

**Palo Alto University**  
**Undergraduate Student Handbook**  
**2012 - 2013**



The Palo Alto University (PAU) is a private, independent university and professional University of psychology accredited by:

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PAU practices a nondiscriminatory policy regarding race, gender, sexual orientation, national origin, ancestry, color, religion, religious creed, age, marital status, gender identity, cancer-related or genetic-related medical condition, disability, citizenship status, military service status or any other status protected by federal, state, or local law, ordinance or regulation in admissions, employment and in the administration of its programs and activities.

This Catalog and its contents are subject to change without notice as PAU deems necessary and appropriate. All disputes regarding PAU's compliance with the contents are subject to exclusive resolution under the Institutional Grievance Procedure. Students are provided a copy of this document at time of enrollment, and this document is maintained on the PAU website at [www.paloaltou.edu](http://www.paloaltou.edu). Students are expected to keep themselves apprised of any changes and are held responsible for knowledge of these changes.

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Palo Alto, CA 94304

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# Table of Contents

PAU Undergraduate Programs.....	7
2012 – 2013 Academic Calendars .....	7
Palo Alto University Profile.....	8
Overview.....	8
Core Purpose.....	8
Core Values and Guiding Principles.....	8
Program Accreditation .....	10
Governance and Administration .....	11
The Executive Council.....	11
The Faculty Council.....	11
The Student Council.....	11
Family Educational Rights and Privacy Act of 1974.....	12
Institutional Policies and Campus Diversity.....	13
Commitment to Diversity.....	13
Statement of Nondiscrimination .....	13
Accommodation of Students with Disabilities.....	13
Safety Policy .....	14
Harassment Policy.....	15
Prohibited Harassing Behavior .....	16
Sexual Harassment Policy.....	16
Retaliation Is Prohibited: .....	16
Dual Relationships Policy.....	17
Email Policy.....	17
Complaint Review Process .....	17
Non-Retaliation Policy.....	18
Policy on Part-Time Faculty Acting as Therapists for PAU Students .....	19
Institutional Grievance and Appeals Policies and Procedures.....	20
Procedures for Initiating Grievances.....	20
Informal Procedure .....	20
Formal Procedure .....	20
Arbitration.....	21

Probation, Suspension and Dismissal .....	21
Academic Misconduct.....	21
Student Conduct.....	22
Academic Probation.....	23
Suspension .....	23
Dismissal.....	24
Procedures.....	24
Appeals .....	24
Academic Policies and Procedures .....	25
Policy on Religious Holidays.....	25
Books and Test Materials.....	25
Registration Requirements .....	26
Requests for Transcripts.....	26
Independent Study.....	26
General Education Competencies .....	27
Faculty Evaluations.....	27
Academic Advisors.....	27
Grading Policies.....	28
Academic Progress.....	30
Course Load .....	30
Attendance .....	30
Grade Appeals.....	31
Leave of Absence.....	31
Administrative Leave .....	32
Withdrawal from Program .....	32
Admission Policies and Procedures .....	32
Admission Requirements .....	32
Transfer Unit Evaluation Procedures .....	33
Conversion of Semester to Quarter Units .....	34
International Students .....	34
Student Services.....	34
Identification Cards.....	34
Health Insurance (Optional).....	35
Student E-mail.....	35

Student Services at De Anza & Foothill Colleges .....	35
Resources and Facilities.....	36
University Setting .....	36
PAU Research Library .....	37
Computer Lab .....	38
Financial Aid.....	39
Financial Aid Calendar .....	39
Cost of Attendance for Financial Aid Purposes.....	39
The Financial Aid Process at PAU .....	40
Deadlines.....	40
Eligibility: <i>Basic Requirements for Federal Aid</i> .....	40
Required Documents:.....	41
The Process: .....	41
Financial Aid Programs .....	43
Student Grants.....	43
Student Loans.....	44
Satisfactory Academic Progress: .....	44
Third Party Release Forms (FERPA).....	46
Student Loan Deferment Request Forms and Verification of Enrollment.....	46
Refunds and Repayments.....	46
Leave of Absence for Financial Aid Purposes.....	48
Consumer Information .....	48
Refunds and Repayments.....	48
Program Completion and Placements Statistics.....	50
Alcohol and Drug Policy.....	50
De Anza and Foothill College Campus Security .....	52
Emergency Telephones .....	56
Voter Registration.....	57
Veteran Benefits.....	57
Veterans Benefits .....	57
Tuition and Fees.....	59
Undergraduate Programs .....	60
Bachelor of Science in Psychology and Social Action.....	61
<b>Bookmark not defined.</b>	
Internships.....	62
<b>Error! Bookmark not defined.</b>	

Capstone Course .....	<b>Error! Bookmark not defined.</b>
Bachelor of Science in Business Psychology .....	63 <b>Error! Bookmark not defined.</b>
Requirements for the Bachelor of Science Degree in Business Psychology .....	63 <b>Error! Bookmark not defined.</b>
Course Descriptions .....	67 <b>Error! Bookmark not defined.</b>
Faculty.....	76 <b>Error! Bookmark not defined.</b>
Administrative Staff.....	80 <b>Error! Bookmark not defined.</b>

# **PAU Undergraduate Programs**

## **2012 – 2013 Academic Calendars**

### **Fall Quarter 2012**

Orientation Day Programs: September 20 & 21  
Orientation Hybrid Programs: September 23 & 24  
Classes: September 24 - December 6  
Finals: December 10 - December 14  
Holidays: November 12, 22, 23  
Winter Recess: December 17 - January 4

### **Winter Quarter 2013**

Classes: January 7 - March 21  
Finals: March 25 - 28  
Holidays: January 21, February 15-18  
Spring Recess: April 1 - April 5

### **Spring Quarter 2013**

Classes: April 8 - June 20  
Finals: June 24 – 28  
Commencement: June 22  
Holidays: May 27

### **Summer Quarter 2013**

Classes: July 8 – September 5  
Finals: September 9 – 23  
Holidays: September 2

# **Palo Alto University Profile**

## **Overview**

The Palo Alto University is a private, independent university and professional University of psychology located in the San Francisco Bay area and educating psychology students since 1975. Established to serve society, PAU is a diverse learning community dedicated to the search for knowledge and its dissemination. PAU brings together a community of highly talented faculty and undergraduate and graduate students, working side-by-side to bring scientific rigor and theoretical knowledge to the analysis and practice of psychology.

The PAU community supports varying world views, broad cultural and professional backgrounds, and a wide range of alternative perspectives. PAU trains students to work in a range of settings with a broad spectrum of clients. With a focus on high-quality advising and support services, the PAU programs nurture students to develop as individuals within a larger professional community and prepares them to make significant contributions to their communities upon graduation.

PAU is deeply committed to the integration of professional ethics with professional practice. The excellent faculty, low student/faculty ratio and rigorous academic programs insure the quality teaching and mentoring necessary to produce outstanding graduates.

## **Core Purpose**

The core purpose of all programs at PAU is to expand the frontiers of psychological science and practice. Faculty, students, administrators, trustees, alumni, and staff are committed to fulfilling the core purpose by assuming responsibility for their vital and varied roles at PAU. Trustees establish policy and steward the quality and integrity of the institution; faculty create and maintain academic programs which define the quality and character of the institution; faculty and students actively engage in research, scholarship and instruction; and the administration and staff oversee facilities and learning resources. All create an educational environment conducive to teaching and learning. The entire community is dedicated to the intellectual, personal, and professional development of its members and the pursuit of academic integrity.

## **Core Values and Guiding Principles**

The Palo Alto University is a diverse educational community committed to:

- The integration of scientific research and practice.
- Excellence in the transmission of knowledge about psychology and social action.
- Excellence in the integration of psychology and business practices.



- Excellence in the delivery of effective ethical and compassionate mental health services.
- Integrity, honesty, and personal responsibility in our endeavors.
- Respect for self and others.

## **Program Accreditation**

Palo Alto University received accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Universities and Colleges (WASC) in 1987.

The National Register of Health Service Providers in Psychology has approved listing PAU as a Designated Doctoral Program in Clinical Psychology, and PAU graduates are eligible for application to the National Register's directory.

The Ph.D. Program in Clinical Psychology was accredited by the American Psychological Association in 1988.

The American Psychological Association (APA) granted accreditation to the PGSP-Stanford Doctor of Psychology Consortium training program in 2006.

The Bachelor of Science degree completion program in Psychology and Social Action received accreditation by the Western Association of Universities and Colleges in 2006, and the Bachelor of Science program in Business Psychology in September 2008.

Up-to-date information concerning the academic programs offered by PAU is contained in the Catalog/Student Handbook that is available on our website at [www.paloaltou.edu](http://www.paloaltou.edu). Documents describing licensing, approvals to operate, accreditation of PAU by WASC, and accreditation by APA are available in the PAU Research Library.

## **Governance and Administration**

Palo Alto University is governed by a Board of Trustees – representing the fields of psychology, medicine, education, business, and community service – which establishes the policy and direction of the PAU programs. The President is in a pivotal position, linking the University, the Board, the profession and the community at large. Governing faculty and administrative councils, student council, various committees and task forces deal with the balance of University issues and needs. A student representative is selected to serve on each University committee and task force.

### **The Executive Council**

Coordinates the administration of the following areas:

- Academic Affairs,
- Enrollment Management
- Business and Finance,
- Information Resources, and
- Student Services.

The Council is currently composed of the Vice Presidents who coordinate the above areas and is chaired by the President. Members of the council work with Board of Trustee Committees on specific issues.

### **The Faculty Council**

Each degree program is led by a Program Director who organizes the faculty to create, administer and change curriculum, evaluate student learning and progress, and advise on faculty selection and retention. The Faculty, led by the chair of the faculty council, is responsible for faculty oversight of the curriculum, faculty selection, and other academic matters. Voting members of the faculty include professors, associate professors, and assistant professors in both the tenure and teacher/scholar tracks.

### **The Student Councils**

The responsibility of the Student Councils is to facilitate and ensures communication between the student body and the PAU administration. The Student Councils are composed of elected student representatives and student members of the governing committees. The undergraduate and graduate Student Councils voice student concerns and promote student goals within the governance process. Each degree program has a Student Council.

## **Family Educational Rights and Privacy Act of 1974**

The Family Educational Rights and Privacy Act (FERPA) provide students certain rights with regards to their educational records. These rights are:

- The right to inspect and review the student's educational records within 45 days of the request for access. Students should submit a written request to the Registrar that identifies the record(s) they wish to inspect. The Registrar will notify the student of the time and place where the records may be inspected.
- Students have the right to request an amendment of their educational records that they believe are inaccurate or misleading. A written request must be made to the Program Chair. The request should include the part of the record the student wants amended and why the student believes the record to be inaccurate or misleading. PAU will notify the student of its decision in writing. Students will be advised of their right to a hearing in the event that PAU decides not to amend the specified record. Additional information regarding the hearing procedures will be provided to the student when notified.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure of student records without consent, is disclosure to University officials with legitimate educational interests. A University official has a legitimate educational interest if he or she needs to review an education record in order to fulfill his or her professional responsibility. A University official is a person employed by PAU in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom PAU has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another University official in performing his or her tasks.

PAU discloses education records without consent, upon request, to officials of another University in which a student seeks or intends to enroll. Students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by PAU 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, DC 20202-4605.

# **Institutional Policies and Campus Diversity**

## **Commitment to Diversity**

PAU is committed to providing an educational environment that respects cultural and individual differences. It seeks both to foster a diverse student body and to support the aspirations of all of its students. It supports the kind of critical debate over important ideas that are central to the academic enterprise. At the same time, it encourages the respect and cooperation that are also central to an academic community. PAU's commitment to diversity requires an engagement on the part of all members of the academic community to acknowledge the range of human diversity and to respect differences.

## **Statement of Nondiscrimination**

PAU is an equal opportunity institution of higher education and an equal opportunity employer and is firmly committed to non-discrimination in its delivery of educational services and employment practices. In compliance with all applicable federal and state laws, decisions will be made irrespective of an individual's race, color, religion, religious creed, ancestry, national origin, age (except for minors), sex, marital status, citizenship status, military service status, sexual orientation, gender identity, medical condition (cancer-related or genetic condition), disability and/or any another status protected by law. When necessary, PAU will reasonably accommodate individuals with disabilities if the individual is otherwise qualified to meet the fundamental requirements of the program and safely perform all essential functions, without undue hardship to the University and/or without altering fundamental aspects of its educational program.

Further inquiries regarding the University's equal opportunity policies, the filing of grievances, or requests for copies of the University's grievance procedures covering discrimination complaints may be directed to the Vice President for Academic Affairs, who is the Coordinator for matters pertaining to Title IX, Section 504, and Title VI. Vice President for Academic Affairs, Palo Alto University, 1791 Arastradero Road, Palo Alto, California 94304, (800) 818-6136.

## **Accommodation of Students with Disabilities**

The Palo Alto University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accordingly, no otherwise qualified disabled student shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any academic, research, counseling, financial aid

or other postsecondary education program or activity which PAU provides for all students. PAU's disabled students must meet the requirements and levels of competency, required of all students in the program. In order to assist disabled students in fulfilling these responsibilities of the program, every reasonable effort is made to accommodate special needs of such students. All applicants with disabilities are advised of this policy at the time of their application to the University.

For purposes of reasonable accommodation, a disabled student or applicant is a person who: (a) has a physical or mental impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working); (b) has a record with the University of such impairment; or (c) is regarded by the University as having such an impairment, or who is otherwise defined by law as a qualified disabled student or applicant. The individual must meet the qualifications and requirements expected generally of PAU students, and must be able to perform the essential requirements of the curriculum, either with or without reasonable accommodation.

PAU's main campus in Palo Alto, its mental health clinic, classrooms and offices in Los Altos, and the undergraduate programs on the campuses of De Anza College and Foothill College have wheelchair access to all areas. Rest rooms are wheelchair accessible. Every attempt is made to work with the disabled student to meet their special needs.

Students who request accommodation of a disability should contact the Vice President of Student Services, who will advise them of the application procedures for accommodation and who will assist them in complying with these procedures. Current documentation of any disability must be provided.

If a student's request for accommodation is refused by the Vice President of Student Services, he or she may appeal the decision to the Institutional Grievance and Appeals Committee.

## **Safety Policy**

PAU is concerned about the safety and health of all members of the community, and it has promulgated a Safety Policy and an Injury and Illness Prevention Program. Safety is everyone's responsibility. The following represents some of our general rules:

- Call 911 for help if you are injured or discover an injured person.
- The Campus Police should be notified for incidents occurring on the De Anza or Foothill College campuses.
- Learn the location of the nearest fire exit and fire extinguishers.
- Do not put yourself at risk or in an unsafe condition under any circumstances.
- Please notify your Program Director, the Business Office or any senior University Officer if you discover an unsafe condition.
- Report all accidents, no matter how minor, to your Program Director.
- Smoking is not permitted in buildings on either of the De Anza or Foothill College campuses.
- Always use common sense.

It is the policy of the University that students, faculty and staff are free to speak to anyone regarding safety concerns without reprisal and with full anonymity.

## **Harassment Policy**

PAU is committed to providing a positive environment for faculty, students, staff and administration. Harassment undermines the quality of the educational climate. The University has an ethical responsibility to insure that all students and employees can learn and work in an environment free of harassment.

### **What Is Harassment?**

PAU is committed to maintaining the community as a place of work and study for faculty, administrators, staff and students, free of sexual and other unlawful harassment, intimidation, and exploitation. PAU does not tolerate behavior, which constitutes sexual or other unlawful harassment of any member(s) of the University's community.

PAU remains committed to providing an environment free of sexual harassment and harassment because of race, color, religion, religious creed, ancestry, national origin, age, sex, marital status, citizenship status, military service status, gender identity, sexual orientation, medical condition (cancer-related or genetic condition), disability and/or any another status protected by law. Prohibited harassment in any form, including verbal and physical conduct, visual displays, threats, demands and retaliation is unlawful and will not be tolerated.

