplace (3 units, 8 weeks)

Learners examine the barriers that inhibit diversity from thriving in the workplace. As a result of learning more about key ethnic and social groups, learners will be better equipped to contribute to initiatives that promote diversity and inclusivity in the workplace. Learners will also appraise cultural intelligence and strategies for strengthening their leadership competency.

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

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

BSOL 413 Leadership and Change (3 units, 8 weeks)

This course explores the essential aspects of transformational leadership and examines tools used by transformational leaders to conduct business in today's rapidly changing environment. Learners study leadership and change as well as strategies for developing others. There is an emphasis on principles of servant leadership and Christian leadership and development of a personal leadership philosophy.

BUS 250 Business Communications (3 units, 8 weeks)

Examines the communication process and how managers utilize written and oral communications to successfully interact in a multi-cultural setting and manage business operations. The course outlines the process of oral communication, defines listening skills, describes the factors of a quality presentations and use of graphics, presents how to conduct formal meetings and the use of virtual teams. *(Course formerly BMGT 402)*

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

Examines the legal, regulatory, ethical and moral principle and guidelines that impact domestic and global business transactions. The course provides an in-depth study of business and sales contracts, international trade law, intellectual property, real estate, product and service liability, organizational structure, insurance and political structures. The course discusses how ethical and moral principles guide the decision making process and business operations.

CHEM 115 Chemistry for the Health Sciences (4 units, 8 weeks)

Lecture, 3 units; Lab 1 units

This course covers organic and biochemistry topics related to the health sciences. Emphasis is placed on organic nomenclature, functional groups, selected organic reactions, and biochemical pathways. Lab activities will focus on the application of organic and biochemistry with respect to the health sciences.

COMM 105 Public Communication (3 units, 8 weeks)

This course offers practical instruction on how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *(Course formerly COMM 111)*

CRJU 105 Introduction to Criminal Justice (3 units, 8 weeks)

This course provides learners with an introduction and overview of the system of criminal justice operating in the United States today. Emphasis will be placed on the definition and enforcement of law, policing strategies, judicial systems, sentencing strategies and correctional practices. Additionally, career opportunities and orientation will also be covered.

CRJU 280 Crime and Criminology (3 units, 8 weeks)

This is an introductory course in the study of crime and criminal behavior. Crime typology, concepts of crime, law, and criminology. Theories of crime causation are also examined.

CRJU 290 The Police Function (3 units, 8 weeks)

This course explores the profession of the police officer. It includes the organization of law enforcement systems, the police role, police discretion, and police-community interaction. This course also considers crime prevention and control, and major problems and needs of law enforcement.

CRJU 300 Criminal Justice Research Methodology (3 units, 8 weeks)

This course introduces learners to the basic techniques and procedures used in the process of criminal justice research. Topics include basic methods of research design, data collection, data analysis, and reporting of results within the field of Criminal Justice. *Prerequisite: STAT 280 Applied Statistics*

CRJU 320 Criminal Law, Substantive (3 units, 8 weeks)

This course addresses basic elements and concepts of substantive criminal law, including defining crimes and developing criminal laws; considering legal issues affecting punishment, and how criminal law impacts victims of crime.

CRJU 330 Crime and Delinquency (3 units, 8 weeks)

This course considers the nature and extent of juvenile delinquency and the forces that impact delinquency. Lastly, this course takes a critical view of juvenile justice and explores how law making, law enforcement, and social change influences delinquency.

CRJU 340 Critical Issues in Criminal Justice (3 units, 8 weeks)

This course examines current issues that impact the criminal justice system. Topics for discussion will include human trafficking, issues in diversity, public policy implications, comparative criminal justice and international law, media and crime, and computer crime. The course also explores practical implications to theoretical models/issues.

CRJU 350 Criminal Justice Ethics (3 units, 8 weeks)

This course prepares learners to identify and examine ethical issues in the criminal justice system from a biblical perspective. The course addresses some of the broader policy and legal issues confronting the American criminal justice system, including crime control versus due process considerations, the law enforcement subculture, law enforcement corruption, and ethical leadership issues.

CRJU 370 The Adjudication Function (3 units, 8 weeks)

This course introduces learners to the law and American court systems. Topics include the adjudication of conflict, the structure and functions of trial and appellate courts, civil and criminal procedure, judicial remedies, judicial decision making, and the limits of judicial relief. The course also considers the roles of participants in the legal system, including judges, attorneys, and citizens.

CRJU 380 Professional Writing (3 units, 8 weeks)

This course provides learners opportunities to practice the skills necessary for effective written communication in the field of criminal justice. Examples of writing include crime reports, electronic communications, business memoranda and proposals, staff reports, and public relations communications.

CRJU 390 Criminal Investigation (3 units, 8 weeks)

This course provides learners with a comprehensive understanding of criminal investigation. Topics cover the general and specific aspects of crime detection and investigation, including managing criminal investigations and collecting and reporting information from the crime scene, victims, witnesses and suspects. Rules of evidence, trial testimony, and other processes are also addressed.

CRJU 410 Corrections (3 units, 8 weeks)

This course introduces learners to the history and background of American corrections and the fundamental theories of punishment and treatment. Correctional law, policies, practices, issues, and controversies within the correctional system will be considered. The incarceration of various populations in jails and prisons, probation and parole, capital punishment, and public policy issues surrounding the expansion of community-based corrections will also be discussed.

CRJU 420 Terrorism and Homeland Security (3 units, 8 weeks)

This survey course provides a comprehensive look into terrorism and homeland security. It explores the relationship between terrorism and homeland security, the origins and criminology of modern-day domestic and international terrorism, and the impact of terrorism on national security policy. Cyber terrorism, terrorism and the media, civil liberties and the bureaucracy of federal, state and local governments are also considered.

CRJU 430 Principles of Public Administration (3 units, 8 weeks)

This course is a survey of the major concepts and ideas shaping the field of public administration today, emphasizing public management, bureaucratic processes and politics, budgetary activities, legal dynamics, and administrative responsibility, with an emphasis on the field of criminal justice.

CRJU 440 Constitutional Law (3 units, 8 weeks)

This course covers basic principles of American constitutional law, with a focus on governmental powers and the role of the Supreme Court in interpreting the Constitution as it pertains to the criminal justice system addressing search and seizure, obtaining information legally, due process and punishment.

