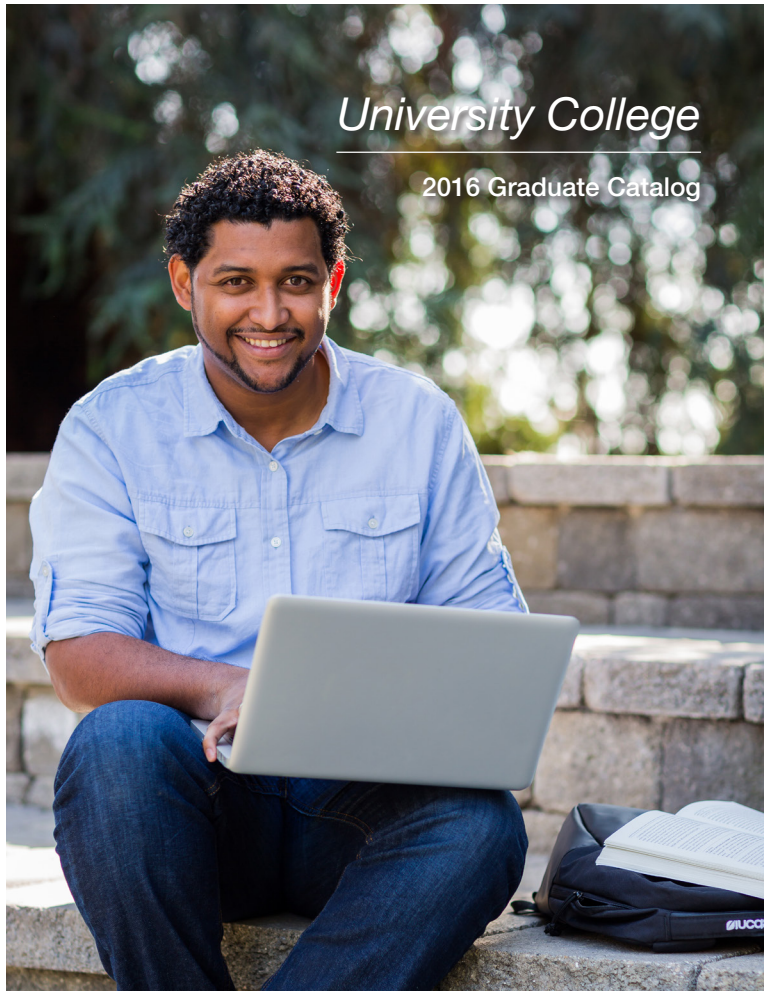




University  
College



**ADDENDUM** - August 2016



**Page 14****Federal Student Aid****FEDERAL PERKINS LOAN**

Starting Fall 2016, UC will have available a limited amount of Federal Perkins Loan funds. This loan must be repaid by the learner. The Federal Perkins Loan is available to qualifying learners. Application is made to Azusa Pacific University - University College by filing the FAFSA. The amount of your Federal Perkins Loan will depend on your financial need and available funds. Federal Perkins Loan funds are limited. Priority is given to those learners who demonstrate exceptional financial need. University College utilizes a Loan Servicing Company called ECSI to provide the servicing of the Federal Perkins Loan. First-time Federal Perkins borrowers will be required to complete entrance counseling. An exit interview is also required for learners graduating or ceasing enrollment at UC. Repayment and accrual of interest begins nine months after you cease at least half-time study. A fixed interest rate of 5% is charged on the unpaid balance. Interest begins to accrue at the time of repayment. Deferments are available if you enter the military, volunteer service in a private nonprofit organization, VISTA, or Peace-Corps type organization, serve as an officer in the U.S. Public Health Service Commissioned Corps, serve in an internship preceding a professional practice or change schools and continue to be enrolled on at least a half-time basis. Upon entering repayment status on your Federal Perkins Loan, certain cancellation provisions are available. The standard repayment period is 10 years. Institutions may extend the repayment period for the Federal Perkins Loan up to 10 additional years for low-income individuals. Additional details regarding repayment obligations can be found on the Federal Perkins Loan promissory note.

**Page 15****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 learner account between week 4 and week 8 of the session or later, depending upon when all documentation is received.

**Page 20****Full- and Half-Time Loads**

The typical study load established by the university is one course per session due to the rigorous nature of graduate work. The minimum study load for a full-time learner is 6 units per semester or 3 units per semester for a half-time learner. New learners must complete 6-8 units before an overload will be approved. Subsequently, learners with a

GPA of 3.5 or better may be approved for up to 12 units per semester. Others must petition to register for more than one course per session through the Office of the Registrar. Final approval is granted through the appropriate assistant dean or designee. Learners should refer to federal requirements for financial aid to determine the course load required for federal aid purposes.