All individuals shall be held accountable for compliance with this policy. Students who believe they have experienced or are aware of sexual or other unlawful harassment are encouraged to report such concerns to the Vice President of Academic Affairs, who will investigate them.

Harassment of any individual in the course of a PAU-administered program, job or activity is prohibited and will not be tolerated. PAU will take prompt and effective corrective action in response to harassing behavior, including, where appropriate, disciplinary action up to and including dismissal or expulsion. The policy explicitly applies to PAU administrators, staff, students and faculty and all other individuals engaged in PAU activities. Individuals who know of harassment, or believe that they have been harassed, in violation of this policy have access to the complaint procedures described below and are encouraged to utilize these complaint procedures.

This policy must be adhered to by all PAU administrators, staff, faculty, students, contractors and other individuals involved in any employment, educational or other relationship with PAU. This policy is intended by PAU to be consistent with the terms of the University's collective bargaining agreements.

## **Prohibited Harassing Behavior**

Harassing behavior may take a variety of forms. Examples of the kinds of behavior that may constitute such harassment include, but are not limited to:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwelcome sexual advances, invitations, or comments;
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures;
- Physical conduct such as unwanted touching, blocking normal movement, or interfering with work;
- Threats and demands, such as those which seek submission to sexual requests, in order to retain employment or educational benefit, and/or offers of job or educational benefits or conditions in return for favors;
- Retaliation, in the form of adverse employment or educational actions, for good faith opposing, reporting or threatening to report harassment or for participating in good faith in investigation, proceedings or hearings related to this policy.

## **Sexual Harassment Policy**

Sexual harassment warrants special attention when:

- An individual's behavior involves unwelcome sexual advances;
- Unwelcome requests for sexual favors; or
- Other unwelcome verbal, physical, or visual behavior of a sexual nature.

Also, such conduct can become a violation of this policy and of law when:

- Submission to such behavior is made explicitly or implicitly a term or condition of an individual's education or employment; or
- Submission to, or rejection of, such behavior by an individual is used as the basis for educational or employment decisions; or
- Such behavior otherwise has the purpose or effect of unreasonably interfering with, or otherwise creating an intimidating, hostile, or offensive educational or employment environment.

## **Retaliation Is Prohibited:**

An individual's good-faith filing or pursuing a complaint under this policy or otherwise reporting, complaining or assisting or cooperating in good faith with a complaint of harassment will not be the basis for any adverse PAU decisions concerning a student, faculty or staff member's employment or student position or status. Such retaliation is forbidden by this policy.



## **Dual Relationships Policy**

The Faculty Council approved the following resolution at its meeting on February 8, 1993, which is a restatement of a resolution approved in 1991: No member of the PAU faculty (full-time, part-time, instructor, practicum supervisor, or psychotherapist) is to date any PAU student.

## **Email Policy**

E-mail is used to extend education beyond the classroom and to provide a common communication tool for students, faculty, and staff. The system provides an internal link for the community as well as a link to regional, national, and global communication through the Internet. Messages stored and/or transmitted by e-mail must not contain material that may reasonably be considered offensive. Offensive material includes, but is not limited to, any comments, jokes or images that would offend someone on the basis of a factor protected by PAU policy. Anonymous emails are prohibited.

## **Complaint Review Process**

The University encourages students who, believe they may be victims of harassment in violation of University policy, or are aware that another person has allegedly engaged in sexual or other unlawful harassment as previously defined, to report such incidents using the complaint process described below. Review of these matters will begin expeditiously, and complaints will be resolved promptly and ordinarily no later than 30 days from initiation of review. Confidentiality will be maintained to the extent possible in consideration of the circumstances of the incident.

Complaints by or against a student may be made orally or in writing in the following ways:

An individual (“complainant”) may present the matter to a senior administrator of the University or to the supervisor of the person about whose behavior the complaint is made (“respondent”). Students are requested to direct such complaints about other students, staff or faculty members, or administrators, to the Vice President for Academic Affairs.

The administrator receiving the complaint must promptly inform the Vice President for Student Affairs if the respondent is a student; and the Vice President for Business and Finance if the respondent is a staff member. The complainant should meet with the individual to whom they have submitted the complaint and/or the individual charged with investigating the complaint, and wherever possible the complainant should submit the pertinent details of the complaint in a written form.

Complaints should be filed in all cases as soon as the complainant becomes aware of the existence of harassment. The Vice President for Academic Affairs will notify the complainant and the respondent of the appropriate administrator or officer of the University who will be

responsible for a final determination of the complaint (“decision-maker”). The selection of the decision maker, if other than the Vice President for Academic Affairs, will be made with consideration of the reporting and/or academic relationships of the complainant, respondent and others involved. It is not possible to prescribe in advance the identity of the decision maker in all situations, given the unique organization of academic institutions.

The decision-maker is responsible for taking prompt and effective corrective action that is appropriate for the complaint. This may warrant an initial investigation of the complaint. If an investigation is conducted, the University may utilize University personnel and/or may retain an independent investigator to do so. In either case, the investigation will proceed expeditiously and may include interviews of the individuals involved. A written summary of the facts will be prepared for review by the decision-maker.

The decision-maker will determine whether harassment has occurred or not. This decision will be based upon whether the evidence clearly demonstrates a violation of the University policy against sexual and other unlawful harassment, the egregiousness of the conduct and injury involved, and any mitigating circumstances, such as relevant histories of the complainant and respondent.

The decision-maker will prepare a written summary of their findings, which will then be communicated to the Vice President for Academic Affairs, and to the complainant. The Vice President for Student Affairs will maintain the files and records related to harassment complaints filed by students against students. Otherwise, they will be maintained by the Director of Human Resources.

In addition to these procedures, complaints by students may be filed with the California Department of Fair Employment and Housing (DFEH) at 455 Golden Gate Avenue, #7600, San Francisco, CA 94102-6073 and the Office of Civil Rights of the US Department of Education at Federal Building, 50 United Nations Plaza, Room 239, San Francisco, CA 94102.

If the decision-maker finds that the complaint in whole or in part shows a violation of the University’s policy against sexual or other unlawful harassment, the decision-maker shall recommend corrective action, including disciplinary action of the respondent or others. Violations of this policy may result in disciplinary action, including a warning, suspension, expulsion from the University, termination from employment and/or termination of any other affiliation with the University.

The decision-maker may determine that the complaint does not represent a violation of the University policy against sexual and other unlawful harassment. In such cases and with the approval of the Vice President for Academic Affairs, the decision-maker shall inform the complainant and respondent.

## **Non-Retaliation Policy**

No member of the University community may be subjected to interference, coercion or reprisal for seeking advice concerning a sexual or other unlawful harassment matter, filing a harassment complaint, or otherwise participating in good faith in the process of a harassment complaint. The University will not retaliate against any person making a complaint of harassment and will not knowingly permit such retaliation.

## **Policy on Part-Time Faculty Acting as Therapists for PAU Students**

PAU accepts APA's 2002 ethical guidelines on Multiple Relationships Principle 3.05, which reads as follows:

- A multiple relationship occurs when a psychologist is in a professional role with a person and, at the same time is in another role with the same person,
- at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or
- promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationships could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur.

Consistent with the above guidelines, PAU's position on this issue is as follows:

1. PAU faculty members may not conduct a therapeutic relationship with a student;
2. PAU faculty members may not teach a client or former client;
3. PAU faculty members must abstain from all PAU's evaluation processes of a client or former client.

# **Institutional Grievance and Appeals Policies and Procedures**

## **Procedures for Initiating Grievances**

Except for specific matters for which a designated procedure for issue resolution is otherwise provided in University policy (e.g., harassment complaint procedures), students may submit a written grievance against action or inaction by the University which the student believes violates institutional policy. All such grievances must be presented in writing (not by e-mail) and addressed to the office of the PAU Vice-President for Academic Affairs within 30 days of their occurrence.

### **Informal Procedure**

The complainant should first discuss the complaint with his or her advisor, or other appropriate campus officer, who will attempt to resolve the complaint informally. If the circumstances of the complaint prevent such informal resolution, or it is not resolved informally, the complainant should file a written complaint to PAU's Vice-President for Academic Affairs. Upon receipt of the complaint, the Vice-President of Academic Affairs will forward a copy of the complaint to the relevant Program Director and to the individual against whom or related to whose action or decision the complaint is made, and will advise the complainant that an investigation will begin within 14 calendar days of receipt of the complaint, except where additional time is required for good reason.

### **Formal Procedure**

All grievances will be heard by the Institutional Appeals Committee, which is composed of faculty and staff members selected by the President, with consultation and recommendations of the faculty and staff members. The Institutional Appeals Committee shall hear the complaint and receive testimony and information from such witnesses, as it deems appropriate in order to evaluate the complaint. After the hearing is complete, the Committee will forward its findings and recommendations to the President and to the parties concerned. The Committee will attempt to do this within 14 days of its deliberations. Either party may forward to the President his or her comments on the findings and recommendations of the Committee. Such comments must be submitted within 7 days following receipt of the panel's recommendations. The President will make a decision within 14 days of receipt of the panel's recommendations and findings.

## **Arbitration**

If the student disagrees with the decision of the President and wishes to challenge that decision, he or she must submit the issue to binding arbitration under the Rules of the American Arbitration Association. The costs of the arbitrator's fees or any administrative fee imposed by the American Arbitration Association shall be split equally by the student and the University. The arbitration process under this Institutional Appeal Procedure is the exclusive method of external review and is final and binding on both PAU and the student, and the arbitrator's award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

## **Probation, Suspension and Dismissal**

Deficiencies in either academic course work or in student conduct may lead to students being placed on probation, being suspended, or dismissed from the program. The procedures for placing students on probation, for suspension, and dismissal are the same. In all cases, PAU will provide written notice of the nature of the problem or charge, a fair opportunity to respond, and the right to appeal any imposed sanction. When charges of unprofessional or unethical conduct are brought, PAU will respect due process rights and will provide written notice of the nature of the charges, a fair opportunity to refute the charges, and the opportunity to appeal.

## **Academic Misconduct**

Students are expected to maintain the highest professional and ethical standards of conduct in their activities, which are associated with the University and to abide by PAU's policies. Any student who commits aids or attempts to commit "academic misconduct" shall be subject to disciplinary action. Academic misconduct includes, but is not limited to:

**Plagiarism:** The inclusion of someone else's product, words, ideas, or data as one's own work. Examples of plagiarism include the taking of any portion of a document, article, or book and representing it as one's own work; the lifting of a well-phrased sentence(s) and including such sentence(s) without crediting the author; including another person's ideas as an example of one's own work. Plagiarism includes using unpublished work as well as published sources; using another's term paper; handing in work that was taken from a paper purchased from an individual or agency, including internet services.

PAU now subscribes to Turnitin.com, a computer based service which checks for originality in submitted papers. Any paper submitted by a student in any program at PAU may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered academic misconduct, and may lead to loss of credit, probation, suspension or dismissal from University or even revocation of a degree. It is essential that there be correct

attribution of authorities from which facts and opinions have been derived. Faculty have the right to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by Turnitin.com. Copies of students papers checked by this process will be retained by Turnitin.com.

**Cheating:** Using unauthorized materials in an examination; looking at another student's test paper to copy answers; supplying questions or answers from an examination to be given or in progress; having a person other than the one registered and taking the course stand in at an examination or at any other graded activity; collaborating with others on projects where such collaboration is expressly forbidden; using resources forbidden by a faculty member.

**Fabrication:** Submitting a paper, a lab report, computer data, or other academic exercises with falsified, invented, or fictitious information.

**Misusing computer software:** PAU is the licensee of many computer software packages that are protected by copyright laws. Students must not copy any computer software program or data protected by copyright or by special license. Students must not damage, alter, or remove without permission any software package in the custody of the University or any PAU community member, including students, faculty, or staff. Students must not access another person's data or text files without proper permission.

Reading, duplicating, copying, removing, or any other unauthorized or misuse of a document, record, book, ledger, file, printout, tape, cartridge, disc, key, or any property maintained by any individual(s) or department(s) of PAU.

Forging or any other unauthorized alteration of a document, record, identification, or any property maintained by any individual(s) or department (s) of PAU.

Other acts of dishonesty or impropriety occurring in the course of academic activities, such as grade tampering, or obtaining or distributing any part of an exam that has not yet been administered or any information about the exam.

## **Student Conduct**

PAU maintains standards of conduct for the members of its community. The scope of these standards is limited to the protection and promotion of PAU's educational goals and to the preservation of the rights of each of its members. Specifically, PAU must attempt to maintain and protect:

- Freedom of expression and freedom of inquiry for all members of the PAU community, subject to the limitations that such freedom shall not extend to the denial of another's rights nor to attacks on individuals and on the PAU community as a whole.
- An atmosphere of mutual respect in which the improvement of opportunities for individual intellectual development is the paramount concern.
- The safety, welfare, and property of all members of the PAU community, and the safety and property of the community itself.

It is the responsibility of each member of the PAU community to support these standards. The standards of conduct do not restrict the right of the faculty to control conduct in the classroom within accepted standards of academic freedom and responsibility.

In addition to violation of the above standards, students may be disciplined for reasons including, but not limited to, the following:

- Forgery, altering PAU documents, or knowingly providing false information;
- Disruption of the educational or administrative process of PAU;
- Physical abuse or destruction of PAU property;
- Physical abuse, including sexual assault or other sex offense, or threat of abuse to other PAU students, employees, or their families;
- Harassment of other PAU students, employees or their families;
- Theft of PAU or community members' property;
- Sale or knowing possession of illegal drugs or narcotics;
- Possession or use of explosives or deadly weapons;
- Lewd, indecent, or obscene behavior on PAU property;
- Soliciting or assisting another to an act which would subject a student to a serious sanction;
- Any action which would grossly violate the purpose of PAU or the rights of those who comprise it or reasonably suggest that the student is unfit to pursue or practice the profession.

## **Academic Probation**

Students will be placed on academic probation if their cumulative GPA drops below 2.0 in any quarter. In such cases, the student will receive written notification of their probation from their Program Director. A student placed on academic probation is required to meet with the Undergraduate Student Evaluation Committee (SEC), within five (5) days of the start of the next quarter in order to discuss the probation and to develop a plan to address the deficiencies identified. Students who are on academic probation for 3 quarters and who have been unable to correct their academic deficiencies will be dismissed from the program.

## **Suspension**

Students who have violated PAU's policies of either Academic or Student Conduct may be suspended from the program. A student is suspended from PAU if the concerns are of such a nature that they cannot be remedied within a short time while remaining as a student. The most typical circumstance for suspending a student would be for unprofessional behavior that requires extended time to address. Suspension typically extends for a specific period of time after which the student may seek re-admission by petition in writing to PAU c/o the Vice President of Academic Affairs. If the student is suspended, the student shall receive NO CREDIT (NC) AND NO REFUND for all currently registered courses and course work.

## **Dismissal**

In cases of extreme or persistent difficulties, the student's permanent dismissal from the program will be considered. Grounds for such dismissal include but are not limited to the following:

Academic probation for 3 quarters  
Serious violation(s) of the Standards for Student Conduct

In exceptional circumstances, the behavior may be so egregious that the student will be dismissed directly from the program without prior probation or suspension. Examples of such circumstances could include actions that constitute a felony or assault or violent behavior.

## **Procedures**

Any member of the PAU community: students, faculty, administrators, who believe that a student may be in violation of PAU's academic or nonacademic standards of conduct should refer their concerns to the program Director. Within one week of such a report, the program Director will convoke the student to a meeting. At this meeting, the charge(s) will be reviewed, and the program Director will determine if further actions are warranted. If the program Director feels that the charge(s) are serious, he will convoke the student in writing to a meeting with the Vice-President of Academic Affairs. In attendance at this meeting will be the Vice-President of Academic Affairs, the program Director, the person making the charges, the student and, if the student chooses, a person of their choice to serve as an advocate, and any other individuals whose presence the Director feels would assist the process. During this meeting, the program Director and the Vice-President of Academic Affairs will review the charges and any evidence that the concerned parties wish to present. Within two days of this meeting, the Vice-President of Academic Affairs will issue a written decision concerning whether the charges warrant no action at that time, probation, suspension, or dismissal.