CRJU 450 Forensics (3 units, 8 weeks)

This course serves as an overview of the principles, procedures, and concepts of forensic and investigative sciences. Learners will receive instruction in the definitions, scope, and use of tools, techniques and protocols in forensic applications used to resolve social, regulatory, and legal disputes. Topics discussed include analyses of physical evidence, principles of serology and DNA analysis, identification of human remains, ballistics, fingerprint analysis, facial reconstruction, drug analysis, and forensic entomology. *(Course formerly CRJU 380)*

CRJU 460 Risk Analysis and Security (3 units, 8 weeks)

This course considers concepts and methodology that information officers in public and private enterprises can use to analyze and mitigate the impact of security threats to their organizations. This course also identifies and assesses critical vulnerabilities, compares quantitative and qualitative risk analysis, and utilizes risk assessment tools in the decision-making process.

CRJU 490 Criminal Justice Capstone/Senior Project (3 units, 8 weeks)

The capstone course for the Bachelor of Science in Criminal Justice gives learners the opportunity to demonstrate professional competency required in the field, effective written and oral communication skills, critical thinking and creative problem-solving skills in the context of a biblical worldview by applying the knowledge they have acquired throughout the program to a case study. Criminology, criminal law, corrections, ethics in criminal justice, constitutional law, juvenile justice and homeland security will be integrated into the course.

CS 200 Basic Software Tools (3 units, 8 weeks)

This PC-based course covers the basics of MS Windows and the use of applications software as problem-solving tools. In-depth coverage of popular word processing, database, and spreadsheet packages is included. *(Course formerly CS 205)*

DMK 300 Digital Marketing (3 units, 8 weeks)

This course provides an overview of traditional marketing concepts and methods and lays the foundation for the transition to digital marketing. Learners are exposed to digital marketing tools, concepts, theories and practices. The course enables learners to evaluate digital marketing strategies and develop digital marketing plans designed to produce effective results. *Prerequisite: MGT 350 Marketing and E-Commerce*

DMK 310 Analyzing and Optimization of Digital Media (3 units, 8 weeks)

This course provides an in-depth study of how to analyze digital marketing strategies to increase web traffic flows, enhance visibility, and increase consumer satisfaction and response rates. In addition, the course includes cost-benefit analysis and effective methods, website design and search engine optimization. *Prerequisite: DMK 300 Digital Marketing*

DMK 350 Digital Consumer Behavior (3 units, 8 weeks)

Studies the reactions and behaviors of consumers to digital media and marketing. The course examines consumer behavior and motivating factors that influence buying behaviors. In addition, the course evaluates consumer demographics and ties those factors to buying behaviors and attempts to forecast future buying decisions in the digital marketing platform.

DMK 420 Global Viral Marketing (3 units, 8 weeks)

Explores the social media phenomenon and its impact on brand awareness, product adaptation and social perceptions of products and/or services. The course explores ethical and cross-cultural implications of viral marketing and the related risks and potential rewards of a viral marketing campaign. Learners develop a plan to implement a viral marketing strategy. *Prerequisite: ISM 400 Web Development*

ECO 203 Principles of Microeconomics (3 units, 8 weeks)

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Learners study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. *Prerequisite: MATH 125 or STAT 280*

ECO 204 Principles of Macroeconomics (3 units, 8 weeks)

This course provides an introduction to concepts and tools of economic analysis for macroeconomics. Learners study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies.

ECO 440 International Economics and Trade (3 units, 8 weeks)

This course examines the theories and principles of international economics and how trade flows and policies impact global business operations. Learners evaluate macroeconomic international policies and institutions, tariff rates, customs duties, currency valuations, trade agreements, intellectual property rights, immigration and balance of payments. *Prerequisites: ECO 203 Microeconomics, ECO 204 Macroeconomics*

ENG 101 Introduction to Composition (3 units, 8 weeks)

In this course, learners are introduced to composition at the university level. Particular attention is paid to developing an effective writing process, writing for an audience, developing an academic voice and position, and articulating ideas through thesis and topic sentences.

ENG 105 Introduction to Academic Research and Writing (3 units, 8 weeks)

In this course, learners are introduced to academic research and writing at the university level. Particular attention is paid to responding to university-level writing prompts, defining and identifying academic sources, integrating academic sources in their writing, and defining and practicing academic integrity. *Prerequisite: ENG101 Introduction to Composition*

ENG 115 Introduction to Literature (3 units, 8 weeks)

This course introduces learners to the varying genres of literature—fiction, poetry, drama, and cinema—while examining and exploring the historical, critical, and social significance of literary expression. *Prerequisite: ENG 105 (Course formerly ENGL 111)*

ENG 403 Language Principles and Processes (4 units, 8 weeks)

This course introduces the learner to the overall nature of language, and helps learners to be aware of, identify, analyze, and develop strategies for dealing with the linguistic complexities found in a diverse society. The course includes an examination of language acquisition, development, and change as well as an analysis of the technical aspects and societal impact of language use. Learners examine morphology, phonology, and the grammar systems of prescriptive English in order to make learning English not only easier, but interesting, to the learner in the classroom.

ENG 407 Composition: Theory and Practice (4 units, 8 weeks)

This writing-intensive course examines the theory, practice, and literature of language arts pedagogy, with an emphasis on composition. Learners engage in discussion and practice centered on writing theory and processes, and discuss the best practices for teaching writing to children in an elementary or secondary classroom.

ENG 433 Children's Literature (4 units, 8 weeks)

This course examines the purpose, nature, and power of literature for children, classic as well as contemporary, particularly as it relates to the role literature plays in child development at home and school. Emphases include the nature of literature for children, evaluating and selecting books, responses to literature, understanding and experiencing the genres of literature, reading aloud and writing about literature, as well as becoming conversant with major writers and illustrators of children's literature, with special attention to multicultural literature.

ENT 310 Principles of Entrepreneurship (3 units, 8 weeks)

This course explores all aspects of entrepreneurship including a focus on the identification and selection of a sustainable business model, the initiation of new ventures, and financing options. An emphasis is placed on how ventures are started, start-up components are derived, and new venture proposals are evaluated. Learners will be provided with a deeper insight into the research and analysis of entrepreneurial operations, and explore business plan development, legal, and tax considerations.

ENT 320 Venture Capital (3 units, 8 weeks)

This course provides learners with coverage of the funding requirements and issues associated with entrepreneurial ventures, and explores the basics of attracting start-up and growth capital. Learners will obtain a practical understanding of the planning and financial activities required during initial and ongoing operations. Practical knowledge will be acquired related to the selection of a business cost concept, determination of financial and human resources needed, and decisions required to transform the business vision into reality. *Prerequisite: ENT 310 Principles of Entrepreneurship*

ENT 330 Marketing Research (3 units, 8 weeks)

Introduces the tools and techniques of marketing research as a component of marketing decision making with an emphasis on the application of these strategies within an entrepreneurial venture. This course explores the definitions of research problems and methodologies, design of research projects, and interpretation of research results. The practical aspects of conducting and analyzing market research studies will be covered.

