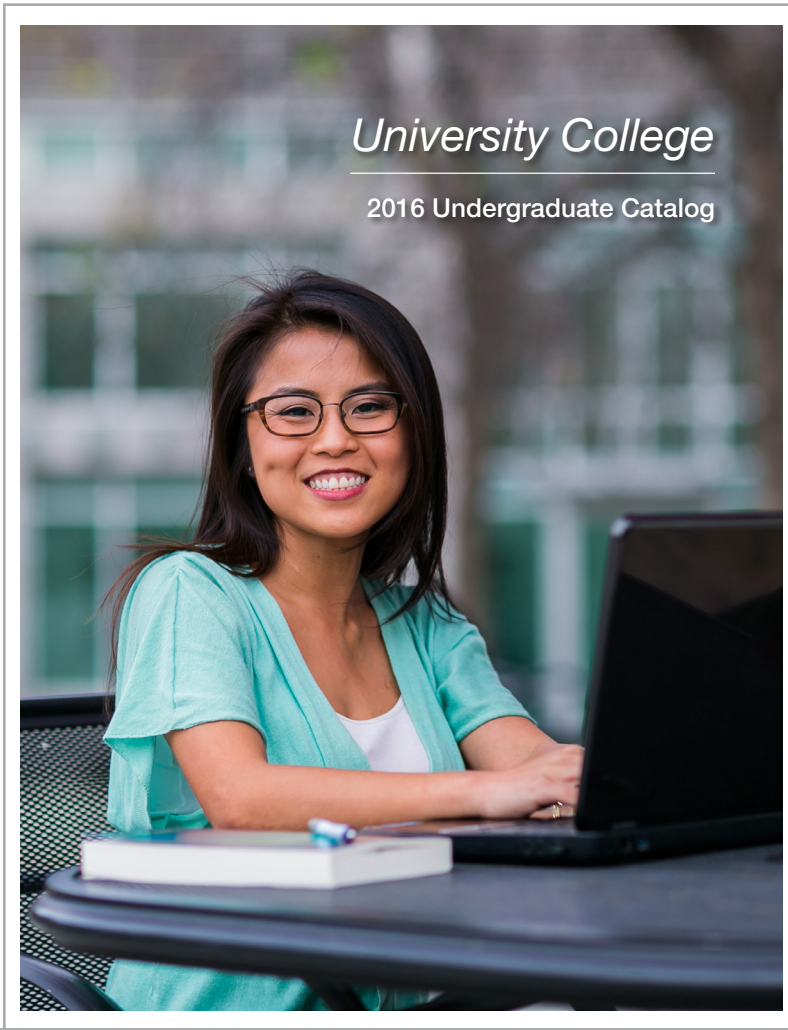




University
College



University College

2016 Undergraduate Catalog

ADDENDUM - August 2016

Page 15**Federal Student Aid****FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT**

Starting Fall 2016, 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 2016-2017 FSEOG amount will be \$50 per semester and will be awarded until the funds are depleted.

FEDERAL PERKINS LOANS

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 16**California State Grant**

California State Aid is available in these categories:

- Cal Grant A
- Cal Grant B

- Cal Grant B Access
- Chafee Grant for Foster Youth

Page 17**Disbursement 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.

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The 2016-2017 financial aid year begins with the Fall of 2016. Your prompt response to all requests will accelerate the review of your request for financial aid in 2016-2017.

Page 19**V4 Verification**

If you are chosen for this specific category of verification of your Free Application for Federal Learner 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 at Azusa Pacific University
ATTN: STUDENT FINANCIAL SERVICES
300 N. Lone Hill Ave., #200
San Dimas, CA 91773

Page 24**Study Load**

The maximum study load for UC learners is 18 units per semester, provided they are on good academic standing and have maintained a 3.0 or higher cumulative grade-point average. Learners 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 learners must complete 6-8 units before an overload over 14 units is approved. Learners on academic probation are not able to register for more than 14 units per semester. (For further information, see "Academic Probation" section.)

Grading**CRITERIA FOR FN GRADE**

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 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.

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.

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.

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.

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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.

CLEP Chart – under History and Social Sciences

Humanities: Score – 50, Units – 3, Course Equivalent – *Fulfills Art requirement*

Social Sciences and History: Score – 50, Units – 3, Course Equivalent – *Fulfills History requirement*

Sociology: Score – 50, Units – 3, Course Equivalent – *Fulfills Behavioral Science requirement*

CLEP Chart – under Science and Mathematics

Natural Sciences: Score – 50, Units – 3, Course Equivalent – *Fulfills Science Lecture only*

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General Studies Core (effective Fall 2016)

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

Arts and Humanities (6 units)

- ART 110 Introduction to Art (3)
- Choose one:*
- ENG 115 Introduction to Literature (3)
- PHIL 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:*
- HIS203 U.S. History to 1877 (3)
- HIS204 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

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APSY 490 Practicum is being replaced by APSY 490A + APSY 490B

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HSCI 310 is no longer offered.

HSCI 497 Fieldwork is being replaced by HSCI 497A + HSCI 497B

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Bachelor of Science in Organizational Leadership

**Now offered Online or Face-to-Face*

PROGRAM LEARNING OUTCOMES (PLO)

Graduates of the Bachelor of Science in Organizational Leadership will:

PLO 1: Demonstrate the value of collaborative learning by participating in group decision-making activities.

PLO 2: Formulate an effective systematic decision-making strategy that could be proposed to the Learner's organization.

PLO 3: Plan positive change in your organization through a systematic process of inquiry, analysis, and decision making.

PLO 4: Demonstrate the fundamentals of effective oral and written interpersonal and business communication.

PLO 5: Demonstrate the ability to examine knowledge and experience related to cultural influences in an organizational setting.

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

PLO 7: Identify and evaluate ethical issues and dilemmas in business in light of biblical principles and ethical theories.

PLO 8: Develop one's own philosophy of organizational leadership based on their understanding of ethical and worldview theories.

CORE COURSES

BSOL 306 The Bible and Business Ethics is being replaced by BSOL 308 Finding Faith in Business

BSOL 411 A Christian Worldview and the Professions is being replaced by BSOL 405 Leading Disruptive Innovation

ELECTIVES:

BSOL learners may choose an Emphasis area from the UC catalog (online courses only) to fulfil some of their required elective units. This is completely optional for BSOL. BSOL learners may not choose the Organizational Leadership emphasis.

Emphasis Areas

ORGANIZATIONAL LEADERSHIP

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

ORGANIZATIONAL DYNAMICS

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

APSY 490 is being replaced by APSY 490A + APSY 490B

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.*

BSOL 302 Adult Development and Learning Assessment

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."

BSOL 304 Organizational Analysis

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

BSOL 306 is being replaced by BSOL 308 Finding Faith in Business

BSOL 308 Finding Faith in Business

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

BSOL 411 is being replaced by BSOL 405 Leading Disruptive Innovation

BSOL 405 Leading Disruptive Innovation

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 imagine innovative solutions to lead future ready organizations, focusing on proactive strategies.

Adding HIS 203 and HIS 204

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 HIS201 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 HIS201 will not receive credit for this course. *Prerequisite: ENG105*

HSCI 310 is being removed from the catalog

HSCI 497 is being replaced by **HSCI 497A + HSCI 497B**

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.*