## **Appeals**

A student may appeal a decision of academic probation, dismissal or suspension under the auspices of the Institutional Grievance and Appeals Policies Procedure. Students must do so within the quarter following notification of a final decision of probation, suspension, or dismissal.



## **Academic Policies and Procedures**

Academic programs at PAU (Ph.D., Psy.D., M.A., B.S.) are separate and distinct programs with their own curriculum and admission requirements. Students enrolled in one program at PAU are not allowed to enroll or take courses in another program without PERMISSION FROM THE DIRECTOR OF THEIR ORIGINAL PROGRAM and special authorization by the Vice President of Academic Affairs.

Students are expected to follow the most current version of the APA Ethics Code which can be found at the following address on the web at :<http://www2.apa.org/ethics/code2002.doc>.

### **Policy on Religious Holidays**

Although PAU does not observe religious holidays as official institutional holidays, the University recognizes that students and faculty may choose to make adjustments in the academic calendar for religious obligations. Alterations are made without penalty and early planning for them by students and faculty is encouraged. Faculty may choose to dismiss classes, which fall on religious holidays. Makeup sessions for canceled classes, while encouraged, are optional. Students may request to be excused from classes, which fall on religious holidays. Rescheduling class time missed, while optional, is encouraged, and should be made by the student in consultation with the instructor.

### **Books and Test Materials**

Students are free to purchase books, new or used, wherever they choose. Many students find the best prices, and greatest convenience with on-line textbook services, the names of which are available from each program. Services also now exist for renting some textbooks, and others make some texts available in electronic formats. To allow students to begin course readings before the first day of class, and to mitigate unanticipated shipping delays, instructors are requested to provide lists of required texts to all students at least four weeks before the date of the first class meeting.

Course readers, if used, will be placed on 2-Hour Reserve at the PAU, De Anza or Foothill College Libraries. Course syllabi and auxiliary instructional materials should be posted on a course website (<http://pgsp.docutec.com>). Instructors are encouraged but not required to create websites for their courses. If such websites include copyrighted materials, password protection is important (contact PAU IT for more information). Syllabi are available for review in the PAU Program offices at De Anza or Foothill College and in the PAU Library in the Syllabus Book, a non-circulating reference item.

## **Registration Requirements**

All students must pre-register prior to the start of each quarter. Students are not officially registered until all required tuition and fees are paid in full by the deadlines indicated in the PAU Academic Calendar.

Students who fail to register by the published deadline will be assessed a late registration fee when they register. Students who do not register by the first day of the quarter are subject to dismissal from the program. There is a reinstatement fee of \$300.00, however, reinstatement is not guaranteed.

Students pre-enroll for classes during spring quarter for the following year. Students pre-enroll for each upcoming quarter during the registration period, as designated in the Academic Calendar, or published information from the Registrar. Tuition, fees, and payment schedule as well as late fees are all posted on the website at [www.paloaltou.edu](http://www.paloaltou.edu).

Students who are unable to register in person on their assigned day may do one of the following:

- Mail or fax in their registration form
- Register on a later day during an open registration period, or
- Have someone else register in their place.

Only one registration form per student will be accepted. Mail-in registrations will be processed at the end of the day for the group qualifying for registration that day. Payment in full must accompany mail-in registration forms

## **Requests for Transcripts**

Requests for transcripts must be made in writing and submitted to the Registrar two weeks in advance of the date the transcript is needed. Only transcripts for units earned at PAU can be provided. Any unpaid balance on the student's account must be paid before the transcript is sent. There is a nominal fee charged for each transcript. Please note that transcripts will not be faxed. The transcripts request form is available on the PAU website.

## **Independent Study**

An independent study may be undertaken when the Program Director determines that a required course in the curriculum is redundant. If a student has already taken a course that is similar or identical to a required course, the student may replace that course with an independent study that she/he will design with the program Director or with an instructor designated by the Program Director. No more than one independent study may be done per quarter.

The course of study must be discussed and outlined in advance with the instructor with whom the student has chosen to work and must be for the same number of credit hours as the course that it is replacing. All independent studies must permit an integration of theory, research, and practice in either course readings or fieldwork and must include three hours per week of academic or fieldwork for every unit of course credit. A method of evaluating student performance also must be specified in advance.

A proposal outlining the course of study and the completed Independent Study Form, available from the PAU Registrar, must be submitted. All paperwork must be submitted by the end of the 1<sup>st</sup> week of classes in the quarter during which the independent study will be done. It is the student's responsibility to make sure that all necessary forms are filed on time. Independent studies will be evaluated and graded by the instructor sponsoring the project, and a letter grade will be assigned.

## **General Education Competencies**

All Students entering the PAU Bachelor of Science program are admitted because they have successfully completed at least 90 quarter unit hours or 60 semester unit hours of course work at an accredited community college or university,. These include demonstrated competency in writing skills necessary for successful undergraduate study. For more specific information concerning general education requirements, please see the Bachelor of Science Program Curriculums at the end of this catalog and the California State University General Education Breadth requirements, or the CSU/UC Intersegmental General Education Transfer Curriculum (IGETC).

## **Faculty & Course Evaluations**

Students are asked to complete a Course Evaluation Form at the end of the quarter for all of their instructors. The instructor and the course content are both evaluated. These provide important feedback to each instructor as to how students rate his/her classroom performance. Student comments are communicated to the instructor and by program to each Director in writing and, when necessary, in person. Student evaluations of faculty are anonymous, and at no time are individual student responses made available to a faculty in a manner that identifies the student making the comment.

## **Academic Advisors**

All matriculated students are assigned an Academic Advisor, who is an instructor in the program. The Academic Advisor will provide academic and career counseling and will serve as the first level of contact in case of academic or personal difficulties.

## Grading Policies

Students are evaluated throughout their undergraduate career on their knowledge of theoretical concepts, awareness of relevant research findings, and ability to synthesize, communicate and apply knowledge. Student evaluations are based on direct observation of performance. In course work, the recommended method of evaluation is by examination or papers, although projects and presentations may also be used. A majority of the classes also include an experiential component, with a portion of the course grade based on class attendance and participation. Faculty members are encouraged to provide feedback to students early in each quarter and will issue mid-term warning to any student who is not performing at a satisfactory level. Grades are reported for all students at the end of each quarter. The following grading system is used, based on the 4.00 system:

Excellent	Good
A = 4.0	B+ = 3.3
A- = 3.7	B = 3.0
	B- = 2.7
Satisfactory	Unsatisfactory
C+ = 2.3	D+ = 1.3
C = 2.0	D = 1.0
C- = 1.7	D- = 0.7
Failure	
F = 0	

**P/F** = Pass/Fail Used for research and clinical internships

**IN** = Incomplete

**R** = Indicates repeated course

**W** = Official Withdrawal

### Pass/Fail Option

For their research and/or clinical internships only, students will be graded on a Pass/Fail (P/F) basis. The granting of “P” means that the student has satisfactorily completed the requirements of the internship with a performance at least equal to the grade of “C,” and credit is granted. A grade of “F” indicates that the student has not performed in a satisfactory way, and no credit is earned. Credits earned will count toward graduation requirements but will not be used in computation of the grade point average.

## **Incomplete Grade**

The grade of Incomplete (IN) is assigned in those cases where the requirements for a course have not been completed by the end of the quarter for justifiable reasons or in extraordinary circumstances beyond the student's control. A "Petition for Incomplete" form must be filed with the PAU Registrar's Office, and the instructor and the Program Director must approve. The grade of Incomplete becomes an "F," administratively assigned, unless the work is completed by the deadline set by the instructor. This deadline can be no later than the last day of classes for the quarter immediately following the term in which the "Incomplete" was assigned. Incompletes should be reserved for use when a student has an outstanding project or exam that they are unable to complete prior to the end of the quarter. Incompletes are not designed to allow students to complete a course that they have not been attending or for which they have done little or no work. Students in such a situation should withdraw from the course and take it again.

## **Repeat Courses**

For psychology courses, which are major requirements, students are required to obtain a C grade or better in order to pass and receive credit for the course. For the upper level electives, which are not psychology courses, a grade of D- or above is a passing grade. In courses for which the student has not earned a passing grade, the course must be repeated until a satisfactory grade is achieved. Students may also attempt to work with the instructor independently to make up deficient work. In cases where a course has been successfully repeated, the higher grade and credit will be used in calculating the cumulative grade point average (GPA), although a record of the course will remain on the student's transcript along with the designation "R". Credit can only be earned one time for a course.

## **Withdrawal from a Course**

Student may withdraw from courses up until 4 weeks before the last day of classes, and the grade of "W" will be assigned. No credits will be earned for a withdrawn class, and the "W" grade will not be used in calculating a student's GPA. There will be no tuition refunds for courses from which a student withdraws during the quarter.

The PAU Bachelor of Science programs have a fixed schedule of courses, all of which are required to obtain the BS degree. Courses are only offered one time per year. Should a student withdraw from a course, they will be required to take the course again in the following year for an additional fee. Students who are unable to complete a course on time are encouraged to request an "I" incomplete grade and to work with the professor to complete the course work prior to the end of the next quarter.

Withdrawal requests after the deadline for withdrawal, but before the end of the quarter, will be considered in extenuating circumstances. The instructor and Program Director will determine whether a withdrawal should be granted. Students who fail to withdraw from a course will receive whatever grade they have earned by the end of the quarter.

## Grade Point Average

Grade Point Averages (GPA) are calculated using the following formula

Unit hours per course X Numerical Grade	=	Quality points for per course
Quarter Grade Point Average	=	$\frac{\text{Sum of all Quality points for the quarter}}{\text{Sum of Unit hours attempted that quarter}}$
Cumulative Grade Point Average	=	$\frac{\text{Sum of all Quality points}}{\text{Sum of all unit hours attempted}}$

## Academic Progress

All students must maintain a cumulative grade point average of 2.00 to be in good academic standing. Should a student's GPA fall below 2.00, they will be placed on academic probation and must raise their GPA to good academic standing in the subsequent 2 quarters. Should a student continue to be on academic probation for three consecutive semesters, they will be dismissed from the program.

## Course Load

The PAU Bachelor of Science program is designed to be a full-time program which students will complete in two years, 6 quarters in the Day program, and 8 quarters in the Hybrid program. A full-time course load is 4 courses per quarter for 15 -16 unit hours in the Day program and 3 courses or 15 unit hours in the Hybrid program. For exceptional reasons and with the approval of the Program Director, a student may request dropping to part-time status during a quarter. They will be charged prorated tuition for the units they take. Students who drop to part-time status will be required to make up the course(s) they miss in the following year. Students who drop to part-time status may risk losing their financial aid as a condition of most forms of financial aid is that a student be enrolled full-time.

## Attendance

Students are required to attend all class sessions. Should they be absent for health or other reasons, they should contact their instructors in order to make up missed work. Students, who miss an excessive number of class sessions and/or fail to turn in assigned work, risk receiving a failing grade for the course and should consider withdrawing. In either case, they will be required to take the class again in order to fulfill the requirement. Students who are absent from class because of illness should obtain medical certification of their illness. Under such conditions and with a medical excuse, some absences may be excused and the student allowed to make up missed work. Without a medical excuse, professors have no obligation to allow a student to make up missed work.

## Grade Appeals

The PAU administration, following legal and academic freedom precedents, may not overrule an academic evaluation by a member of the faculty so long as that evaluation has been given within the scope of the course, in good faith and on a rational basis. In sum, only grades apparently based upon non-academic criteria or a violation of PAU policy may be overturned by the administration.

**Informal Procedure:** When a student is dissatisfied with a grade that he or she has received in a course, their first step must be to meet with the instructor for clarification and review of the grade within five (5) days of receipt of the grade. If no resolution is reached, students may use the formal procedure described below.

**Formal Procedure:** If a student believes that non-academic criteria have been used in determining his or her grade, or that the instructor has otherwise breached PAU policy in assigning the contested grade, the student may appeal the instructor's evaluation in writing to the Program Director within five (5) days of completing an attempt at an informal resolution of the matter.

The appeal must specify the nature of the disagreement and include copies of all documents supporting the grievance. The student bears the burden of showing that non-academic criteria were used or that PAU policy was otherwise breached. The instructor will be given an opportunity to respond. All documents will be shared with both the student and the instructor.

The student, the instructor, and the Registrar will be notified of the decision by the Program Director in writing, within fifteen (15) days of receipt of the appeal. Retaliation for the filing of a grade appeal is strictly forbidden.

## Leave of Absence

A student who discontinues their studies with the intention of resuming study during a later quarter should file a Leave of Absence Request. Typical grounds for a leave of absence include medical or psychological problems, arrival of a child, and compelling personal reasons. Medical documentation (when appropriate) supporting a request for a leave should be submitted by the student. Leave requests are granted for only one quarter at a time and must be renewed if additional leave time is needed. A student is not charged for a leave request. Leave Request forms are available from the PAU Registrar's Office. For Financial Aid purposes, a Leave of Absence may be no longer than 60 days. Students who do not resume at least half-time attendance at the conclusion of 60 days are reported to their lenders as withdrawn as of the last day of attendance.

## **Administrative Leave**

Notwithstanding any other policy, PAU reserves the right to place a student on administrative leave in response to disruptive or other behaviors that interfere with the PAU/De Anza/Foothill communities. In instances where PAU believes that the behavior may be caused by, or related to, psychological or other health issues, the student may be required to undergo a mandatory independent medical evaluation. Temporary or indefinite withdrawal and/or other administrative action as deemed appropriate may be taken. Such action must be approved by the Associate Vice President for Academic Affairs or his/her designee, with possible consultation by others.

## **Withdrawal from Program**

A student who is considering withdrawal from the program is encouraged to meet with his/her Academic Advisor, their Program Director, and the Vice President of Student Services to discuss the implications of withdrawing. A withdrawal form, available from the Registrar's Office, must be completed by the student upon his/her decision to leave the program. Students who withdraw from the program will receive the designation University Withdrawal on their transcript. Tuition will be refunded based on the schedule in the PAU Academic Calendar.

## **Admission Policies and Procedures**

PAU accepts students into the Bachelor of Science Programs for the Fall quarter, and admissions are done on a rolling basis until all available spots are filled. The preferred application deadline for admission is February 15<sup>th</sup>, however, applications received after that date will be accepted and reviewed on a space-available basis. Applicants are invited to make an appointment with a representative from the Admissions Office for an interview. Arrangements can be made to accommodate students who wish to visit classes while they are in the application process. Open House events are held several times a year and are often helpful in acquainting applicants with the program, faculty and students.

Each prospective student's application packet is evaluated carefully in order to determine their academic qualifications, whether they have satisfied all requirements for transfer and to determine if the PAU program is indeed a good fit for their educational and career objectives. In evaluating an applicant, the Admissions Office looks for a previous record of satisfactory academic achievement and the potential to successfully manage studies at the Bachelor's level. Students are also evaluated in terms of how their personal and professional goals are a match for the programs' Psychology and Social Action theme or the Business Psychology theme.

## **Admission Requirements**

To be considered for admission to the PAU Bachelor of Science programs, all applicants must submit:



1. A completed undergraduate application form
2. Transcripts of all prior undergraduate study
3. Statement of Purpose

Applicants should have satisfied the following requirements or be in the process of satisfying them prior to the start of PAU courses:

- Completion of 90 quarter unit hours or 60 semester unit hours of coursework at an accredited community college or university.
- Completion of the California State University (CSU) general education breadth requirements (see p. 70) or the UC/CSU IGETC requirements or their equivalent.
- Cumulative GPA of 2.0 or higher for college and university level courses
- Successful completion of 4 undergraduate psychology courses, including; Introduction to General Psychology; and 3 other introductory level psychology courses.