ENT 420 New Product Development (3 units, 8 weeks)

This course provides a study of the development of new products within the context of an entrepreneurial venture, and focuses on the development process from idea conception to commercial introduction using best practices tools and technology. The product life cycle, ranging from introduction to deletion, will be explored. Learners will understand the major problems businesses encounter in the direction and management of product development and marketing activities.

Prerequisites: ENT 310 Principles of Entrepreneurship

ENT 440 Entrepreneurship Action Learning Project (3 units, 8 weeks)

This capstone entrepreneurship course focuses on new venture and business plan development with an emphasis on strategic planning, risk management, marketing, and operations. Learners will obtain an in-depth practical understanding of the entrepreneurial development process required to successfully select and launch a new business venture, execute a business plan, and secure venture financing. Learners will also utilize knowledge and skills gained from previous courses in completing their project. *Prerequisites: ENT 310, ENT 320, ENT 330, ENT 420*

FRN 350 Principles of Digital Forensics (3 units, 8 weeks)

This course introduces learners to the application of forensic science principles and practices to the collection, preservation, examination, analysis and presentation of digital evidence. The course includes topics from the legal, forensic, and information technology fields.

HCM 300 Healthcare Laws and Regulations (3 units, 8 weeks)

The course examines the principles and practical applications of the laws that affect the operational decisions of healthcare providers, payers, and managers. Special focus is given to the social, moral, and ethical issues associated with healthcare policy decisions and regulations, such as corporate liability, medical malpractice, admission, and discharge process, informed consent, nursing practice, patients' rights, medical records, and governmental regulation of personnel and health facilities.

HCM 310 Healthcare Delivery Systems (3 units, 8 weeks)

The course studies the various components of the U.S. healthcare system over the entire continuum of care, with a focus on private and public governmental regulation, and the impact of health policy on key stakeholders. This includes a comparison of U.S. delivery systems with those provided in other countries. Learners also explore a broad range of opportunities regarding healthcare career options.

HCM 320 Healthcare Financial Management (3 units, 8 weeks)

The course examines the complexities of reimbursement including changes in Medicare payment and other third party payers, the evolution and shape of managed care, related public programs, and public policy. Topics addressed include financial management, financial statement analysis, working capital management, present value analysis, capital budgeting, cost of capital, variance analysis, and financing techniques.

HCM 400 Healthcare Information Systems Management (3 units, 8 weeks)

The course studies the mission-supporting role, organization, and technological applications of health information management systems. The course reviews best practices and issues of planning, privacy, electronic health records, information security, e-health, community health networks and emergent technologies. Learners analyze how healthcare organizations utilize information to improve clinical and managerial decision-making. *Prerequisite: MGT 380 Information Systems Management*

HCM 410 Healthcare Ethics and Quality Control (3 units, 8 weeks)

The course examines ethical principles, and presents decision-making models related to the healthcare industry. Learners identify and analyze ethical issues, apply and implement ethics theories and principles to specific problems, and evaluate personal characteristics, and organizational structures for delivering healthcare services across cultures.

HCM 420 Healthcare Organizational Management (3 units, 8 weeks)

The course examines the day-to-day operations and management of healthcare organizations including hospitals, private practice, ambulatory setting, and specialty services. Learners focus on key issues that influence the administration of today's healthcare organizations.

HIS 202 World Civilizations (3 units, 8 weeks)

This course provides an in-depth analysis of global historical trends which have transformed world civilization, such as the emergence of world system(s); formation of ethnic, racial, and national identities; capitalism, colonialism, and development; ecological imperialism; religious movements; industrialization; and modernization.

Prerequisite: ENG 105 (Course formerly HIST 202)

HIS 203 U.S. History to 1877 (3 Units, 8 weeks)

This course acquaints the learner with the major developments of U.S. history from early colonial developments through the Civil War. Emphasis is given to the ideas, groups, and events that helped form American culture. Learners develop critical reading and writing skills through analyzing primary documents in this era and also by considering how past movements have shaped our country in the present day. Learners who have successfully completed HIS 201 will not receive credit for this course. *Prerequisite: ENG105*

HIS 204 U.S. History From 1865 (3 Units, 8 weeks)

This course acquaints the learner with the major developments of U.S. history from the Reconstruction Era through recent times. Emphasis is given to the ideas, groups, and events that helped form American culture. Learners develop critical reading and writing skills through analyzing primary documents in this era and also by considering how past movements have shaped our country in the present day. Learners who have successfully completed HIS 201 will not receive credit for this course. *Prerequisite: ENG105*

HRM 300 Compensation and Benefits (3 units, 8 weeks)

This course provides a comprehensive overview of the philosophies of compensation with a focus on alternative compensation, rewards and benefits. The course discusses compensation fundamentals, documentation, employee motivation and the development of performance appraisals. Learners are exposed to standard benefits packages through the process of benefits analysis with an emphasis on cost containment.

HRM 310 Legal Issues in Human Resources (3 units, 8 weeks)

Studies the conceptual and legal frameworks that guide employment laws and regulations. The course describes the legal requirements of employers as they pertain to state, federal and global laws and statutes. Topics include discrimination, national origin, religion, gender, age, disability, the hiring process, termination procedures and liability protection. *Prerequisite: BUS 270 Business Law and Ethics*

HRM 440 Workplace Planning and Employment (3 units, 8 weeks)

This course analyzes the requirements of an organization and utilizes a needs analysis to match employee skills and competencies with the organizations needs and strategic plans. Learners are exposed to career planning in light of the organizational structure and path to sustainability.

HRM 460 Performance Optimization (3 units, 8 weeks)

Examines the role of politics, social and psychological systems as they impact employee performance. Learners are exposed to the theories and practices of motivation and best practices that enhance employee performance and long-term career employee development and training.

HSCI 100 Introduction to Health and Disease (3 units, 8 weeks)

This introductory course examines the causes and consequences of disease and the promotion of individual, family and community health. Public health, social science, and behavioral science findings are studied. Examples of topics covered include major chronic and infectious diseases, mental health, reproductive health, and drug and alcohol use and misuse. Identifying healthy personal behaviors that promote wellness and minimize unhealthy lifestyle will be emphasized.