**Degree Requirements**

5. No grade below a **C-** is acceptable toward a degree or credential (*except as noted in the "Grading" section of the catalog*).

**Page 21****Grading**

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.

**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 5 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.

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.

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 online 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 5 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.

**Page 29**

## **Academic Programs (new program)**

### **MASTER OF PUBLIC HEALTH (online)**

The online Master of Public Health (MPH) is designed to provide learners with a broad knowledge base regarding the major elements of public health, including health services administration, project and program design, epidemiology, biostatistics, environmental health, social and behavioral theory and application, and health care policy and law.

Learners are equipped to pursue a career in the areas of health services administration, epidemiology, or health education. This 42-unit program may also serve as a stepping-stone into various doctoral degrees.

The Master of Public Health degree (MPH) builds upon the professional knowledge and practical skills of the public health professions in accordance with the university's Christian heritage and mission. This 42-unit Master of Public Health degree can serve as a terminal degree, or prepare the adult learner for applied doctoral degrees, such as the Dr.P.H. (Doctor of Public Health) or Ed.D. (Doctor of Education in Organizational Leadership). It is incumbent upon the learner to speak with the institution conferring the terminal-degree to determine transfer requirements.

### **PURPOSE AND PROGRAM LEARNING OUTCOMES (PLO) FOR THE MASTER OF PUBLIC HEALTH**

**Purpose:** The Master of Public Health degree equips health care professionals with a foundational framework, practical skills, and ethical values essential for success in public health professions.

Graduates of the Master of Public Health will:

**PLO 1:** Demonstrate the ability to integrate biblical concepts and principles within the public health industry and society.

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

**PLO 3:** Evaluate key personal and professional ethics affecting public health activities.

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

**PLO 5:** Apply critical thinking skills in evaluating public health research.

**PLO 6:** Implement specific professional competencies within a public health arena.

### **REQUIREMENTS FOR THE M.P.H.**

This program features 14 classes at three units each, including a 3-unit practicum, which total 42 units. Each course meets for eight weeks. The graduate learner typically takes one course at a time completing two classes each semester. The major core component is 27 units in length, while the second component consists of 15 units in a chosen emphasis area.

**Major Core Requirements 27 units**

**Emphasis Area 15 units**

**Total: 42 units**

### **Major Core Requirements (27 Units)**

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

MPH 500 Foundations of Public Health (3)

- MPH 510 Social and Behavioral Theory and Application (3)
- MPH 520 Biostatistics (3)
- MPH 530 Environmental Health (3)
- MPH 540 Epidemiology (3)
- MPH 550 Health Services Administration (3)
- MPH 560 Health Care Policy, Law, and Society (3)
- MPH 570 Sexuality, Gender, and Public Health (3)
- MPH 580 Public Health, Cinema, and Social Media (3)

### **EMPHASIS AREA (15 UNITS)**

Master of Public Health learners have the opportunity to select from one of the follow three emphases:

#### **Epidemiology**

Graduates of the Master of Public Health with an epidemiology emphasis explore the biological determinants of disease and historic factors affecting mortality and morbidity. They also analyze and interpret statistical data and apply data models and strategies to health care issues in local, regional, national, and global contexts. Such learners are able to pursue careers in public health research and epidemiology with local, regional, national and global health agencies.

- MPH 620 Health Care Research Methods (3)
- MPH 625 Disease Investigation and Mitigation (3)
- MPH 635 Global Engagement (3)
- MPH 640 Multicultural Disease Prevention (3)
- MPH 690 Public Health Practicum (3)

#### **Health Education / Behavioral Science**

Graduates of the Master of Public Health with a health education / behavioral science emphasis develop skills in identifying and investigating public health issues and developing educational programs designed to promote health, modify behaviors, reduce risks, and improve wellbeing. Such learners are able to pursue careers in health education in government and non-governmental agencies, community colleges, and community-based health education programs.

- MPH 615 Public Health Program Design and Evaluation (3)
- MPH 625 Disease Investigation and Mitigation (3)
- MPH 645 Community Health Education (3)
- MPH 650 Health Promotion and Risk Reduction (3)
- MPH 690 Public Health Practicum (3)

#### **Health Services Administration**

Graduates of the Master of Public Health with a health services administration emphasis examine, evaluate, and apply best practices in the public health arena related to

financial management, strategic leadership, data-driven decision-making, and program design and evaluation. Such learners are able to pursue careers in the administration of health care facilities, government agencies, and non-governmental organizations concerned with providing health care and programs designed to address health care issues.