Applicants who are deficient in any of these areas should speak with a representative of the PAU Admissions Office for further evaluation. The PAU Admissions Office reserves the right to modify these admissions criteria if they believe that an applicant's academic record and preparation will allow them to be successful in the Bachelor of Science programs. Applicants must have completed at least 90 transferable quarter hours prior to matriculating to PAU, as the PAU programs provide only 90 quarter unit hours, and 180 are required for graduation.

## **Transfer Unit Evaluation Procedures**

Students entering one of the PAU Bachelor of Science programs will have already obtained or be in the process of obtaining an Associate of Arts or Associate of Science degree or its equivalent in credit hours. Applicants must submit all official transcripts of their college level work in order to attest that they have met this requirement. Once all transcripts have been submitted, the PAU Admissions Office will complete a transfer credit evaluation to determine if the student has the necessary course work and units to matriculate into the program. All course work from accredited institutions, which are college level courses and neither college preparatory nor professional training courses and for which the student received a grade of C or higher, will transfer. Courses for which unsatisfactory grades were received, C- or below, even if they earned credit at the institution where the course was taken, will not be transferred. Students who have achieved an Associate's degree, or its equivalent 90 quarter units or 60 semester units with satisfactory grades and general education requirements, are eligible for admission into the PAU undergraduate programs. Students admitted into a PAU program will receive a copy of the transfer credit evaluation, which will become part of their official PAU record. Once the student begins an undergraduate program, their transfer credits will become an official part of their PAU transcript. Only the unit hours earned in transfer credit will appear on the transcript and not the grades. A maximum of 90 quarter units or 60 semester unit hours will be transferred to PAU, regardless of the number of credits that a student has taken elsewhere. PAU will determine which courses and credits transfer.

## **Conversion of Semester to Quarter Units**

The PAU Bachelor of Science programs operate on the quarter system. The average college course has a quarter unit value of 3 or 4 unit hours. Each quarter unit is equivalent to one 50 minute hour of classroom contact with a professor during a 12 week quarter. Therefore, a 4 unit course meets for 48 hours during the quarter. Courses taken at institutions using the semester system will be transferred using the following formula:

$$1 \text{ semester unit} = 1.5 \text{ quarter units}$$

In evaluating transfer credits, the PAU Admissions Office will examine not only the unit hours but also the content of the course(s) being transferred to insure that they indeed do meet the PAU admissions requirements. Credit for AP examinations with a score of 3 or higher will be granted as well.

## **International Students**

PAU is authorized under Federal law to enroll non-immigrant students. International applicants are reminded that they must demonstrate to the satisfaction of U.S. immigration/visa officials the availability of financial resources necessary to attend PAU. An applicant will not be able to secure a student visa, nor attend PAU, unless he or she is able to demonstrate these necessary financial resources.

International applicants whose first language is not English must submit results from the Test of English as a Foreign Language (TOEFL) score prior to having their application evaluated by the Admissions Office. A score at or above the 50th percentile is required. The PAU "Institution Code" for reporting TOEFL scores is 4638.

International student applicants to the Bachelor of Science programs need apply in a timely manner in order to obtain or to transfer their F1 visa to PAU prior to the start of classes.

## **Student Services**

### **Identification Cards**

Students in the Bachelor of Science programs will receive a PAU Student Identification Card, providing them access to the facilities at either the De Anza or Foothill campuses, and access to the PAU facilities in Palo Alto.

## **Health Insurance (Optional)**

Students at Palo Alto University are required to have health insurance. Students who are not covered by their own or their parents' health insurance may enroll in The Sentry Student Security Plan II Health. Students who already have health insurance may waive the Sentry insurance by completing a health insurance waiver form and providing proof of coverage. For those students who wish to enroll in the Sentry plan, they may enroll for coverage beginning in August of the year they begin their studies. Coverage is for the calendar year from August 1 to August 1 of the following year.

This student health insurance plan offers basic coverage for accident or sickness to a maximum of \$5,000.00 and has an additional major medical plan benefit of an additional \$45,000.00 for a total coverage of \$50,000.00.

The Sentry Student Insurance also offers additions plans including a lower coverage medical plan, optional catastrophic coverage, optional dental coverage, optional interscholastic sports coverage and optional prescription drug discount card coverage which students can sign up for themselves and their dependents.

To review the plan and enroll for coverage students should go to [www.ejsmith.com](http://www.ejsmith.com) , click on health plans at the top of the page, then click on California from the drop down menu in the middle of the page and click on 2010-2011, go over to the right hand side of the page and click on the brochure box to view the entire brochure and application. The minimum coverage period is for 4 months up to coverage for a full year. Questions about the insurance plan should be addressed to [jackie@ejsmith.com](mailto:jackie@ejsmith.com) .

## **Student Email**

All Palo Alto University students will be provided with a PAU student email account. The PAU email address will be the initial of your first name, last name @paloaltou.edu. For example: [jsmith@paloaltou.edu](mailto:jsmith@paloaltou.edu). Email is the principal means of communicating with students by both PAU faculty and administrators. Students should check their email accounts on a daily basis and are responsible for the information transmitted to them at their PAU account.

## **Student Services at De Anza & Foothill Colleges**

PAU Undergraduate students have access to some of the student services at De Anza and Foothill Colleges. These include access to the Campus Parking, Campus Center, Cafeteria, Library and Bookstores. Students, who wish and who are prepared to pay separate course fees, may also register for courses independently at either De Anza or Foothill Colleges, providing them with access to all student services. PAU students may purchase quarterly and annual

parking passes from the Bursar's offices at De Anza and Foothill Colleges.

### **"Handicapped" Parking**

All parking lots at De Anza and Foothill Colleges have designated blue "Handicapped" parking spaces. Persons with California State DMV disability permits or placards may park in these spaces without purchasing a De Anza parking permit.

Students whose disability impacts their mobility, but who may not have a DMV placard, can apply for a special temporary "D" sticker issued by DSS.

## **Resources and Facilities**

### **University Setting**

Palo Alto University is located in Palo Alto's rolling foothills, just above Stanford University. The University site includes classrooms and offices, a student lounge and kitchen, a research library and a student computer lab.

The PAU Bachelor of Science programs are located on the De Anza College and Foothill College campus in Cupertino and Los Altos Hills, both approximately 45 miles south of San Francisco and 5 miles west of San Jose. De Anza and Foothill Colleges each occupy a 100-acre campus in the heart of Silicon Valley. Cupertino is home to Apple, Compaq, Sun, Hewlett-Packard, and many other high-technology firms. Nestled near the base of the Santa Cruz Mountains, the college was named after Spanish explorer Juan Bautista de Anza. The Foothill/De Anza College District is one of the largest, community college districts in the country with an enrollment averaging 44,000 students.

De Anza is known for its distinctive architecture that harmonizes with the surrounding community and creates a natural, restful urban campus atmosphere conducive to study. The Foothill campus, located in the "foothills" of Silicon Valley has a much more rural feel with spectacular views of the surrounding hills and green spaces. The buildings on each campus are a blending of Spanish and modern architecture. Architectural accent points are expressed in buildings that serve unique functions, such as De Anza's Flint Center (a 2,570-seat performing arts auditorium), a newly renovated Olympic aquatics complex, a 5,000-seat Outdoor Events Arena, the 200-seat Planetarium and a 185-seat Recital Hall, the Advanced Technology Center, Science Center and the Kirsch Center for Environmental Studies. Foothill College is the home of the Krause Center for Innovation and a beautiful new Campus Center.

The Foothill/De Anza student bodies are very diverse. The enrollment on both campuses numbers over 40,000 and while most students are from the local communities, some 2,600 students are international students who come from more than 50 countries. Celebrating cultural

and ethnic diversity is part of the colleges' philosophies and is reflected in their course materials and at campus events and gatherings.

## **PAU Research Library**

The Research Library, located at the main Palo Alto University campus, exists to meet the educational needs of the institution and to support its instructional, research, and service programs. The Library maintains a highly specialized collection of books, journals, and audiovisual materials, with many in digital format, which are immediately accessible from on-line databases. Services are available to PAU students, staff, alumni, faculty, and friends of the PAU Library.

The Library website, at [www.paloaltou.edu](http://www.paloaltou.edu), publishes current hours and contact information.

### **Library Staff**

The Library is managed by the Vice-President for Information Resources and is staffed by a Reference Librarian, a Library Technician, and Student Assistants.

### **Collections**

The library contains extensive digital resources, paper volumes of books and journals, and multiple copies of psychological tests used in the assessment sequence are available for students to check out. PAU student dissertations are available in digital format from the Library. The Library also maintains an extensive list of journal holdings at other Bay Area libraries for your convenience. Audiovisual materials include over 500 audiocassettes and more than 200 videotapes and DVD's.

### **Reserves**

PAU has an electronic reserve system available online at <http://pgsp.docutek.com>. There is an additional Course Reserve section in the Library for books and articles that have been placed on reserve each quarter by instructors. Some of these materials are non-circulating and may be used in the Library only; others may be checked out. Materials on reserve for the comprehensive examinations are either non-circulating or available to borrow for a three-day loan period.

### **Services**

The Research Library offers a full range of resources and services. In addition to the print collections, the library has a virtual collection of online databases, all of which are available from off campus. These include hundreds of full-text books, journals and dissertations. The library maintains a number of computers with high-speed Internet access, Microsoft Office

software, and print capability. The reference librarian offers on-demand research assistance and instruction. The library is open daily except for holiday closures.

Access to more extensive collections is made available through interlibrary loan. There are nominal fees for interlibrary loans of books, journal articles, and dissertations. Please allow at least two weeks for receipt of Interlibrary Loan materials.

PAU students may request a seven-day pass for the use of Stanford's Cecil H. Green Library from the privileges desk at Green Lane Medical Library at the Stanford University Medical Center. Students requiring borrowing privileges or access in excess of the seven-day Stanford Library pass may either request the use of an Institutional Library Card from PAU's Librarian or purchase a Library card directly from Stanford.

Personal library cards are available at a fee from the University of California at Berkeley, San Francisco State University, University of California Medical Center in San Francisco, and other Bay Area libraries. Students with public library cards from the city of Santa Clara or San Jose may borrow materials from Santa Clara University Library or San Jose State University Library.

### **Student Responsibilities**

It is expected that PAU students will uphold ethical standards in their use of the Research Library. All materials must be checked out before leaving the library. All materials should be returned on or before the due date, so that other students may have access to them. Telephone renewals are available for most items; students should renew items if they need an extension. Students are welcome to place a hold on materials that are checked out.

### **Overdue Fines**

Library users may renew materials if no one else has placed a hold on the items to be renewed. If the late materials are not returned, a bill will be issued for replacement cost plus fines. All library fines are billed directly to the student's account. If not paid by the end of the quarter a hold is placed on registration for the next quarter.

### **De Anza College and Foothill College Libraries**

PAU undergraduate students have community access to the De Anza College or Foothill College Libraries.

## **Computer Lab**

The PAU Computer Lab provides access to Windows-based computers for individual work and course lab work. All computers in the Lab have SPSS®, WordPerfect Office®, Microsoft Office®, as well as access to the internet. The Lab is open the same hours as the library, including evenings and weekends.

## Financial Aid

Financial assistance is available to eligible undergraduate PAU students in the form of federal and state grants, institutional scholarships, Federal Student Loans and on-campus employment. Some types of government subsidized and/or alternative student loan funding is available to almost all students.

FAFSA Code	021383		
Mailing Address	Main Campus	Financial Aid Office 1791 Arastradero Road Palo Alto, CA 94304	
Jessica Ayres	Financial Aid Counselor	Tel. 650-433-3824 Fax. 650-433-34897	<a href="mailto:financialaid@paloinc.edu">financialaid@paloinc.edu</a>
Financial Aid Service		877- 387-0976	<a href="mailto:ugfa@paloinc.edu">ugfa@paloinc.edu</a>
Office Hours (Graduate Campus) - Monday through Friday from 8:30 am to 4:30 pm Office Hours (De Anza and Foothill Campuses) will be posted each quarter			

## Financial Aid Calendar

January 15<sup>th</sup> .....Financial Aid Application and Information Packets available  
 March 2<sup>nd</sup> ..... California State Grant Deadline  
 March 15<sup>th</sup> .....New student financial aid application deadline  
 May 15<sup>th</sup> ..... Returning student financial aid application deadline  
 Second week of classes..... Refund checks available from the Business Office

## Cost of Attendance for Financial Aid Purposes

Financial Aid eligibility at PAU is based on actual charges for tuition and fees as well as allowances for reasonable expenses not paid directly to the University.

Tuition and fee amounts are furnished by the Business Office and are available at [www.paloinc.edu](http://www.paloinc.edu).

Books and supply estimates are derived from faculty estimates. These costs vary by year in the program.

Transportation figures have been determined by a survey of students and the 511 organization (<http://511.org/>). 511 is managed by a partnership of public agencies led by the Metropolitan Transportation Commission, the California Highway Patrol, and the California Department of Transportation. Reasonable allowances are made for commuting costs to the campus or to internships.

Housing allowances are based on surveys of both students and assorted rentals in the vicinity of the campus.

Personal and miscellaneous allowances are based on averages and include student loan fee allowances.

The program mirrors the Financial Aid Office figures for cost of attendance in consideration with the above criteria.

## **The Financial Aid Process at PAU**

The information below is intended to acquaint you with the basic application procedures for financial aid at Palo Alto University. The goal of financial assistance is to make education accessible to all eligible students, regardless of their financial circumstances. Student loans are available to virtually all students, regardless of financial need. Student aid money is received from federal and state government agencies, PAU and private individuals and organizations. You are encouraged to thoroughly read through the following information. Should you have any questions or concerns, please do not hesitate to contact the Financial Aid Office at 1-877- 387-0976 or via email at [ugfa@paloaltou.edu](mailto:ugfa@paloaltou.edu).

### **Deadlines:**

Students wishing to be considered for financial assistance should first apply for admission to the PAU Undergraduate programs. A student must be accepted into a program before an evaluation of financial aid eligibility will be made. Applications are processed when a student's file is complete. Applications are reviewed in the order they become complete. It is in your best interest to finish the paperwork as early as possible. All required materials for new students should be received in the Financial Aid Office by March 15th. Continuing students should have completed all required materials by May 15th.

### **Eligibility: *Basic Requirements for Federal Aid***

To be considered for financial aid at PAU, a student must:

- Be formally admitted into a degree granting program;



- Be a U.S. citizen or Permanent Resident of the U.S.;
- Be enrolled or intending to enroll on at least a half-time basis (audit units do not count);
- Be registered with the Selective Service, if you are required to do so;
- Be making Satisfactory Academic Progress;
- Not be in default on a federal loan or owe a refund on other federal student aid programs;
- Demonstrate financial need by use of the Free Application for Federal Financial Aid (FAFSA) and related materials;
- Students with a prior bachelor's degree may not be eligible for certain federal aid programs. Please contact the Financial Aid Office if you have questions; and
- Students must submit documentation/academic transcripts to the Admissions Office to demonstrate eligibility for federal assistance.

### **Required Documents:**

- **Free Application for Federal Student Aid (FAFSA)** is the basic application for all forms of Federal, State and many types of private financial aid. When completing Step 6 of the FAFSA, list PAU as the institution to receive your information (the University code is 021383). The FAFSA is available at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).
- **Undergraduate Application for Financial Aid.** This application is specific to PAU and asks for additional and necessary information about you, your enrollment and graduation plans. Available on-line at [www.paloaltou.edu](http://www.paloaltou.edu).
- **Federal Student Verification Worksheet for Federal Student Aid Programs.** This form is used in the federal application process to compare the information from your FAFSA with signed copies of your (and your spouse's, if you are married) Federal tax forms. If there are differences between your application information and your financial documents, we can help you make any necessary corrections. There are two versions of this document. One is for dependent students and the other for independent students. The Department of Education will determine a student's dependency status based on data provided on the student's FAFSA. Available on-line at [www.paloaltou.edu](http://www.paloaltou.edu). PAU Financial Aid Office will notify you if this document is required.
- **Federal Tax Forms.** The Financial Aid Office will request, if needed, a signed copy of your federal tax forms. Dependent students will also need to submit their parent's 1040.
- **Other documentation.** The Department of Education may ask for additional information such as proof of citizenship, verification of non-taxable income, etc. This request may be from comments on your FAFSA acknowledgment or from the Financial Aid Office based on requests from the Department of Education. Please respond to additional requests for information within two weeks. Failure to do so may delay your financial aid notification or cause a student's file to be complete after some financial aid funding has run out.