HSCI 105 Nutrition and Wellness (3 units, 8 weeks)

Nutrition—and its specific impact on wellness and health risks—will be the focus of this course. Topics explored are (1) dietary-related disease (e.g., coronary heart disease, diabetes, high cholesterol, gluten allergies, etc.); (2) obesity in the U.S.; (3) malnutrition among the youth and the elderly; (4) nutrition-based interventions, and others.

HSCI 110 U.S. Healthcare Systems (3 units, 8 weeks)

This course takes a broad overview of the healthcare system in the United States. Topics include a historic examination of the healthcare system in America; universal, primary, private, and managed care; advances in medical technology; healthcare providers; informatics; gerontology and long-term care; and healthcare reform and policy.

HSCI 300 Bioethics (3 units, 8 weeks)

This course focuses on human choices and actions that typically occur in medical practice. This course begins with a brief overview of ethics, and then moves to develop and consider the moral values and principles relevant to medical practice and bioethics.

HSCI 305 Introduction to Genetics (4 units, 8 weeks)

This course focuses on the principles of genetics with application at the level of molecules, cells, and multicellular organisms, including humans. The topics include: structure and function of genes, chromosomes and genomes; biological variation resulting from recombination, mutation, and selection; population genetics; use of genetic methods to analyze protein function; gene regulation; and inherited disease.

HSCI 320 Medical Sociology (3 units, 8 weeks)

Examination of culture and social interactions in mediating the health and illness effects as they impact individuals and groups. Topics include the social impact of illness, the relationships between patients and health professionals, advertising and pharmaceutical use/abuse, unhealthy lifestyle choices in families and communities, and healthful practices of social groups.

HSCI 491 Senior Seminar: Health Sciences Capstone (3 units, 8 weeks)

This capstone course completes the BSHS program. Drawing on the health sciences core and emphasis, adult learners conceive and design a healthcare project in collaboration with project sponsors.

Prerequisites: Completion of all core courses and senior standing

HSCI 497A Fieldwork A (0.5 units, 8 weeks)

This course is the preparation for HSCI 497B Fieldwork B, a learner-initiated, community-based service-learning project in an approved health sciences setting where the learner explores a particular health sciences career role and an ethical issue related to that role. The learner will develop a field experience contract with an onsite supervisor and a health sciences faculty member. The learners will then present their findings with other colleagues in the course by uploading activity reports in the online discussions. *Prerequisites: completion of most core courses and senior standing, or permission from the Assistant Dean or designee. NOTE: This course must be completed in conjunction with HSCI 497B; failure to complete HSCI 497B in the immediately following session will require repeating HSCI 497A.*

HSCI 497B Fieldwork B (2.5 units, 8 weeks)

This course is a learner-initiated, community-based service-learning project in an approved health sciences setting where the learner explores a particular health sciences career role and an ethical issue related to that role. The learners will then present their findings with other colleagues in the course by uploading activity reports in the online discussions. *Prerequisites: completion of most core courses and senior standing, or permission from the Assistant Dean or designee; and completion of HSCI 497A in the immediately preceding session.*

IS 150 Applied Math for Information Systems (3 units, 8 weeks)

This course introduces learners to mathematical concepts that are frequently used in computer science and information systems. Learners analyze and solve mathematical problems related to information systems through the application of logic and critical thinking skills.

IS 200 Introduction to Information Systems (3 units, 8 weeks)

This course provides learners with an overview of computer information systems including computer hardware, software, networking, programming, databases, the Internet, security, systems analysis, ethics, and problem solving using business applications.

IS 210 Hardware and Software (3 units, 8 weeks)

This course provides learners with the knowledge and skills necessary for computer configuration, maintenance, repair and administration. The course covers hardware and software installation, systematic troubleshooting, and integrating peripherals. Learners also explore methodologies for installing system enhancements and upgrades.

IS 220 Object-Oriented Programming (3 units, 8 weeks)

This course provides learners with the knowledge and skills necessary to design, code, and test computer applications. The course focuses on learning to design and write syntactically and logically correct code using an industry-relevant programming language and integrated development tools to develop business applications. Topics include object-oriented programming concepts, such as classes, objects, methods, interfaces, packages, inheritance, encapsulation, and polymorphism.

IS 230 Introduction to Systems Analysis (3 units, 8 weeks)

This course introduces learners to systems analysis and design using unified modeling language (UML) including use cases, use case diagrams, domain models, interaction diagrams, and design class diagrams. Significant focus is given to understanding the system development life cycle and its role in systems analysis.

IS 310 Server Management (3 units, 8 weeks)

This course introduces learners to Microsoft Windows Server and enterprise networks. Learners learn an overview of the Windows environment, installing and administering servers, domain management, and networking. Emphasis is placed on managing a Windows network, setting up user accounts and user access, and managing resources.

IS 320 Business Communication Systems (3 units, 8 weeks)

This course provides learners with a survey of business data communications systems, including the features, operations, and limitations of a variety of communications and network systems. Topics covered include: fundamentals of digital communications, telecommunications systems, wired and wireless media, the Internet, and communication systems security. Learners gain practical knowledge and skills for interacting with and administering such systems.

IS 330 Network Administration (3 units, 8 weeks)

This course is an introduction to basic concepts in the application, design, and implementation of computer and telecommunication networks. It includes an overview of various network topics including network architecture and protocols, network management, routing, security, hardware, and basic programming principles. Learners analyze common problems in network implementation, maintenance, and repair and management of network systems.

IS 340 Database Design and Administration (3 units, 8 weeks)

Database design and administration are foundational components of all information systems. This course equips learners to design and administer relational databases, emphasizing such topics as functional analysis, data modeling, conceptual and physical design, normalization, database security, and permission models. Learners also develop a basic understanding of SQL and its use in querying and managing databases.

IS 350 Ethical Hacking (3 units, 8 weeks)

Learners explore the hacker mindset and work with various hacker tools. In today's rapidly changing security landscape, understanding the ethical application of hacker tools and techniques prepares learners to design and build practical information technology defenses for the purpose of safeguarding and protecting legitimate resources.

IS 360 Introduction to Health Informatics (3 units, 8 weeks)

This course introduces learners to the history, key policies and principles, industry standards, and technological advances related to health informatics. Learners will develop a theoretical and conceptual framework of the design, development, and implementation of health information systems. Special focus will be given to the safeguarding and secure delivery of health information in the context of healthcare organizations and public health.

IS 400 Web Development (3 units, 8 weeks)

This course explores website development, methods, principles, concepts, standards, and programming applications (e.g., PHP, javascript) in response to business needs. Learners gain practical web development, implementation, maintenance, and analysis skills, in order to apply them to a real world web-based solution.