- MPH 600 Health Care Economics and Financial Operations (3)
- MPH 610 Public Health Management and Leadership Principles (3)
- MPH 615 Public Health Program Design and Evaluation (3)
- MPH 620 Health Care Research Methods (3)
- MPH 690 Public Health Practicum (3)

**TOTAL: 42 units**

**Page 33**

### **Course Descriptions**

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

This course develops basic skills in foundational research steps of (1) problem identification, (2) theoretical perspective, (3) research approach, (4) review of literature, (5) methodology, (6) data collection and analysis, and (7) results, conclusions, recommendations, interventions. Learners make direct application of course content to real-life problems and situations to create an awareness for how the research process relates to individual effectiveness, program modification, evidence-based practice, and advancing the profession. Related ethical and culturally relevant issues and strategies are considered throughout the course. The primary outcome for the course is a research proposal, outlining a plan for conducting psychological research in APSY 680 Research Project.  
*Prerequisite: STAT 280*

**Page 34**

#### **APSY 680 Research Project (3 units, 8 weeks)**

Continuing from the work begun in APSY 500, this course deepens and narrows the learner's original research agenda while developing skills in (1) problem identification, (2) theoretical perspective, (3) research approach, (4) review of literature, (5) methodology, (6) data collection and analysis, and (7) results, conclusions, recommendations and interventions. With an emphasis on steps 5 through 7 above, learners make direct application of theoretical assumptions (from APSY 500) about research to real-life problems and situations. Emphasis is placed on the role of research for individual effectiveness, program modification, evidence-based practice, and advancing the profession. Related ethical and culturally relevant issues and strategies

are demonstrated throughout the course. The primary outcome for the course is a comprehensive research document that addresses each of the 7 research steps.  
*Prerequisite: APSY 500*

### **MPH 500 Foundations of Public Health (3)**

This course presents an overview of the history of public health as well as the fundamental principles, concepts and tools used in modern public health. Utilizing a Socratic method of inquiry, case studies, and forum discussions, learners will develop an understanding of the foundations of public health and a recognition of how public health discipline specializations address the determinants of public health.

### **MPH 510 Social and Behavioral Theory and Application (3)**

This course addresses the behavioral and social factors impacting individual, local, and global health concerns. The application of social and behavioral theories to public health is presented, with attention given to identifying, understanding, and improving personal and societal health. Various models and strategies involving health education, advocacy, public policy and the like are considered, with the goal of designing and developing healthy alternatives to deleterious lifestyles. Behavioral and social considerations are introduced with a focus on healthy practices and programs.

### **MPH 520 Biostatistics (3)**

The learner will be introduced to the essential statistical tools and methods that public health practitioners use to determine strategic directions for local, regional, and global public health initiatives. Public health policy and practice is based on statistical analyses of theoretical and applied research in the health field, informing community practice and policy-making. Emphasis will be given to data collection, analysis, statistical methodology, and interpretation of biostatistical information.

### **MPH 530 Environmental Health (3)**

This course examines the impact of environmental factors on community health by evaluating the biological, chemical, and physical factors that influence the natural environment, in both beneficial and deleterious ways. Environmental determinants will be identified, and remediation options will be proposed and assessed. The practice and administration of various environmental health professions will be introduced and discussed.

### **MPH 540 Epidemiology (3)**

This course considers the diseases and disease patterns that affect morbidity and mortality in local and global perspectives. Epidemiological trends and projections are evaluated through research literature and current events as they affect society. The causal factors of disease are investigated, with a special focus on prevention, mitigation, and potential elimination of the disease.

### **MPH 550 Health Services Administration (3)**

The public health official is often required to lead or manage people, projects, and organizations, and this course presents the knowledge, skills, aptitudes and attitudes required to successfully fulfill those responsibilities. In fulfilling this administrative role, project management, personnel oversight, budgeting, communication, and external stakeholder issues (e.g., regulators, boards, constituents, and media) are considered. Case studies and examples from practice will be examined and evaluated.