### **The Financial Aid Application Process**

- **Collect your financial information.** It is easier to complete the FAFSA if you have finished your tax returns. If you use estimated information on the FAFSA you will

receive a notice on the FAFSA acknowledgment advising you to correct income and related fields with data from the completed forms. You may need:

- **Federal tax return**, if you file taxes. If you do not file taxes you will need to provide information on the Verification Worksheet or in a budget of your living expenses for the financial aid office.
- **Social Security Number**
- **Bank statements**
- **Untaxed-income records** (Social Security, Temporary Assistance for Needy Families, General Assistance or Veteran Benefits)
- **Investment records**
- **Your PIN:** By applying for your personal identification number, or PIN, at [www.pin.ed.gov](http://www.pin.ed.gov), ahead of time, you'll be ready to e-sign the electronic FAFSA on the web. If you provide an e-mail address, the U.S. Department of Education will send you an e-mail within one to three days explaining how to retrieve your PIN from a secure Web site. Otherwise, you'll receive your PIN by regular mail within seven to 10 days. Be sure to keep your PIN confidential and make sure you keep your pin number in your files. You will continue to use this PIN number for future FAFSAs, applying on-line for your student loans, checking your loan status, etc.
- **Your Alien Registration Number**, if you're not a U.S. Citizen
- Complete the **FAFSA on-line** at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov). Don't send any tax forms, letters of explanation or other materials with your FAFSA; they'll only be shredded. Any correspondence explaining your family's special circumstances should be sent directly to the PAU Financial Aid Office.
- **Pay attention to deadlines.** The PAU Financial Aid Application for new students is March 15th, however the PAU Fellowship Application for new students may have an earlier deadline. Deadline for continuing students is May 15th.
- Make sure you receive your **SAR or PIN e-mail**. If your e-mail includes a bulk mail or junk mail folder, your SAR or PIN e-mail may be placed into one of these folders if it's identified as SPAM by your Internet Service Provider. Some ISPs (AOL, Earthlink, Hotmail and others) may require that an e-mail address be listed in your address book before delivering the e-mail. **To help ensure you get your SAR or PIN e-mail, enter the following U.S. Department of Education e-mail address into your address book: [cpsnotify@cpsemail.ed.gov](mailto:cpsnotify@cpsemail.ed.gov)**. Also, be sure your e-mail address is current and entered correctly on your FAFSA or SAR and make sure your inbox isn't full.
- Applications will be reviewed as they become complete. All additional documents requested for by the Financial Aid Office must be received for a file to be considered complete.
- When your file is complete, it will be reviewed by the Financial Aid staff. Once your eligibility will be determined, your budget calculated, and your need analyzed. You will then be sent a Financial Aid Award Letter detailing the amount and types of assistance you may be eligible to receive as well as an estimate of your calculated expenses and resources for the year. Included in this mailing will be further information on student loans. On the Student Loan Request form you will be asked to accept this aid and let PAU know if you wish to accept (or reduce) loans and your preference for lenders. Your signed acceptance should be returned to the PAU Aid

Office. By meeting the above deadlines your loans will be here in time for each quarter.

- Students must reapply for financial aid each year.
- Please follow up to requests for further information within 14 days. Failure to respond may prevent your aid request from being processed in a timely manner.

## **Financial Aid Programs**

Students applying for financial assistance at PAU will be considered for the following types of aid:

### **Student Grants**

All students will be automatically considered for the Federal Pell Grant. A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded usually only to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a post-baccalaureate teacher certification program might receive a Pell Grant.) Pell Grants are considered a foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added.

Federal Supplemental Educational Opportunity Grant Programs. The FSEOG Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education. Priority is given to those students with "exceptional need" (those with the lowest expected family contributions, [EFCs], at the institution) and those who are also Federal Pell Grant recipients. Financial need is determined by the U.S. Department of Education, using a standard formula, established by Congress, to evaluate the financial information reported on the FAFSA and to determine the family's EFC. The fundamental elements in this standard formula are the student's income (and assets, if the student is independent), the parents' income and assets (if the student is dependent), the family's household size, and the number of family members (excluding parents) attending postsecondary institutions. Funds are limited and are awarded on a "first come first served basis". It is to the applicant's advantage to pay attention to the deadlines posted above.

### **State Grant Program**

By completing the FAFSA a student will automatically start the application process for the Cal Grant Program. There are two different Cal Grants that may be available to our students. Eligible students will automatically be considered for the most appropriate grant. Students MUST follow up with the state at <https://mygrantinfo.csac.ca.gov/logon.asp> to follow up on your application, view any messages concerning your eligibility, download the gpa form if required and find other useful information.

The Cal Grant information is derived from the FAFSA (Free Application for Federal Student Aid) data, and the first University listed on the FAFSA is the University of record for Cal Grant.

If you plan on attending our program and did not list PAU as the first University on your form the web grants web site will let you make that change.

## **Student Loans**

PAU participates in the William D. Ford Direct Loan Program and other alternative educational loan programs.

- The Federal Subsidized Stafford Loan is available to students who are enrolled at least half-time. Repayment starts 6 months after graduating or leaving University.
- The Federal Unsubsidized Stafford Student Loan may be available to independent students who meet criteria for eligibility as determined by federal regulations. Repayment starts 6 months after graduating or leaving University.
- The Federal Stafford PLUS Loan is a credit based federal loan available to parents of dependent students. The published interest rate is 7.9%. PLUS loans go into repayment within 60 days of a student ending classes.
- Financial aid disbursements are split equally over the enrolled quarters. Students eligible for a refund will receive notification from the Business Office that they may pick up refund checks from the Business Office during the first week of each quarter.

All new student loan borrowers in the Federal Student Loan Programs **MUST** complete a Federal Loan Entrance Interview or Counseling Session. Entrance counseling is a requirement and no federal loan will be disbursed without the student successfully completing this process. There is a similar requirement for a Federal Exit Interview.

Each student applying for financial assistance will receive a Financial Aid Notification letter that will explain the student's eligibility for financial assistance and how that eligibility was calculated. The student will see the cost of attendance, expected student contributions, estimated financial aid, and how that aid will be split over the academic year.

Borrower's Rights and Responsibilities under the Federal Student Loan Programs can be found in the loan application materials, on the Master Promissory Note provided to each borrower when the electronic application is completed, in the Entrance and Exit Interview materials and from Financial Aid Office staff. All consumer information is available on-line at [www.paloaltou.edu](http://www.paloaltou.edu)>Financial Aid>Consumer Information.

## **Satisfactory Academic Progress**

To be eligible for financial aid at PAU students must make reasonable and timely advancement toward completion of their educational objectives. This is known as Satisfactory Academic Progress (SAP). Federal mandates require Universities to measure SAP in both a quantitative and qualitative manner. A student is measured both on number of credits earned in a year and the grades obtained for those units.

Satisfactory Academic Progress is evaluated from the first classes attended by a matriculated student at PAU, regardless of whether or not the student received aid for these classes. Satisfactory Academic Progress is reviewed prior to University certification of a student loan application, prior to each loan disbursement, and at the end of each academic year. In order to be considered making Satisfactory Academic Progress, all financial aid applicants and recipients must meet the following criteria:

- Maintain the standards as set for by the PAU Student Evaluation Committee (SEC)
- All students must maintain a cumulative grade point average (GPA) of 2.00 to be in good academic standing. Should a student's GPA fall below 2.00, they will be placed on academic probation and must raise their GPA to good academic standing in the subsequent 2 quarters. Should a student continue to be on academic probation for three consecutive semesters, they will be dismissed from the program.
- The PAU Bachelor of Science program is designed to be a full-time program that students will complete in two years or 6 quarters or two years and 8 quarters for the Evening/Online program. A full-time course load is 4 courses per quarter for 15 -16 quarter unit hours in the Day program or 3 courses and 12 quarter unit hours in the Evening/online program. For exceptional reasons and with the approval of the program Director, a student may request dropping to part-time status during a quarter. They will be charged prorated tuition for the units they take. Students who drop to part-time status will be required to make up the course(s) they miss in the following year. Students who drop to part-time status may risk losing their financial aid.

Because of the time limit on eligibility, students are cautioned that multiple instances of breaks in attendance, withdrawals, incompletes or repeated or failed courses may result in future ineligibility for financial aid.

If mitigating circumstances (e.g. illness) contributed to a student failing to successfully complete a sufficient number of units and thus being placed on Financial Aid Probation, an appeal may be filed with the Financial Aid Committee. The Committee will review each appeal on a case-by-case basis for possible removal from Financial Aid Probation. Removal from probation will be based on the following criteria:

- The mitigating circumstances were unavoidable
- The circumstances were beyond the student's control
- The student supplies the Director of Financial Aid with documentation from an official source verifying the circumstances
- The student agrees to specific conditions imposed by the Director, which will lead to appropriate Satisfactory Academic Progress.

The Director of Financial Aid has the discretion to waive Satisfactory Academic Progress requirements in any case in which a student has experienced undue hardship as a result of special circumstances.

A student whose financial aid has been discontinued may petition the Director of Financial Aid in writing for a reinstatement of aid once all official PAU records indicate Satisfactory Academic

Progress has been achieved. (The specific requirements for re-establishing SAP are detailed in the disqualification notice to the student.) Reinstatement of aid will be dependent upon the availability of funds.

Any decision by the Director of Financial Aid regarding SAP standards may be appealed, in writing, to the Student Evaluation Committee at PAU. Such written appeals are submitted to the Director of Financial Aid who forwards them to the chair of the SEC.

## **Third Party Release Forms (FERPA)**

The Family Educational Rights and Privacy Act of 1974 (FERPA) is discussed earlier in this catalog. In compliance with federal regulations the Financial Aid Office at PAU will not release a student's Financial Aid information to third parties (including parents of dependent students) without specific written permission from the student. Release forms are available in the Financial Aid Office and on-line in the Forms and Publications section of Financial Aid at [www.paloaltou.edu](http://www.paloaltou.edu).

## **Student Loan Deferment Request Forms and Verification of Enrollment**

Verification of Enrollment and Student Loan Deferment Requests are processed by the Registrar's Office at PAU. Please be sure that the student section of all forms is complete, signed and dated. There should be an address or fax number on the form for the Registrar to route the document once completed. The Registrar cannot certify enrollment for a student until the first day of classes.

The Registrar automatically provides the Student Loan Clearinghouse with enrollment confirmations each quarter. Students must be enrolled half-time or greater for federal student loans purposes.

## **Refunds and Repayments**

A student who plans to withdraw or request a Leave of Absence from PAU, after registering and paying fees for the quarter, should complete either a Withdrawal or a Leave of Absence form. These forms are available at [www.paloaltou.edu](http://www.paloaltou.edu). The student must sign and date the original and their Program Director's authorization. Completed forms should then be submitted to the Registrar's Office. It is also important that you inform the financial aid office staff of your plans.

Students with loans who withdraw entirely from PAU before the first day of instruction and have not received a refund will have their loan funds returned to the lender.

Students who drop a class before it starts but have already received financial aid for the class may be required to repay some, or all, of their financial aid.

Audited classes are not eligible for financial aid.

Students who have financial aid and withdraw from all classes, before completing 60.1% of the term, may be required to repay a percentage of their financial aid. It is possible that a student might be eligible to keep only a portion of financial aid, based on the percentage of time attended for the current quarter. As an example, we will assume that the Fall Term is 81 calendar days in length. If the student dropped all classes during days 1 through 46 of the 81 day quarter, the student may be required to send money for that quarter back to the Department of Education. If all classes were dropped on calendar day 47 or later in the 81 day quarter, the student would not have to return federal financial aid to the Department of Education for that quarter.

### **Calculation of the “Return of Unearned Federal (Title IV) Aid” for Financial Aid Recipients**

When a recipient of financial aid withdraws, PAU must calculate the amount of financial aid that has been “earned” prior to the withdrawal date.

Any federal Title IV aid received in excess of the amount earned is considered to be “unearned,” and must be returned to the federal program from which it was awarded. The responsibility of returning unearned aid is jointly shared by PAU and by the student. The amount of financial aid that has been earned is determined by calculating the number of calendar days attended before the withdrawal date, divided by the total number of calendar days in the quarter (first day of classes until the last day of finals, excluding breaks of greater than five days). Once the earned and unearned percentages are calculated, the dollar amount of “unearned” federal Title IV aid is determined. When the 60.1%, or greater, point of time in the term has been reached the return of unearned aid to the Department of Education is no longer required. Federal aid at PAU for Return to Title IV purposes may include federal grants, state grants, the Federal Stafford Student Loan and PLUS Loan programs.

In almost all instances, the amount of the fee refund will be less than the amount that must be returned as “unearned” aid. A portion of this “unearned” aid is paid back by PAU during the refund procedure. Any repayment by PAU of the refund amount is first credited toward the total federal aid awarded for the same time period. If the refund amount is less than the calculation of the “unearned” aid, the student is responsible for paying the difference between the amount of the refund and the total “unearned” aid calculation. The University will inform the student, in writing, should this situation arise. Failure to repay funds may result in the student being ineligible for additional federal loans or grants.

The formulas for repayment are mandated by the Higher Education Amendments of 1998 for implementation in Fall 2000 and subsequent years.

## **Leave of Absence for Financial Aid Purposes**

A student who discontinues study with the intention of resuming study during a later quarter should file a Leave of Absence Request Form (available at [www.paloalto.edu](http://www.paloalto.edu)). This document must be completed, signed and dated by the student. The form must then be approved by the student's Program Director. Typically grounds for a leave of absence include medical or psychological problems; arrival of a child, during the term in which the child arrives and/or the term following; and compelling personal reasons.

During a leave, for PAU purposes, students are considered enrolled. For federal financial aid purposes a Leave of Absence may be no longer than 180 days even if the University approves a longer period of time. Students not resuming at last half-time attendance at the conclusion of 180 days or who have indicated they will not return before the 180 days must be reported to their lenders as withdrawn from the program as of the last day of attendance.

*Students should realize that after 180 days, a standard six month grace period will have expired. The student will go into repayment status for these student loans even though the University may consider the student still on an approved Leave of Absence.*

Students returning to study on at least half-time status may request an In University Deferment Form from their lender or loan servicer. Deferment forms are specific to a lender or loan servicer. Make sure you have the proper form generally available by download from the servicer's web site. Complete, sign and date the student section, and send the form (along with a mailing address for the lender or lender's agent) for processing to the Registrar, Palo Alto University, 1791 Arastradero Road, Palo Alto, CA 94304.

### **Withdrawal Date**

At PAU, the Registrar receives and processes the Withdrawal forms. It is the Registrar who determines the official date of withdrawal. This is the date the rest of the University uses for processing.

## **Consumer Information**

### **Refunds and Repayments**

#### **Tuition Refund**

A student withdrawing from a class or classes may be eligible for a refund. Refunds are based on the date the date of official notification as determined by the Registrar. Students withdrawing after the refund period are responsible for 100% of tuition and fees.

Term-specific dates are shown below:



Date Last Attended Class	Refund Calculation Rate
Through the first week of the quarter	100%
During the second week of the quarter	90%
During the third week of the quarter	80%
During the fourth week of the quarter	70%
During the fifth week of the quarter	60%
During the sixth week of the quarter	50%

- Fees are not refundable
- Admissions deposits are not refundable

Full time students at PAU are billed at a flat rate for their tuition and fees. If a student drops a class or classes, the tuition and fees are not reduced since the tuition rate is the same for 9 units or 15 units.

Any tuition refund must first be applied to all debts owed to PAU and financial aid programs. If refunds are due to the student a check will be issued after application of the refund to any and all charges remaining on the account. The refund procedure may take up to two weeks.