IS 410 Operating Systems Analysis and Design (3 units, 8 weeks)

This course provides an introduction to the basic functions of modern operating systems including installation, configuration, administration, use, and analysis of leading operating systems. Learners develop practical skills, including the use of command language scripting, file systems, security, and user rights.

IS 420 Enterprise Architecture (3 units, 8 weeks)

This course introduces learners to enterprise architecture, the system for relating business needs to IT structures, tools, guiding principles, and software development projects. Learners determine appropriate enterprise architecture models in response to a variety of business information needs, making recommendations for business processes, information, applications, and technology in order to reduce costs while improving performance, agility, and alignment of information systems to business goals.

IS 440 Data Analysis and Warehousing (3 units, 8 weeks)

This course focuses on data analysis for business intelligence and data warehousing applications. Learners examine the specific data storage, retrieval, and analysis challenges introduced by big data, and how to optimize database and query design to overcome these challenges. Particular focus is given to the development of efficient, robust algorithms designed for large datasets. Prerequisite: IS 340 Database Design and Administration.

IS 450 Web and Mobile Applications (3 units, 8 weeks)

This course studies the concepts, trends, and roles of mobile computing in business. Topics include mobile development platform, framework, and tools for designing, constructing, and testing mobile applications.

IS 460 Data Analytics and Business Intelligence (3 units, 8 weeks)

The course examines how data analytics and business intelligence technologies can inform decision making across a variety of business sectors. These tools provide business leaders with the information they need to shape business strategies, corporate policies, and performance optimization. Special focus is given to business intelligence concepts, tools, and applications, and the use of data warehouse for business reporting and online analytical processing, for creating visualizations and dashboards, and for business performance management and descriptive analytics. Prerequisite: IS 340 Database Design and Administration.

IS 465 Business Information Systems and Ethics (3 units, 8 weeks)

This course explores ethical issues related to information systems in the context of business, including information privacy, intellectual property rights, malicious technologies, workplace access to inappropriate content, and ethical codes of conduct. Learners are presented with ethical theory and decision-making models to help them determine appropriate responses to ethical issues.

IS 470 Information Security and Compliance (3 units, 8 weeks)

This course introduces learners to the basics of information security in the workplace with an emphasis on the role of compliance with regulatory bodies. Compliance requirements in all areas of information technology continue to grow. Learners explore the analysis and design required to meet these evolving demands.

IS 480 Advanced Data Management (3 units, 8 weeks)

At the heart of data management is the identification of clear business information needs and the data structures required to store and retrieve such data. This course helps learners clarify business information needs, practice data cleaning methods, and formulate robust algorithms for analyzing data. Learners also explore methods for optimizing data structures, indices, queries, and stored procedures for rapid data retrieval. Prerequisite: IS 340 Database Design and Administration.

IS 485 Data Modeling and Architecture (3 units, 8 weeks)

This course examines various data modeling and architecture options available to database administrators and helps learners identify the best options for particular business information needs, taking into consideration complex factors such as performance, scalability, adaptability and available database platforms.

IS 490 Information Systems Capstone (3 units, 8 weeks)

This course comprises a cumulative information systems project in which learners apply business and information systems knowledge and skills acquired in the major and emphasis courses to a real-world information systems project. The capstone project includes an information systems needs analysis, research, design of a solution, and presentation of a proposal to key business stakeholders. Prerequisites: the completion of all BSIS core courses and 9 units in emphasis area or consent of the Assistant Dean.

IS 495 Enterprise Risk Management (3 units, 8 weeks)

Enterprise risk management (ERM) is the process of planning, organizing, leading, and controlling the activities of an organization in order to minimize the effects of risk on an organization's capital and earnings. Learners will acquire the skills necessary to successfully identify and analyze risks, develop risk management processes and remediation plans, and explore the different models used in the risk management practice.

ISM 310 Programming and Database Management (3 units, 8 weeks)

This course provides learners with basic concepts of computer programming, and programming concepts, and constructs. In addition, the course includes an introduction to the design and use of database systems, while familiarizing learners in concepts such as data modeling, file management, database programming and management. Prerequisite: MGT 380 Information Systems Management

ISM 320 Hardware and Database Management (3 units, 8 weeks)

This course provides learners with the knowledge and skills necessary for computer configuration, maintenance, repair and administration. The course covers hardware and software installation, diagnoses trouble-shooting, and integrating peripherals. Learners will also explore methodologies for installing system enhancements and upgrades. The course focuses on preparing the learner to take the CompTIA A+ Certification exam. Prerequisite: MGT 380 Information Systems Management

ISM 330 Networking and Security (3 units, 8 weeks)

This course is an introduction to basic concepts in the application, design, and implementation of computer and telecommunication networks. It includes an overview of various network topics including network architecture and protocols, network management, routing, security, hardware, and basic programming principles. Learners will analyze common problems in network implementation, maintenance, and repair and management of network systems. Prerequisite: MGT 380 Information Systems Management

ISM 400 Web Development (3 units, 8 weeks)

Studies website design, methods, principles, concepts, standards, and programming applications in conjunction with business practices and operations. Learners gain practical web-design, implementation, maintenance, and analysis skills. Learners evaluate websites and develop processes to improve business efficiency and effectiveness.

Prerequisite: MGT 380 Information Systems Management

ISTU 490 Interdisciplinary Studies Capstone I (3)

This course is one of a two-course capstone experience for students in the Bachelor of Interdisciplinary Studies program. In this class, learners grapple with the development of their worldview in the context of a biblical perspective, and relate it to the specific emphases they have studied. Learners articulate their own worldview, apply an ethical decision making model based on their worldview, and address a professional or social issue.

ISTU 495 Interdisciplinary Studies Capstone II (3)

This course is one of a two-course capstone experience for students in the Bachelor of Interdisciplinary Studies program. In this class, learners draw from their accumulated education and professional experience to create a solution or improve a process for a situation in their workplace, ministry, or interest area, integrating insights from both of their emphases.

LEAD 300 Leadership Communication (3 units, 8 weeks)

Presents a practical overview of effective oral and written communication in the organizational leadership setting. Research and technical writing are addressed, as are marketing and public relations writing styles. Electronic communication (emails, Twitter, and blogging) is represented and illustrated. Oral presentations are presented, with special emphasis on delivering inspirational talks that influence organizational change.

LEAD 320 Theory and Practice of Leadership (3 units, 8 weeks)

Provides an evaluative review of the major theories and practices of leadership studies, which include leaders in various sectors. The history, structure, behavior, development, and dynamics of successful and aberrant leaders are explored.