### **MPH 560 Health Care Policy, Law, and Society (3)**

This course introduces the ways that public health law and policy impact society, examining the interrelated response from government, health professionals, the media, and other stakeholders. Response methods of public health officials in pandemic or epidemic emergencies will be discussed, including communicating health policies to the public. Legal and ethical matters will also be considered, along with how community safety and preparedness can be encouraged. These and other dilemmas will be examined through case studies and current events.

### **MPH 570 Sexuality, Gender, and Public Health (3)**

This course examines the interaction between gender and health. Through readings and class discussions learners will explore: (a) gender theory and its application to health, and (b) health practices, services and utilization by gender from a faith based perspective. Issues of body, self, personhood, and power will be addressed within a health context. Gender-related health issues will include sexual and reproductive health (SRH), maternal health and gender-based violence. Learners will be asked to apply critical thinking to both theory and practice within diverse international settings, including the Americas and Europe, as well as transitional and developing contexts.

### **MPH 580 Public Health, Cinema, and Social Media (3)**

This course introduces how cinema, social media and public health interact and influence patterns of human behavior and people's understanding of health. Social media plays a vital role in public health and is a strong tool for advocacy, communication, and education. Learners will explore a broad overview of the how a data-driven world impacts healthcare and public health and how independent film, faith-based organizations, traditional cinema, documentary film, Google analytics, YouTube, Facebook and Twitter can be leveraged for population-based public health solutions.

### **MPH 600 Health Care Economics and Financial Operations (3)**

This course will employ economic and financial management concepts and tools to examine a range of issues pertaining to health care and the delivery of health care services. Topics include demand analysis, production of health services, expenditure growth, markets for public health and healthcare services, and externalities. Emphasis

is placed on using economic and resource management tools to examine issues and solve problems.

### **MPH 610 Public Health Management and Leadership Principles (3)**

This course investigates leadership and management theories, research, and techniques utilized in public health settings. Change theories and decision-making models, management strategies, various leadership ideologies, and personal and organizational values are critiqued. Implementing technology, operating globally, thinking creatively, and planning strategically are topics that will be discussed.

### **MPH 615 Public Health Program Design and Evaluation (3)**

The planning, design, and analysis of public health programs are important competencies for health care professionals. Assessing community health needs, identifying program objectives, examining program effectiveness, and applying improvement strategies will be covered. The essential components of program design and the evaluation will be emphasized and critiqued.

### **MPH 620 Health Care Research Methods (3)**

This course provides an understanding of research principles and practices, with specific application to the health sciences. Research methodology and evidence-based practices are presented, and participants evaluate the design and content of the research literature. The learner will formulate research questions and a proposed methodology, including data collection and analysis. Research design principles, basic methods of research, validity, reliability, effect size, and other critical issues are explored and applied to case studies and scientific literature.

### **MPH 625 Disease Investigation and Mitigation (3)**

This course will focus on the surveillance, identification, control, and prevention of globally important diseases in public health. Learners will assess unique risk factors, outbreak investigations, strategies for disease control and mitigation, methods for evaluating interventions and control efforts. Particular focus will be given to outbreak investigations, which provide unique opportunities to apply many principles of public health practice. Learners will use and interpret surveillance data and risk factor analyses.

### **MPH 635 Global Engagement (3)**

This course provides learners with an understanding of the current and future global health challenges. Determinants of health and disease will be assessed from a global diversity perspective. The learners will analyze global health threats including infectious diseases, poverty, conflicts, and healthcare inequity.

### **MPH 640 Multicultural Disease Prevention (3)**

This course will investigate and assess health-related cultural concepts and their effect on social and behavioral

aspects of health promotion and disease prevention among multicultural populations.

### **MPH 645 Community Health Education (3)**

This course is designed to present the major concepts, methods, and issues involved in the profession of health education/health promotion. The overall goal is to provide a solid grounding and appreciation for the history, science, and foundations of health education/health promotion.

### **MPH 650 Health Promotion and Risk Reduction (3)**

Learners will gain an understanding of the concepts of health, health promotion, diversity and risk, all factors that influence health and healthy lifestyle behaviors. Theoretical and empirical support for promoting health and reducing risk behaviors are examined as a basis for understanding ways that diverse individuals can positively influence their own health and wellness. The role of professional nursing in promoting health behavior is examined. Learners will examine potential strategies for influencing health behavior change.

### **MPH 690 Public Health Practicum (3)**

This course provides the graduate learner the opportunity to demonstrate applied and integrated knowledge of public health concepts, theories, and practices. Proficiency of learning can be demonstrated through field studies in public health settings. *Prerequisite: Completion of all coursework or permission of Assistant Dean.*