**Return of Federal Funds When Tuition and Fees Payments Are From Financial Aid**

Students receiving financial aid and who withdraw or drop all courses during the quarter should be aware of Refund and Repayment Policies and the impact these policies will have on current financial aid and continuing financial aid eligibility. Refund and repayment policies for financial aid students are determined by the Higher Education Title IV refund regulations from the Department of Education not the institutional refund policy shown above.

Federal Refund and Repayment calculations must be performed for students who receive Title IV funding (Federal Subsidized and Unsubsidized Stafford Student Loans, Federal GradPLUS Student Loan, Federal Pell Grant, Federal Supplemental Education Opportunity Grant) and who officially withdraw from all courses, drop out of all courses, are dismissed, take an unapproved leave of absence, or fail to return from an approved leave of absence prior to the 60% date of the term. All unearned aid must be returned to the federal aid programs as determined by the Federal Return to Title IV Programs process.

### **A simplified explanation of how the federal return calculation works:**

1. Number of days attended in a quarter  $\div$  days in quarter = % of quarter completed
2. Total aid disbursed  $\times$  % completed = earned \$
3. Total aid \$ disbursed - Earned \$ - \$ to be returned to the lender

One way to think of this process is that for each day a student is enrolled in a quarter the student “earns” or gets to keep a percentage of the financial aid. This “earning” process continues until the student passes the 60% point in the quarter. After the 60% time the student “keeps” the financial aid. Before the 60% point a portion of the financial aid is “unearned” and must be returned to the lender or Department of Education. While it is not always possible, it is in the student’s best interest, to maintain attendance to avoid repayment of funds to the federal programs.

A copy of the Federal Return to Title IV Funds calculation will be sent to all students having federal financial aid with other Student Loan Exit information at time of withdraw.

If, according to federal regulations, it is determined that a student owes money back to any of the federal programs the student will be ineligible to receive further federal aid at PAU or any other institution, until this debt is cleared.

## **Program Completion and Placements Statistics**

The Palo Alto University’s Bachelor of Science degree program, in collaboration with the – Foothill – De Anza Community College District, was initiated in 2006. As of June 2012, 85% of students have completed the program in 2 years’ time.

## **Alcohol and Drug Policy**

College and university campuses may be particularly vulnerable to the abuse of alcohol and other drugs. Please read this information in order to support our promotion of low-risk, healthy choices concerning the use of alcohol and other drugs. PAU hopes all students will lend support to this effort.

This is a summary of the University’s policies and programs relating to substance abuse on our campus. This information is sent to students annually as a requirement of the Drug Free Universities and Communities Act of 1965, amended 1989, and the Drug Free Workplace Act of 1988. Universities that receive federal funds in any form are required to comply with the above acts. PAU must take affirmative steps to prohibit the unlawful manufacture, distribution, possession, and use of controlled substances in the workplace.

Students who have questions regarding this policy should contact the Vice President of Student Services (650) 433-3818; faculty should contact the Vice-President of Academic Affairs (650) 433-3830 and staff should contact the Director of Human Resources (650) 433-3816.

Criminal penalties for trafficking are dependent upon several conditions including the substance, amount and whether the matter is a first offense or repeated offense for an individual or other legal entity. Penalties may involve monetary sanctions and/or prison terms up to and including life in prison.

The California Alcoholic Beverage Control Act protects the safety, welfare, health, peace, and morals of Californians, eliminates the unlicensed and unlawful manufacture, sale and disposal of alcoholic beverages, and promotes temperance in the consumption and use of alcoholic beverages. (Bus. And Prof. Code 23001) A person convicted of a violation of this act is guilty of a misdemeanor or felony depending upon the violation.

The California Uniform Controlled Substances Act divides controlled substances into five schedules, which may be found in sections 11053-11058.

### **Description of Health Risks**

**Alcohol:** When alcohol is abused, the consequences to the body can be severe. All systems of the body are affected. The effects on the central nervous system include poor memory, premature aging of the brain and loss of reasoning ability. There is also the possibility of an increase of cancer of the mouth, larynx and the esophagus along with the possibility of heart rhythm disturbances and significant liver damage.

**Marijuana:** Users often have chronic bronchitis and run the added risk of lung cancer. Heavy users may show slow and confused thinking, loss of energy, abdominal cramps and diarrhea. Other side effects associated with marijuana are chromosome damage, decreased levels of the male sex hormone, and brain damage.

**Cocaine:** Cocaine abusers often have a stuffy, runny nose with eczema around the nostrils and possible perforation of the nasal septum. Cocaine can also cause delirium, hallucinations, blurred vision, severe chest pain, muscle spasms, convulsions, and death.

**Amphetamines:** These drugs can cause very rapid or irregular heartbeat, tremors, loss of coordination, collapse, even death from heart failure or from burst blood vessels in the brain. Heavy users are prone to irrational acts.

**Heroin:** This is an opiate drug that causes diminished pain reactions. Some of the risks associated with heroin include slowing of the heart rate to a degree, which can cause coma or death, chronic constipation and depression of male and female sex hormones.

PAU students are encouraged to seek assistance for drug and alcohol problems through their family physician or the PAU Clinic Director, who can refer them to appropriate resources (community or private agencies) that provide confidential substance abuse counseling.

## **Statements of Disciplinary Sanctions**

*Students* who have violated laws governing the use of alcohol and illicit drugs will be subject to sanctions ranging from suspension up to and including expulsion and may be referred for prosecution.

*Staff/Faculty members* of PAU may be subject to disciplinary actions, up to and including dismissal, and may be required, at the discretion of PAU, to participate in a rehabilitation program as a condition of employment or re-employment. Violating California State statutes may also subject the staff member to criminal prosecution for violation of this policy.

Students/Staff/Faculty challenging the imposition of such sanctions may appeal through the grievance process as outlined in the appropriate *PAU Handbook*.

## **De Anza and Foothill College Campus Security**

The federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires "Campus Security Authorities" to report campus crime statistics to the Department of Education on an annual basis.

These documents are published in accordance with Section 201 P.L 101-542 as amended by P.L 102-26 the "Crime Awareness and Campus Security Act of 1990."

### **Foothill/De Anza Colleges Campus Safety/Security**

The Foothill/De Anza Security Department exists to serve and protect a social and academic environment that sustains and encourages moral and intellectual growth.

The Foothill/De Anza Security Department facilitate this goal by being as proactive as possible in anticipating and preventing unsafe conditions, protecting facilities and property, and protecting individuals from the imprudent or illegal acts of others. The commitment is to improve the quality of life and security of the campuses. Conflict resolution is the primary goal, to be realized through cooperation and understanding, or when necessary, through the imposition of administrative or legal sanction. Inherent in the application of sanctions is that such actions shall always be ethical and humanistic.

The Foothill/De Anza Security Departments are committed to join with the community in the dissolution of prejudice and stereotypes. The operational philosophy of "Peace-Keeping" and protecting the campus is a service that can exist only when it has the support and involvement of the total campus community. The departments are dedicated to the development of a constructive partnership with all segments of the Foothill/De Anza communities in an effort to create a safe and secure environment for learning and living together.

## **Crime Reporting Procedures 20 U.S.C. 1092 A**

Working together, safety and security within the properties of Foothill/De Anza Colleges are everybody's business. No community can be totally risk-free in today's society. Students, faculty, staff and visitors are partners in creating an atmosphere that is safe and conducive for learning. Foothill/De Anza Colleges maintain a Safety and Security Department, with personnel available between 7:00am and midnight. A person may report any criminal action or any other emergency between 7:00am and midnight by calling (650) 864-5555, or for emergencies, (650) 864-8911. Persons may also come directly to the College Safety and Security Departments on either campus.

After midnight and before 7am call 911 from a public telephone. Coins are not required when dialing 911.

No Foothill/De Anza District property may be removed from the campuses without expressed written permission from the department dean or area supervisor. Unauthorized removal of District property from a campus is a violation of the law and may be prosecuted by the District.

## **Campus Safety and Security 20 U.S.C. 1092 C**

Foothill/De Anza Colleges employ peace officers, community service officers, parking officers and student security officers. All peace officers are required by the college to successfully complete instruction under California Penal Code Sections 832 (Powers of Arrest) and 832.2 (University Peace Officers Training). Community service officers and parking officers are not peace officers but receive basic first-aid and CPR. Along with student security officers, they receive specialized training in campus safety and security operations. Foothill/De Anza Colleges have a Memorandum of Understanding with the Santa Clara County Sheriff's Department that provides assistance for incidents that require resources not available from the Foothill/De Anza College Campus Safety and Security Departments.

## **Crime Prevention 20 U.S.C. 1092 D/E**

One of the essential ingredients of any successful crime prevention program is an informed public. It is the intent of Foothill/De Anza Colleges to inform students and staff, promptly, of any criminal activity or security problems which may pose a reasonable threat to their physical safety. Such information will be distributed through in-house memos or bulletins and regularly published newsletters.

Another critical element of a campus safety program is training. The Campus Safety and Security Departments, Health Services and Student Activities offices sponsor programs on various topics ranging from sexual assault awareness to substance abuse prevention. Finally, all effective crime prevention programs include some measure of "people watching out for one another." All staff and students are asked to be Alert, Security-Conscious, and involved. Call

Campus Safety and Security, 864-5555 or 864-8911 for emergencies, whenever you see suspicious behavior, or any crime that is occurring.

### **Off Campus Crime 20 U.S.C. 1092 G**

The Santa Clara County Sheriff's Department provides Foothill/De Anza Campus Safety and Security offices with crime data for the areas surrounding the facilities operated by the Foothill/De Anza Community College District. Foothill and De Anza College will notify persons using these facilities when a security problem arises.

### **Substance Abuse 20 U.S.C. 1092 I**

According to Public Law 101-226, the Drug Free Universities and Campuses Act Amendment of 1989, the Board of Trustees of the Foothill/De Anza College District prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on the Foothill/De Anza College properties, and as part of any Foothill/De Anza College-sponsored or sanctioned activity.

Any student in violation of this policy is subject to disciplinary action up to, and including, expulsion from the Foothill/De Anza College facilities. Faculty and staff are subject to termination from employment for violations of the standards of conduct as specified in collective bargaining agreements and the California Education Code.

The Possession, use and sale of alcoholic beverages by anyone on the Foothill/De Anza College controlled properties (except Flint Center Events) is a misdemeanor. The use, sale or possession of any illegal drug is a violation of state law and any person found in violation may be subject to arrest by federal, state, local or campus law enforcement authorities. Criminal prosecution is separate from any administrative discipline that may be imposed by the District.

### **Crime Statistics**

**The crime data reported by the institutions have not been subjected to independent verification by the U.S. Department of Education. Therefore, the Department cannot vouch for the accuracy of the data reported here.**

### **Crime Statistics by Type by Year**

Crime Type	Year 2008	Year 2009	Year 2010	Year 2011
Aggravated Assault	0	0	0	0
Arson	0	0	0	0
Burglary	27	22	19	9

Homicide	0	0	0	0
Vehicle theft	1	3	1	2
Rape	0	0	0	0
Robbery	1	0	1	0

#### Arrests Statistics by Type by Year

Arrest Type	Year 2008	Year 2009	Year 2010	Year 2011
Alcohol violations	1	0	1	1
Drug violations	1	1	1	1
Warrants	1	1	2	2
Other	1	3	8	0

For more information about the institutions visit <http://www.fhda.edu/>

#### Residence Halls

There are no on-campus housing facilities at either the Foothill or De Anza College campuses.

#### Campus Safety and Security Services

- The Foothill & De Anza Campus Safety/Security provides a variety of services for faculty, staff, students and visitors:
- Delivery of emergency medical messages: If someone in your family is injured or ill, Campus Safety/Security & Grounds will make every effort to contact you in your regularly scheduled class.
- Escort service to your car: If you're feeling uneasy about walking to your car or to some other destination on campus, just telephone Campus Safety and Security at least five minutes before you would like to leave. Campus Security officers will be glad to walk with you. Occasionally there may be a slight delay but only when they are handling another security task in need of an immediate response.
- Accident or theft on campus: Should you be involved in an incident such as an auto accident or the theft of your property, contact Campus Safety/Security. If it's an emergency, call for immediate assistance to file a report. Reports are confidential, and upon your request, a copy may be sent to your insurance company for the purpose of the replacement or repair of your property.
- Lost and Found: Articles should be turned in, as well as claimed, between 7 a.m. and midnight any day of the week at the Campus Safety/Security offices.

- **Vehicle Assistance:** Service is available to anyone who is locked out of a vehicle or whose vehicle is in need of a battery jump. Just go to the Campus Safety/Security office and sign a form for permission. (Sorry, we cannot assist persons whose vehicles have power windows or power locks, or side air-bags, or assist with vehicles which are parked off campus.)

## **Emergency Telephones**

### **Parking Structure Telephones:**

When you need to reach the Campus Safety/Security office while you're in one of the De Anza parking structures, use one of the yellow emergency telephones on each level. They are directly below bright yellow signs which say "Emergency Telephone." Push the button, and your call will automatically be forwarded to the Campus Safety and Security office. After midnight, dial 911 at the public telephone near the ground floor elevators. Coins are not required when dialing 911.

### **Parking Lot Emergency Call Box Telephones:**

Yellow emergency call box telephones are located in parking lots. They are directly below blue and white signs which say "Call Box." Push the button, and your call automatically be forwarded to the Campus Safety and Security office. After midnight, dial 911 at a public telephone near the parking lots. Coins are not required when dialing 911.

### **On Campus Public Telephones:**

In case of an Emergency, use one of the public telephones located outside many buildings throughout the campuses. Coins are not required when dialing 911.

### **Referral Agencies**

The following referral agencies provide services FREE of charge:

- Battered women 24 Hour Hotline (408) 279-2962
- Rape 24 Hour Hotline (408) 287-3000
- Suicide and Crisis Service 24 Hour Hotline (408) 279-3312
- Psychiatric Service 24 Hour Hotline (408) 299-6234
- For further information contact:
- De Anza Health Services (408) 864-8732
- Foothill Health & Psychological Services (650) 949-7243
- Campus Safety/Security & Grounds Office - De Anza (408) 864-5555  
Foothill 650-949-7313



- Emergency please call: 911

## **Voter Registration**

You can register to vote online at: <http://www.ss.ca.gov/elections/votereg1.html>, or Santa Clara County voter registration information can be found at : Jesse Durazo, Registrar of Voters, 1555 Berger Drive, Bldg. 2 San Jose, CA 95112, (408) 299-VOTE, (408) 998-7314 Fax, 1-866-430-VOTE, E-mail: [registrar@rov.sccgov.org](mailto:registrar@rov.sccgov.org), Website: [www.sccvote.org](http://www.sccvote.org). Voter Registration Information and an on-line application link is also available through the California Department of Motor Vehicles at <http://www.sos.ca.gov/elections/elections.htm>. Voter Register Forms are also available for pick-up in the Foothill and De Anza Financial Aid Offices.

To be eligible to vote, you must be a U.S. citizen, a resident of California, and 18 years old on the day of the election. Other restrictions apply. You must be registered to vote at least 15 days before an election in order to cast your ballot.

## **Veterans Benefits**

Educational assistance is available for U. S. military veterans and members of the National Guard and Selected Reserve. The reserve includes those of the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, and the Army and Air Force National Guard. In some cases, dependents of veterans in certain categories may be eligible for these benefits. In all instances, eligibility is determined by the Department of Veterans Affairs (V.A.). Monthly benefits checks are sent by the V.A. directly to the student following verification of enrollment each quarter. Receipt of V.A. Benefits may have an impact on levels of other federal financial aid for which a student may be eligible. Inquiries regarding financial aid eligibility should be directed to the PAU Financial Aid Office.

The Department of Veterans Affairs educational benefits are paid at the end of each month during the quarter sessions for which the veteran is enrolled. A reasonable period of time should be allowed at the beginning of the academic year to accommodate processing by the V.A. All students must be matriculated (accepted and enrolled in a degree program).