LEAD 330 Managerial Finance (3 units, 8 weeks)

This course provides leaders with essential financial knowledge to aid in the strategic decision-making process. Leaders develop the skills necessary to set long and short-term financial goals and metrics to measure the financial success and health of an organization. Leaders learn how to utilize standard financial ratios and financial statement analysis to set the financial course for an organization.

LEAD 350 International Management (3 units, 8 weeks)

This course examines the process of international business management and evaluates political, legal, and governmental risks. Leaders study the role of culture in managing people across cultures and analyze the impact of strategic alliances and partnerships on the organization.

LEAD 360 Leadership Ethics (3 units, 8 weeks)

Examines ethical frameworks and their application to organizational leadership situations, as well as to personal leadership decisions. Topics such as servant leadership, utilitarianism, Kant's categorical imperative, and other theories are discussed, as well as corporate social responsibility, employer-employee relations, product safety, etc.

LEAD 365 Organizational Analysis (3 units, 8 weeks)

This course analyzes the organization in relation to competitors in the global industry. Leaders evaluate the driving forces of the industry and develop key strategies to provide the organization with a competitive advantage. Leaders forecast technological and environmental changes and implement initiatives enabling organizations to positively leverage the changes.

LEAD 370 Cross-Cultural Communication (3 units, 8 weeks)

This course examines the theories and practices of cross-cultural communication and how leaders motivate individuals, teams, and the organization as a whole to accomplish the mission and vision of the organization. Leaders design and implement corporate wide strategic communications initiatives taking into account the various cultural distinctions.

LEAD 400 Organizational Development and Innovation (3 units, 8 weeks)

An introduction and analysis of organizational development and change factors. Restructuring organizations, human resource management interventions, diagnostics, interpersonal and group processes, and transformational change are explicated.

LEAD 420 Human Resource Strategy (3 units, 8 weeks)

This course introduces adult learners to many of the key components of human resources (HR) in organizations, such as workforce planning, recruitment, selection, staffing, performance evaluation, training, compensation, and other issues. The leader's perspective in relation to HR functions is the primary focus in this course.

LEAD 440 Emotional Intelligence and Leaders (3 units, 8 weeks)

Social interaction processes and human behavior is studied from the concept of emotional intelligence, as it focuses on intrapersonal and interpersonal attributes of the leader. The positive juxtaposition of authentic leadership, emotional intelligence, and emotional contagion are explored as well.

LIBS 301 Liberal Studies and Communications (5 units, 8 weeks)

This course takes an integrated approach to developing, mastering, and assessing communication skills, including principles and practices of both spoken and written language. Emphases include group dynamics, interpersonal communication, oral presentations, and the writing process. *(Course formerly HDEV 301)*

LIBS 302 Liberal Studies, and Human Growth and Development (5 units, 8 weeks)

Human growth and development across the life span is explored from the integrated perspectives of psychology, physiology, and sociology. Special attention is given to those areas which impact the classroom, including personality, motivation, learning styles, cultural diversity, and physical development. A thematic approach is used to address the treatment of mental, emotional, social, and physical health practices, including such topics as stress, diet, nutrition, communicable and Chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health, with an emphasis on issues impacting children and adolescents. Children's literature dealing with these subjects deepens the learner's understanding. *(Course formerly HDEV 302)*

LIBS 303 Liberal Studies and Mathematics (5 units, 8 weeks)

This course integrates fundamental mathematics concepts and relationships and computational skills required by the elementary or middle school teacher with problem-solving strategies and the use of technology. Learners engage these concepts, relationships, and skills in terms of their development, mastery, and assessment. Anchored instruction and situated cognition techniques, expedited by video, and computer-based simulations, modeled during the course. The professional and assessment standards of the National Council of Teachers of Mathematics are modeled throughout this course. *(Course formerly HDEV 303)*

LIBS 401 Liberal Studies and History (5 units, 8 weeks)

This course examines United States and world history using a broad interdisciplinary, thematic approach. Special emphasis is given to the United States Constitution and the evolution of government at the national, state, and local levels. Critical world issues are addressed through an examination of the role of the United States in a global community. Within each broad topic, learners examine critical issues that have relevance over time, reflect on important decisions from the past, and develop understanding and meaning for present social policy and ideology. Learners are expected to spend considerable time outside of class reading, reflecting, and preparing for in-class discussion and analysis, individual and cooperative group activities, and oral and written commentary on critical national and international issues facing all Americans. (Course formerly HDEV 401)

LIBS 402 Liberal Studies and the Sciences (5 units, 8 weeks)

The curriculum content, activities, and experiences are planned to assist learners in developing knowledge and skill in science content for teaching science concepts and processes emphasized in the California State Science Framework. A variety of experiential activities (occurring in the lab, in the field, and simulated through technology) provide the context for learning. Learners explore the use of databases and spreadsheet for inquiry and thematic teaching is modeled. (Course formerly HDEV 402)

LIBS 403 Liberal Studies and the Arts (5 units, 8 weeks)

Blending the visual and performing arts, this course is designed for the prospective elementary school teacher. Consisting of the objectives, scope, and content as described in the Visual and Performing Arts Framework for California Public Schools (1996), this course integrates the four components of art education through the use of aesthetic perception, creative expression, arts heritage, and aesthetic valuing with active participation in the skills of music and movement in order to understand the components and concepts of these fine and performing arts. The integration flows into other areas such as literature, religion, mathematics, science, and history. (Course formerly HDEV 403)

LIBS 404 Liberal Studies, and Ethics and Worldview (5 units, 8 weeks)

This course addresses the concept of worldviews and how they are expressed through moral principles and practices. Learners are encouraged to explore their own worldviews and approach an understanding of the importance of worldviews in society. A primary goal of this course is to deepen the understanding of the place of human values and virtues in one's personal life and the context of community. Included in this study is the development of an appreciation of the Scriptures and their role in moral and ethical practice. Learners come to understand their opportunity to teach values and about religion as outlined in the California State Board of Education documents: Handbook on the Rights and Responsibilities of School Personnel and Learners in the Areas of Providing Moral, Civic, and Ethical Education; Teaching about Religion; Promoting Responsible Attitudes and Behaviors; and Preventing and Responding to Hate and Violence. (Course formerly HDEV 404)

MATH 099 Intermediate Algebra (3 units, 8 weeks)

This course presents intermediate-level algebra. Topics include linear graphs, mathematical models, systems of equations in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations and functions. As this course is completely online, our focus is to provide learners with extraordinary online tutorials, individualized support that ensures learner progress, continuous assessment and feedback, and valuable engagement and interaction among all learners in the course. Learners must earn a grade of C- or better. (Course formerly MATH 095)