Students who will attend University under the sponsorship of the V.A. Vocational Rehabilitation Program (Chapter 31) should make their initial inquiry to the V.A. by calling the toll-free number 1-800-827-1000. If approved for Chapter 31, the V.A. will issue authorization and appropriate forms to the University.

Congress has authorized a new education benefits program – Chapter 1607 - for certain activated Reservists who served at least ninety consecutive days of active duty after September 11, 2001. While the program has not yet been implemented by the V.A., additional information can be obtained from the V.A. at its Education Benefits webpage.



## Tuition and Fees

The Palo Alto University is a private, not-for-profit institute of higher education. Tuition and fees are established each year to cover operating expenses and salaries of professors and staff. Because of the cooperative relationships established between PAU and the community colleges on whose campuses the PAU program are taught, the tuition and fees for the PAU Bachelor degree programs are significantly lower than those of any other private college or university in the Bay Area. PAU is committed to providing affordable and accessible education to all residents of the Bay Area. PAU also has established a Tuition Stabilization Plan, which guarantees that students will pay the same level of tuition and fees during the two year of their program. Tuition and fees will not be increased during a student's tenure at PAU.

PAU is committed to providing quality education in sm all class settings. The student/faculty ratio is very low, allowing for extensive contact between professors and students. All professors have obtained the highest degrees in their profession. Students receive excellent academic advising and career counseling. Students in the undergraduate program have access to student services at both their local campus at at the PAU campuses. These include library and IT services, food services, access to handicap services, student activities, athletic facilities, etc.

### Tuition and Fees 2012-2013 Academic Year

	<b>Day Program (3 quarters)</b>	<b>Hybrid Program (4 quarters)</b>	
	<b>Quarter</b>	<b>Quarter</b>	<b>Annual</b>
Tuition	\$ 4,783	\$ 3,587	\$14,349
Fees	\$ 1,453	\$ 1,089	\$4,359
Total Tuition & Fees	\$ 6,236	\$ 4,676	\$18,708

## Tuition and Fees

Palo Alto University is accredited by the Western Association of Schools and Colleges and is eligible to participate in the Federal and California State financial aid programs. Students with demonstrated financial need may be eligible to receive Pell Grants, Federal Equal Opportunity Grants, Federal Works Study and to participate in the Guaranteed Student Loan programs. California high school graduates who meet eligibility requirements may also participate in the CalGrant program. PAU also has its own institutional scholarships that are available to eligible students.

## **UNDERGRADUATE PROGRAMS**

### **BACHELOR OF SCIENCE DEGREE PROGRAMS IN PSYCHOLOGY & SOCIAL ACTION AND BUSINESS PSYCHOLOGY**

#### **BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY AND SOCIAL ACTION**

The Bachelor of Science in Psychology and Social Action program at PAU is a 2 year degree completion program designed for students who have completed two years or 90 quarter units or 60 semester units of college course work and their general education requirements from an accredited college or university. The program provides two years of upper level, undergraduate course work in psychology and related social science courses. The program is built upon the theme of "The Science of Social Action in a Global Community." This theme brings together several critical elements. Psychology is the science of human behavior. The focus on social action emphasizes the manner in which we impact others and can bring about social change. Understanding human behavior involves not only psychology but also a range of other perspectives that place the behavior in a social, cultural, ethnic, political and economic context. Both the psychology courses and the other social science courses in the Bachelor of Science program are designed to provide students with perspectives and skills to become effective agents of social change in their personal and professional lives.

The learning objectives of the program are as follows:

- Students will develop knowledge of the most current theories and findings in psychology in order to understand human behavior.
- Students will have knowledge of how biological and social factors influence human behavior.
- Students will have knowledge of how cultural factors influence both individual and social behavior.
- Students will develop knowledge of how economic and political factors influence behavior.
- Students will have knowledge of how research helps one identify effective processes of behavior change.
- Students will develop an understanding of how organizations of social change operate in order to assist their clients.
- Students will develop practical skills through course work and internships in order to become effective agents of behavior and social change.
- Students will have a personal support system in the form of core and adjunct faculty and graduate student mentors.

## Requirements for the Bachelor of Science Degree in Psychology

Completion of 45 quarter units of psychology and completion of 45 quarter unit hours of upper level science and social science courses at PAU, including course work in Anthropology, Biology, Philosophy, Intercultural Studies, Political Science, Sociology, Economics and a three-quarter long Internship. A total of 180 quarter units of undergraduate courses (90 units of transfer credit and 90 units completed in the PAU program) are required for graduation, with an overall Grade Point Average of 2.00 or better. All course work in the PAU undergraduate programs are required. There are no elective courses.

### Psychology & Social Action Curriculum

A sample sequence of courses in the two year program, all of which are required, would be:

<b>Day Program</b>		<b>Evening/Online Hybrid Program</b>	
<b>Fall Quarter Year 1</b>		<b>Fall Quarter Year 1</b>	
<b>Courses</b>	<b>Units</b>	<b>Courses</b>	<b>Units</b>
SOCI300 Social Problems	4	PSYC300 Psychological Writing	4
PSYCH300 Psychological Writing*	4	MATH 320 Statistics for the Social Sciences	4
MATH320 Statistics for the Social Sciences	4	SOCI300 Social Problems	4
PSYC320 Social Psychology*	4	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>16</b>		
<b>Winter Quarter Year 1</b>		<b>Winter Quarter Year 1</b>	
PSYC340 Research Methods & Design	4	PSYC320 Social Psychology	4
PSYC330 Theories of Personality	4	PSYC340 Research Design & Methods	4
PSYC310 Psychology of Learning & Memory	4	PSCY330 Theories of Personality	4
BIOL350 Biological Psychology	4	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>16</b>		
<b>Spring Quarter Year 1</b>		<b>Spring Quarter Year 1</b>	
ANTH350 Cultural Anthropology	4	PSYC310 Psychology of Learning & Memory	4
PHIL300 Philosophy of Science	4	PSYC380 Psychology of Life Span Development	4
SOCI340 Fundamentals of Social Action	4	PSYC375 Cross Cultural Psychology	4
PSYC380 Psychology of Life Span Development	4	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>16</b>		
<b>Fall Quarter Year 2</b>		<b>Summer Quarter Year 1</b>	
PSYC390 Clinical & Abnormal Psychology	4	PSYC390 Abnormal & Clinical Psychology	4
PSYC360 Psychology of Gender	4	ANTH350 Cultural Anthropology	4
ANTH370 Ethnic Identity, Social Stratification	4	SOCI340 Fundamentals of Social Action	4
PSYC395 Senior Internship	3	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>15</b>		
<b>Winter Quarter Year 2</b>		<b>Fall Quarter Year 2</b>	
PSYC375 Cross Cultural Psychology	3	ANTH 370 Ethnic Identity & Social Stratification	4
PHIL310 Philosophy of Ethics	4	PHIL300 Philosophy of Science	4
POL310 International Political Economy	4	PSYC360 Psychology of Gender	4
PSYC395 Senior Internship	3	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>14</b>		

<b>Spring Quarter Year 2</b>		<b>Winter Quarter Year 2</b>	
PSYC385 Theories of Counseling	4	BIOL350 Biological Psychology	4
SOCI320 Globalization	4	POL310 International Political Economics	4
PSYC400 Senior Capstone	4	PSYC395 Senior Internship	4
PSYC395 Senior Internship	2	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>14</b>		
		<b>Spring Quarter Year 2</b>	
<b>Total Quarter Unit Hours for Degree</b>	<b>90</b>	SOCI320 Globalization	4
		PSYC385 Theories of Counseling & Psychotherapy	4
		PSYC395 Senior Internship	4
		<b>Total</b>	<b>12</b>
		<b>Summer Quarter Year 2</b>	
		PSYC400 Senior Capstone	4
		PSYC395 Senior Internship	2
		<b>Total</b>	<b>6</b>
		<b>Total Quarter Unit Hours for Degree</b>	<b>90</b>

### **Internships**

Students in the Psychology and Social Action program are required to complete a one year internship at a community agency or organization, which will provide the student with a practical experience in the application of the theoretical materials studied in class. Students may also satisfy their internship requirement by doing research for an equivalent number of hours. The internship generally involves 8 hours of work per week during the academic year. This may be accomplished one day per week, two half days per week or on another schedule arranged with the internship organization and the PAU internship coordinator. The internship will expose the student to an area where psychology is applied to real world problems. It may expose students to a field in which they are considering to work in the future and will assist them in making career decisions after graduation. The internship will also provide a valuable professional experience to assist with either entry into a field or in acquiring admissions to a graduate program. During their internship, students will receive supervision from a professional who is on site, and they will receive support in making the links between their internship experience and their course work by the PAU Internship Coordinator, with whom the student will meet regularly.

### **Senior Capstone Course**

A major component of the senior year will be the senior capstone course in which students are expected to integrate their classroom knowledge and applied experiences. The senior capstone course will be a topical course, the theme of which will change each year. One or more experts in a particular field of psychology and social action will teach the course, bringing their knowledge and expertise of the topic. Students will examine these topics in great depth, using the knowledge and skills they have developed in the program. They will produce a senior project that reflects their achievement of the major learning outcome goals of the program. The themes of the senior capstone class in the last five years have been "Career Development," "Cultural

Competency," "The Psychology of Good & Evil," "Substance Abuse," and "Critical Issues in Adolescence."

## **BACHELOR OF SCIENCE DEGREE IN BUSINESS PSYCHOLOGY**

The PAU Bachelor of Science program in Business Psychology is a 2 year degree completion program for students who have completed 90 quarter unit hours or 60 semester unit hours of transferable college credit or from an accredited college or university. The Business Psychology program provides two years of upper level, undergraduate course work in psychology, business and related social science courses. The Bachelor of Science in Business Psychology program provides students with knowledge of both the disciplines of psychology and business. The program is designed to provide a basic foundation in human psychology, human resources and business administration along with practical applications designed to improve on-going human and organizational performance. Graduates from this program will have an excellent foundation for entering careers in Human Resource, Marketing and Sales, as Organization Development Specialists or Consultants, as Trainers, as Applied Academic Researchers, or to prepare students for further education towards a Master's or Doctorate Degree.

### **Learning Objectives for the Bachelor of Science Degree in Business Psychology**

The development of the Business Psychology curriculum and its specific educational objectives has been informed by the input of professionals in the field, by examining the curriculums of other, top ranked institutions for benchmarks, and by incorporating the recommended learning outcome standards of nationally recognized professional associations, notably the American Psychological Association and the Society for Industrial and Organizational Psychology. The learning outcomes for the degree are:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
- Demonstrate information competence and the ability to use computers and other technology for many purposes.

- Communicate effectively in a variety of formats.
- Recognize, understand, and respect the complexity of sociocultural and international diversity.
- Develop insight into their own and other's behavior and mental processes and apply effective strategies for self management and self-improvement.
- Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Demonstrate competency in the following Industrial-Organizational Domains

- Ethical, Legal, and Professional Contexts
- Measurement of Individual Differences
- Criterion Theory and Development
- Job and Task Analysis
- Employee Selection, Placement, and Classification
- Performance Appraisal and Feedback
- Training: Theory, Program Design, and Evaluation
- Work Motivation
- Attitude Theory
- Small Group Theory and Process
- Organization Theory
- Organizational Development

### **Requirements for the Bachelor of Science Degree in Business Psychology**

Completion of 90 quarter units of upper division psychology, business and social science courses is required. All courses in the major are required. A total of 180 quarter units of undergraduate courses (90 units of transfer credit and 90 units completed in the PAU program) are required for graduation, with an overall Grade Point Average of 2.00 or better.

### **Business Psychology Curriculum**

#### 1. Upper level social science courses

- Philosophy (Ethics)
- Multicultural Studies
- International Political Economy
- Health and Wellness

#### 2. Psychology

- Psychology of Learning
- Statistics and Research Methods



- Theories of Personality and Assessment
- Social Psychology
- Developmental Psychology
- Normal and Abnormal Psychology
- Writing and Communication Skills
- Business Psychology Project I
- Business Psychology Project 2

### 3. Business

- Organizational Development
- Motivation and Work Satisfaction
- Employee Relations and Interpersonal Skills
- Fundamentals of Management
- Human Resource Management
- Financial and Business Planning
- Team Development
- Career Planning
- Change Management

The courses for the Business Psychology degree listed above are all required and designed to be taken in sequence. The curriculum is highly structured, with courses designed to complement one another and all leading to an organized set of desired learning outcomes.

### **Business Psychology Final Project**

All students are required to complete a Final Project, which will consist of a research project and will be done in two parts:

Part 1: Students will select a subject which has been covered in class in the program and they will develop a case study with a profit or non-profit organization with their advisor's approval. Students will observe, investigate or take part in one of the business psychology issues or practices in depth within this organization. For example, they might investigate how an organization implements a human resource policy or change, what is the process, leadership's role and behaviors, what are some of the best practices or obstacles, and apply the theories learned to explore solutions of the issue(s). Students will be supervised both on site and by one of the program's faculty in weekly meetings.

Part 2: Students will apply the APA style of writing to the Final Business Psychology Project Paper in order to present their findings. Students' papers shall demonstrate their understanding of

the human resources or behavior issues in the organization. Students will reflect on the integration of theories and best practices and they will develop recommendations for future research. Students will share their learning with each other by presenting their papers. Professors, the Program Director and business leaders will be invited to participate in the presentations and to evaluate the students' presentation and learning.

## Business Psychology Curriculum

A sample sequence of courses in the two year program, all of which are required, would be:

<b>Day Program</b>		<b>Evening/Online Hybrid Program</b>	
<b>Fall Quarter Year 1</b>		<b>Fall Quarter Year 1</b>	
<b>Courses</b>	<b>Units</b>	<b>Courses</b>	<b>Units</b>
BUSI301 Organizational Development	4	BUSI301 Organizational Development	4
BUSI320 Fundamentals of Management	4	PSYC341 Statistics & Research Methods	4
PSYC311 Psychology of Learning	4	PSYC311 Psychology of Learning	4
PSYC320 Social Psychology	4	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>16</b>		
<b>Winter Quarter Year 1</b>		<b>Winter Quarter Year 1</b>	
PSYC331 Theories of Personality and Assessment	4	PSYC320 Social Psychology	4
PSYC341 Statistics and Research Methods	4	PSYC331 Theories of Personality and Assessment	4
ANTH351 Multicultural Studies	4	BUSI320 Fundamentals of Management	4
BUSI370 Team Development	4	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>16</b>		
<b>Spring Quarter Year 1</b>		<b>Spring Quarter Year 1</b>	
BUSI340 Human Resource Management	4	ANTH351 Multicultural Studies	4
PSYC381 Developmental Psychology	4	PSYC381 Developmental Psychology	4
BUSI330 Employee Relations & Interpersonal Skills	4	BUSI 370 Team Development	4
PHIL310 Philosophy of Ethics	4	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>16</b>		
<b>Fall Quarter Year 2</b>		<b>Summer Quarter Year 1</b>	
BUSI300 Writing & Communication Skills	5	PSYC391 Normal and Abnormal Behavior	4
HLTH350 Health and Wellness	4	PHIL310 Philosophy of Ethics	4
BUSI350 Financial and Business Planning	4	BUSI340 Human Resources Management	4
PSYC391 Normal and Abnormal Behavior	4	<b>Total</b>	<b>12</b>
<b>Total</b>	<b>17</b>		
<b>Winter Quarter Year 2</b>		<b>Fall Quarter Year 2</b>	
BUSI390 Change Management	4	POLI310 International Political Economics	4
BUSI310 Motivation and Work Satisfaction	4	BUSI310 Motivation and Work Satisfaction	4
BUSI401 Final Business Psychology Project – Part 1	5	BUSI330 Employee Relations and Interpersonal Skills	4
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>12</b>

<b>Spring Quarter Year 2</b>				
BUSI381 Career Planning	4		<b>Winter Quarter Year 2</b>	
POL310 International Political Economics	4		HLTH350 Health and Wellness	4
BUSI402 Final Business Psychology Project – Part 2	4		BUSI350 Financial and Business Planning	4
<b>Total</b>	<b>14</b>		BUSI300 Writing and Communication Skills	4
			<b>Total</b>	<b>12</b>
<b>Total Quarter Unit Hours for Degree</b>	<b>90</b>			
			<b>Spring Quarter Year 2</b>	
			BUSI381 Career Planning	4
			BUSI390 Change Management	4
			BUSI401 Final Business Psychology Project - Part 1	4
			<b>Total</b>	<b>12</b>
			<b>Summer Quarter Year 2</b>	
			BUSI402 Final Business Psychology Project – Part 2	6
			<b>Total</b>	<b>6</b>
			<b>Total Quarter Unit Hours for Degree</b>	<b>90</b>

## **PALO ALTO UNIVERSITY**

### **Undergraduate Programs - Course Descriptions**

#### **Psychological Writing PSYC300**

This course helps students develop their writing, reading, critical thinking, and literature search skills within traditional formats for communicating scholarship in psychology. The course will cover the use of APA style for experimental reports and literature reviews. Assignments will emphasize how to interpret experimental findings and evaluate support for hypotheses. Other assignments will require students to synthesize findings from several published studies and draw conclusions about a body of research.