MATH 105 Survey of College Mathematics (3 units, 8 weeks)

MATH 105 is designed for the non-science major. Key areas of focus include financial literacy, numerically-based decision making, growth, scale, consumer applications, probability, and numerical applications. The course applies basic college-level mathematics to real-life problems. *Prerequisite: Appropriate score on placement test, or SAT 540/ACT 23 math score, or successful completion of MATH 099 Intermediate Algebra*

MATH 125 College Algebra (3 units, 8 weeks)

This course is primarily a study of functions (linear, quadratic, polynomial, inverse, exponential, and logarithmic) and their graphs. Additional topics include solving equations and inequalities, matrices, and sequences and series. *Prerequisite: Appropriate score on placement test, or SAT 540/ACT 23 math score, or successful completion of MATH 099 Intermediate Algebra*

MGT 200 Business in a Digital World (3 units, 8 weeks)

Studies statistical methods and techniques designed to increase the efficiency and productivity of a firm and decision-making process. The course requires learners to utilize a statistical software program to produce efficiency gains and present the findings through a formal business report. *Prerequisite: STAT 280 Applied Statistics or equivalent*

MGT 310 Statistical Analysis for Business Decisions (3 units, 8 weeks)

Studies statistical methods and techniques designed to increase the efficiency and productivity of a firm and decision-making process. The course requires learners to utilize a statistical software program to produce efficiency gains and present the findings through a formal business report. *Prerequisite: STAT 280 Applied Statistics or equivalent*

MGT 320 Financial Management and Markets (3 units, 8 weeks)

Learners explore principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash flow, financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, long-term financial planning, risk and return, and basic derivatives. *Prerequisite: ACC 210 Financial Accounting*

MGT 350 Marketing and E-Commerce (3 units, 8 weeks)

This course examines the theories and practices of marketing products domestically and globally. The course offers an in-depth study of the primary concepts of marketing and the transition to E-Commerce and how social media has changed advertising and the distribution of products and services. Learners examine the concept of global homogenization and consumer behavior.

MGT 360 Risk Management (3 units, 8 weeks)

This course considers underlying risk assessment and analysis theory, and explores key steps and actions that can be taken to manage risk. Attention will be given to topics such as assessing the risk management process; understanding and acting on risk mitigation options; identifying and communicating risks; and studying and understanding the community or entity at risk.

MGT 370 Cross-Cultural Communication and Negotiations (3 units, 8 weeks)

This course examines the theories and practices of cross-cultural communication and the process of negotiating with members and teams from another culture. The course prepares learner to; lead a negotiations process, address conflicts, view diverse ethical paradigms, problem solve, creation of innovative alternatives, summarization, clarify points, gain consensus and to view their interactions from another's perspective.

MGT 380 Information Systems Management (3 units, 8 weeks)

This course provides an introduction to the functions of information systems and how systems aid firms on creating value while maximizing efficiency and increasing competitiveness. Learners evaluate systems design, database management, networking communications, security, privacy, policy, legal and ethics issues associated with technology.

MGT 390 Project and Change Management (3 units, 8 weeks)

This course examines the process and practice of project and change management of information systems and software applications. Learners work through the process of defining, planning, implementing and delivering a change project. Learners develop cost estimates, time requirements, quality controls, team assignments, training schedules, documentation and potential risks associated with the change.

MGT 415 Operations Management (3 units, 8 weeks)

This course focuses on decision-making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing environment. It addresses issues related to the handling and control of materials, inventory, purchasing, and quality control. Learners study about setting standards and developing skills in estimating, forecasting, and scheduling.

MGT 450 International Business (3 units, 8 weeks)

This course presents a survey of issues in international business. The focus is on managing and engaging in ethical business practices in an international environment, understanding the global monetary system, and developing an international perspective. The course evaluates production, marketing, competition, trade, global institutions, political structures, supply chain, finance, human resources and cross-cultural interactions.

MGT 460 Leadership and People (3 units, 8 weeks)

Studies the primary theories and principles of leadership and how to apply the principles across a multinational organization. Learners come to realize that people, their abilities and talents serve as the most valuable organizational asset. Learners work to develop; a personal philosophy of leadership, evaluate how to motivate employees, develop the ability to inspire leadership qualities in others and the process of creating a shared vision.

MGT 480 Strategic Management and Policy (3 units, 8 weeks)

Studies the executive management decision, planning and implementation process. Learners examine how strategic initiatives and structural changes impact and drive the success of a firm. The course exposes learners to the theories and concept of strategy, creation of mission, vision and values statements, strategy implementation, assessment and how to create a success, authentic, stable and positive corporate culture that thrives on innovation and leadership.

MGT 485 Management and Organizational Behavior (3 units, 8 weeks)

This course introduces the managerial skills of planning, organizing, leading, and control. It gives particular emphasis to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, boards of directors, organization charting, formal and informal organization, communication in multicultural settings, and reaction to change. Learners develop a personal philosophy of management to guide their careers as business professionals.

**MGT 490 Entrepreneurship and Innovation (3 units, 8 weeks)
[Capstone Course]**

This course serves as the capstone for the BAM curriculum. Learners are first exposed to the theories, concepts and practices of entrepreneurship and innovation and then create, develop, analyze and implement an innovative/entrepreneurial project with their current employer or develop a distinct business plan. Learners utilize knowledge and skills gained from prior course in completing their project or plan.

MGT 495 International Study (3 units, 7-14 days)

Learners have two options for completing MGT 495. Option one; learners complete the course as a 7-14 day travel abroad course in conjunction with ECO 440 International Economics and Trade or MGT 450 International Business. Option two; learners complete an in-depth regional study and analysis. The course offers learners the opportunity to experience another culture and business practices. Learners complete assigned readings and a project on the selected country.

MGT 499 Directed Study (1-3 units, 8 weeks)

In response to an organizational case study problem, learners prepare an applied research project in which they review the pertinent literature, analyze the ethical issues, evaluate possible approaches to solving the problem, formulate recommendations, present an implementation plan, summarize their findings, and apply them to their personal and professional lives. *Prerequisite: Senior standing*

PHIL 205 Introduction to Philosophy (3 units, 8 weeks)

An introduction to the main areas of philosophy, including epistemology, ethics, metaphysics, and philosophy of religion. The course will introduce learners to the major philosophers and their writings. In addition, learners will become familiar with worldview-thinking; a conceptual framework from which to examine, understand, and converse on the various topics in philosophy. In particular, learners will learn to articulate a comprehensive Christian worldview, and communicate their perspectives with clarity and relevancy. *(Course formerly PHL 220)*

PHYS 100 General Physics for Health Sciences/Lab (4 units, 8 weeks) *Lecture, 3 units; Lab, 1 unit*

This introductory course explores mechanics, waves, fluids, thermodynamics, electromagnetism, optics, and assorted topics in modern physics.

PHYS 114 A to Z Laboratory Course (1 unit, 8 weeks)

This course provides an overview of science and includes topics found in astronomy, earth science, life science, cellular biology, theories of evolution, and ecology. Designed to promote an appreciation for the unification and interdependence of all life. Meets general studies requirements for science when paired with a 3-unit science lecture course. This course is for non-science majors and carries no credit towards a science major or minor.

PHYS 150 Introduction to Astronomy (4 units, 8 weeks)

Lecture, 3 units; Lab, 1 unit

This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. This course requires basic skills developed in a college algebra environment including solving equations, scientific notation, roots, exponents and unit conversions. Learners uncomfortable with these requirements may wish to complete College Algebra before taking Astronomy. *(Course formerly PHYC 140)*

REL 100 Introduction to Global Religious Studies (3 units, 8 weeks)

This course offers a study of global religious traditions in their cultural and historical contexts. Learners critically examine various definitions and methodologies of global religious studies from a confessional Christian perspective. Traditions examined include Judaism, Islam, Eastern Christianity, East Asian, African, South American, and other Indigenous traditions. *(Course formerly RELG 100)*

REL 105 Christian Life, Faith, and Ministry (3 units, 8 weeks)

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. Field experience is required. *(Course formerly MIN 108)*

SPAN 121 Beginning Spanish I (3 units, 8 weeks)

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study. Learners who have successfully completed SPAN123 will not receive credit for this course.

SPAN 122 Beginning Spanish II (3 units, 8 weeks)

This is a continuation of SPAN 121. Learners who have successfully completed SPAN123 will not receive credit for this course.
Prerequisite: SPAN 121, passing Spanish CLEP Exam

SPAN 123 Intensive Beginning Spanish (4 units, 8 weeks)

This is an intensive accelerated course that emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study. Learners who have successfully completed SPAN121 and/or SPAN122 will not receive credit for this course.

STAT 280 Applied Statistics (3 units, 8 weeks)

This is an elementary course in basic statistical concepts. Learners are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development.

UBBL 110 Introduction to Biblical Literature (3 units, 8 weeks)

This course is an introduction to biblical literature and utilizes an inductive method of interpreting scripture. Additionally, this course will focus on selections of the Old and New Testaments with special attention given to the historical, social, cultural, political, and literary contexts of the biblical texts. Significant portions of the class will be given to discussion and question/ answer interchanges. This course is only offered face-to-face for APU Professional Enrollment Services (PES) learners.

UC 101 Momentum: Success in the University (3 units, 8 weeks)

This course lays a strong foundation for a successful transition to college by increasing critical thinking, curiosity, goal orientation, and motivation. It provides an orientation to University College, the Moodle Online Learning System, digital library services, and other support services. Learners are introduced to the idea of a Christian liberal arts education, a strengths approach to learning, and opportunities to develop practical skills and strategies for addressing the challenges of college. This course is a prerequisite for all other UC courses. *(Course formerly APOU 101)*





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Academic Calendar



Academic Calendar

2017 Fall Session I

Monday, September 4, 2017	Offices closed in observance of Labor Day
Tuesday, September 5, 2017	Session starts; classes begin
Friday, September 8, 2017	Last day to add/drop 12:00pm Pacific Time
Monday, September 18, 2017	“Intent to Graduate” forms due for those intending to have a degree posted after next session
Monday, October 9, 2017	Last day to withdraw with a grade of “W”
Friday, October 27, 2017	Classes end
Wednesday, November 1, 2017	Final grades due, noon Pacific Time

2017 Fall Session II

Monday, October 30, 2017	Session starts; classes begin
Friday, November 3, 2017	Last day to add/drop 12:00pm Pacific Time
Thursday & Friday, November 23 & 24, 2017	Offices closed in observance of Thanksgiving
Friday, November 24, 2017	Classes resume
Monday, December 4, 2017	Last day to withdraw with a grade of “W”
Friday, December 22, 2017	Classes end
Monday, December 25, 2017	Offices closed in observance of Christmas
Friday, December 29, 2017	Final grades due, noon Pacific Time

2018 Spring Session I

Monday, January 1, 2018	Offices closed in observance of New Year’s Day
Monday, January 8, 2018	Session starts; classes begin
Friday, January 12, 2018	Last day to add/drop 12:00pm Pacific Time
Monday, January 22, 2018	“Intent to Graduate” forms due for those intending to have a degree posted after next session
Monday, February 12, 2018	Last day to withdraw with a grade of “W”
Friday, March 2, 2018	Classes end
Wednesday, March 7, 2018	Final grades due, noon Pacific Time



2018 Spring Session II

Monday, March 5, 2018
 Friday, March 9, 2018
 Friday, March 30, 2018
 Monday, April 9, 2018
 Friday, April 27, 2018
 Wednesday, May 2, 2018

Session starts; classes begin
 Last day to add/drop 12:00pm Pacific Time
 Offices closed in observance of Good Friday
 Last day to withdraw with a grade of "W"
 Classes end
 Final grades due, noon Pacific Time

2018 Summer Session I

Monday, May 7, 2018
 Friday, May 11, 2018
 Monday, May 21, 2018
 Monday, May 28, 2018
 Tuesday, May 29, 2018
 Monday, June 11, 2018
 Friday, June 29, 2018
 Thursday, July 5, 2018

Session starts; classes begin
 Last day to add/drop 12:00pm Pacific Time
 "Intent to Graduate" forms due for those intending to have a degree posted after next session
 Offices closed in observance of Memorial Day
 Classes resume
 Last day to withdraw with a grade of "W"
 Classes end
 Final grades due, noon Pacific Time

2018 Summer Session II

Monday, July 2, 2018
 Wednesday, July 4, 2018
 Thursday, July 5, 2018
 Friday, July 6, 2018
 Monday, August 6, 2018
 Friday, August 24, 2018
 Wednesday, August 29, 2018

Session starts; classes begin
 Offices closed in observance of Independence Day
 Classes Resume
 Last day to add/drop 12:00pm Pacific Time
 Last day to withdraw with a grade of "W"
 Classes end
 Final grades due, noon Pacific Time



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