*4 Units*

#### **Psychology of Learning and Memory PSYC310**

This course provides students with an understanding of the scientific investigation of learning and memory. Both experimental and related theoretical developments are considered, as well as the application of the basic principles of learning and memory. Topics include classical and operant conditioning, stimulus control, schedules of reinforcement, choice, and punishment. Current theories about memory, including cognitive and neural organization of memory, mechanisms of remembering and forgetting, and why people sometimes falsely remember events that never happened will be explored.

*4 Units*

**Social Psychology PSYC320**

Students will learn about the scientific investigation of social behavior. Study included in the theory and empirical research in social psychology: conformity, obedience, helping, aggression; attitudes, persuasion, identity and roles; person perception, attribution, social judgment; interpersonal and intergroup relationships, social conflict, prejudice, stereotyping. Students will explore the implications of these concepts for explaining current social phenomenon.

*4 Units*

**Theories of Personality PSYC330**

The purpose of this course is to introduce students to the major theoretical perspectives and fundamental principles of personality. Students will be exposed to a variety of competing paradigms on personality, e.g., trait theories, psychoanalytical theories, humanistic and cultural theories, learning and cognitive theories. Students will develop an understanding of the relationship between these perspectives and how they apply to individuals in contemporary society.

*4 Units*

**Theories of Personality and Assessment PSYC331**

This course will introduce students to the major theoretical perspectives for understanding personality. They will be exposed to a variety of competing paradigms on personality, e.g., trait theories, psychoanalytical theories, humanistic and cultural theories, learning theories, and cognitive theories and shown how to use these theories to understand human behavior in their personal and professional lives. Students will also be introduced to the methods of personality assessment, particularly those used to assist individuals in making career decisions and those used in employee selection.

*4 Units*

**Research Design and Methods PSYC340**

This course teaches students the investigative designs and methods used in psychological research. Issues involved in the design of non-experimental and experimental methods of research, collection, analysis and interpretation of data, and writing reports will be covered. Students will conduct a research project and produce a professional report.

*4 Units*

**Statistics and Research Methods PSYC341**

This course provides students with an introduction to statistics for the social sciences and introduces the investigative designs and methods used in psychological research. Issues involved in the design of nonexperimental and experimental methods of research, including collection, analysis and interpretation of data, particularly in work environments, will be explored. Students will be taught to read and understand research reports. They will conduct a research project and produce a written report.

*4 Units*

### **Psychology of Gender PSYC360**

This course surveys the major issues concerning gender and the science of psychology in an attempt to answer the question: why is there a gender gap when women and men share more psychological similarities than differences? Topics include: developmental processes and gender; biology and gender; cross-cultural perspectives of gender; gender and power; language and gender.

*4 Units*

### **Cross-Cultural Psychology PSYC375**

This course studies psychology from various cultural perspectives with a view to identifying patterns of behavior that are universal and those that are culturally specific. The course looks at the extent to which American research findings apply to other societies and where such research fails to explain the behavior of other cultures. Also examined will be issues that arise in cross-cultural encounters and methods students can develop to facilitate cross-cultural communication and constructive engagement.

*4 Units*

### **Psychology of Life Span Development PSYC380**

This course explores psychological development from birth to adulthood. Infancy and the early and middle childhood years will be explored, followed by examining adolescence, early, middle and late adulthood. Topics will include: the principles and theories of development; perceptual, cognitive, social, and personality development; family, school, and other societal influences on development; physical, intellectual, and social development; identity; sexuality; changing social contexts; and life transitions.

*4 Units*

### **Developmental Psychology PSYC381**

This course explores psychological development from birth to adulthood. Infancy and the early and middle childhood years are explored, followed by examining adolescence, early, middle and late adulthood. Topics include: the principles and theories of development; physical, intellectual, and social development; identity; sexuality; changing in work and social contexts and life transitions. Theories of career and professional development will be explored in relation to today's rapidly changing global economy and the changing work environment.

*4 Units*

### **Abnormal and Clinical Psychology PSYC390**

This course examines the classification systems for abnormal behavior, and uses the DSM IV Multiaxial diagnostic system as the base for studying currently recognized major diagnostic categories. The major theories about the development of psychological disorders will be explored: analytic theories, behavioral, cognitive, humanistic, and biological. The course will review the various psychological and biological treatments currently used to assist clients with

these disorders.

*4 Units*

### **Normal and Abnormal Behavior PSYC391**

This course examines the classification system for understanding abnormal behavior and will examine the major categories of psychological disorders, including their symptoms and treatments. Major theories about the development of psychological disorders will be explored: psychodynamic, behavioral, cognitive, humanistic, and biological.

*4 Units*

### **Applied Social Psychology PSYC370**

This course explores the application of social psychological theory and research to evaluating the impact of social interventions, strategies, and shortcomings in personal and social decision making; the effects of mass media and other sources of social persuasion; conflict resolution and negotiation; applications in legal, medical, educational, and business settings. The issues that will be examined will be done so through the lens of three major theoretical areas within social psychology: social cognition, social relations, and social influence. These issues will include health, violence against women, volunteerism, the environment, and law.

*4 Units*

### **Theories of Counseling and Psychotherapy**

This course introduces students to the various theories behind the major models of psychotherapy practiced today, including psychodynamic, humanistic, behavioral, gestalt, cognitive and cognitive behavioral, feminist and family systems. Students will learn about the methods employed by these therapeutic approaches and will review the ethical guidelines that inform psychotherapists' work.

*4 Units*

### **Senior Internship PSYC395**

The Senior Internship is a yearlong, practical work experience at a human services organization, a nonprofit organization, a public agency or some other organizations involved with social action or social issues. The internship may also be related to research in psychology or social issues. The Senior Internship consists of approximately 280 hours of work experience spread out over three quarters of the student's senior year. It is designed to provide the student with hands on experience working with some of the social or psychological issues and the applications of psychology that have been discussed in classes.

*2 – 4 Units*

### **Senior Capstone Class PSYC400**

This is a topical course taught by an expert in the field of psychology and/or social action. The topics will be broad, requiring students to bring together the theories, practices, concepts and ideas that have been explored in earlier coursework and the experiences they have gained in their

internships and practical experiences. The topic will be chosen by faculty in the program each year.

*4 Units*

## **Business Courses**

### **Writing and Communication Skills BUSI300**

This course will help students develop their writing, reading, presentation, critical thinking skills, and creative thinking skills. They will learn literature search skills and how to use information technology. Students will be taught how to write papers using APA style, to create power point presentations, and to use these when giving oral reports. They will also develop their resumes and interviewing skills, and the professor will provide personal feedback to each student.

*4 Units*

### **Organization Development BUSI301**

This course explores the issues facing organizations in today's world. Topics include research and theories on what constitutes a healthy organization; how employees can grow and learn in the organization; and organization systems. Students will gain insight, assessment tools, and techniques to enable them to analyze an organization's development and intervene in addressing organizational issues.

*4 Units*

### **Motivation and Work Satisfaction BUSI310**

This course explores Maslow's and others' theory on motivation and its application to the work environment. Students will learn techniques in motivating employees, designing reward system and creating a work place environment that fosters work satisfaction. This course will introduce assessment tools to measure job satisfactions and research findings applicable to increasing job satisfaction.

*4 Units*

### **Fundamentals of Management BUSI320**

This course will provide an introduction to the history of management, and explore theories of management and leadership. It will also explore effective management characteristics and practices in successful organizations. Students will have a case study that involves learning about a current company and its best management practices. Students will also learn about the issues, challenges and requirements faced by the leaders of today and in the future.

*4 Units*

### **Employee Relation and Interpersonal Skills BUSI330**

This course explores how human beings relate to one another. It provides students with the skills that are needed to promote healthy and constructive relationships in the work place. Students will learn and practice communication skills, including listening skills, effective skills in relating to

others and conflict management assessment tools. They will explore ways to maintain and foster constructive relationships at work and social situations.

*4 Units*

### **Human Resources Management BUSI340**

This is a course in applied organization psychology. It examines the principles of human resource management in today's dynamic work place. It will explore the areas of organization learning, recruitment, job design, performance appraisal, labor relations including regulations that pertain to labor issues, training and the development of different levels of employees.

*4 Units*

### **Financial and Business Planning BUSI350**

This course introduces financial planning and management that relates to creating a business plan. Students will learn the fundamentals of finance and its relationship to the values and decision making process in an organization. They will also learn how financial planning impacts the way an organization's hiring and compensation practices are handled and their influence on employee behavior. Students will analyze salary data, compensation surveys and design compensation procedures allowing an organization to achieve higher human and organizational performance and business growth.

*4 Units*

### **Team Development BUSI370**

This course introduces students to the four stages of team development and the elements of effective teamwork. Students will examine obstacles to the formation of teams and the negative side of teams. The class work will include learning how to use assessment tools to measuring effective teamwork and to analyzing results. Students will also practice effective teamwork in the classroom by working on team projects and presenting the results to the class.

*3 Units*

### **Career Planning BUSI 381**

This course will cover the process of analyzing and creating a career path as well as include facets of Career Counseling for those students who wish to pursue this area as a career. This course will also cover the process of preparing oneself for the job search: identifying one's skills and qualifications. Furthermore, it will help students prepare a 'career story', research the job market, work with professional associations, rally and expand one's network, learn effective interviewing techniques, and learn how to handle the "highs" and "lows" that come with the job seeking process. Students will learn to examine their own career choices and this class will provide techniques on long-term career management and development strategies. Students will learn to make intelligent and well-informed decisions in choosing a career path and how to prepare for a career that fits with their goals, interests and values.

*4 Units*

### **Change Management**

This course is designed to examine how different personalities cope with change and the theories about change management. It will introduce students to the major theoretical perspectives and



fundamental principles of human personality in regards to organizations and change, and it will discuss cases in the high technology environment and the implications of these cases for organizations wishing to manage change effectively.

*4 Units*

### **Final Business Psychology Project BUSI401**

Students select a subject which the program has covered and they will develop a case study with profit or non-profit organization with their advisor's and professor's approval. Students will observe, investigate or take part in one of the business psychology issues that this organization is dealing with, e.g., how organizations implement a human resource policy or change, what is the process, leadership's role and behavior that is observed, what are some of the best practices or obstacles and apply the theories learned to explore solutions of the issue(s). Readings and lectures will provide materials to assist students in developing their project.

*4 Units*

### **Final Business Psychology Project Paper and Presentation BUSI402**

Students will work on and present the findings from their research project with a profit or non-profit organization. They will use APA style when writing their Final Business Psychology Project. The students' papers shall demonstrate their understanding of the human resources and behavioral issues in the organization. They will reflect the extent of their understanding and integration of theories and best practices, and their capacity to make realistic and relevant recommendations to the organization and for future research. The students will share their projects with each other by organizing a professional presentation of their projects, and their professors, the program director and business leaders will be invited to participate and to evaluate the students' presentation.

*4 Units*

## **Upper Level General Education Courses**

### **Biology Psychology BIOL350**

This course is a basic study of the structure and functioning of the human body. Emphasis will be placed on the interrelationships among different biological systems and upon developing a general understanding of the nervous systems and the brain. Students will investigate major biological principles; understand how cells function; examine the major physiological and anatomical characteristics of the human body; study how body organ systems function as a unit; and develop an appreciation for the interconnectedness of the human body's organ systems.

*4 Units*

### **Statistical Methods for the Social Sciences MATH320**

This course is an introduction to the statistical methods used in psychological research and will include topics, such as, techniques for organizing data, computing and interpreting measures of

central tendency, variability, and association, estimating confidence intervals, tests of hypotheses, t-tests, correlation, and regression, analysis of variance and chi-square tests, and the use of computer statistical packages.

*4 Units*

### **Fundamentals of Social Action SOCI340**

This course teaches students the basics of non-profit work: organization, leadership, communications, institutional research, budget management, volunteer workers, turning ideas and political beliefs into actions, etc. The course will be taught by an instructor and by guest lecturers who represent various aspects of the non-profit world.

*4 Units*

### **Philosophy of Science PHIL300**

This course explores what science is, what it does, and how it works. Students will examine the features of the scientific method, which distinguish science from pseudo-science; how theoretical considerations and experiments interact to shape the scientific picture of the world; how scientific theories evolve and how theories from different scientific disciplines are related; and whether science does or should purport to provide a literally true picture of the world. The course will consider not only what is peculiar to the culture of science, but also how this scientific culture fits into the culture of the larger society.

*4 Units*

### **Cultural Anthropology ANTH350**

This course provides an introduction to the concepts in the anthropological study of human behavior. It explores the ways of life of people in different societies and outlines various strategies anthropologists have used to study and understand them. Cultural anthropologists use the concept of culture to account for the tremendous variety of practices and beliefs that appear throughout the world. The capacity to create and sustain cultural understandings is unique to humans--culture is central to the human adaptation to physical, social and psychological environments. Topics to be covered will include the concept of culture, language, kinship and social organization, economics, socialization, psychology, politics, religion, and global issues.

*4 Units*

### **Intercultural Studies: Ethnic Identity and Social Stratification ANTH370**

This course is an introductory study of ethnic and racial identities—their meanings and functions—as they relate to the culturally diverse and socially stratified U.S. society. Students will explore the relationship between ethnic and racial identities and social stratification from different theoretical and personal perspectives. The course will assist students in developing their own perspective on several matters of social policy and debate, such as racial profiling, affirmative action, immigration, diversity-training programs, and reparations.

*4 Units*

**Multicultural Studies AN351**

This course explores the social construction of race, ethnicity, and gender through international and historical perspective. Each of these three kinds of hierarchical differences joins together a set of ideas about natural and cultural essences that serve to define and justify social boundaries. This course will survey the evolving theories of race, ethnicity, and gender among anthropologists, historians, and other scholars over the past three decades. It will also examine the role that these social constructs play in society and the work place.

*4 Units*

**Health and Wellness HLTH350**

This course is designed to provide students with the knowledge and research findings on impact of health and wellness on employees. It will cover the business aspects of Corporate Health Improvement Programs and its return on investment for companies, as well as their effect on employee productivity and effectiveness. The class will also discuss impacts of burn-out in the workplace and provide practical techniques on how to manage stress in the workplace and in everyday life. Students will explore the impact of health and wellness programs on employers by way of case studies.

*4 Units*

**International Political Economy POLI 310**

Students will explore political and economic issues facing today's dynamic global environment. Globalization refers to a variety of political, economic, cultural, and social changes that are currently transforming the world. Countries and economies are increasingly becoming more interconnected by flow of information, trade, money, immigrants, technology, and culture. Students will learn what globalization is and how it is affecting the economic and social development.

*4 Units*

**Sociology: Globalization SOCI320**

Globalization refers to a variety of political, economic, cultural, and social changes that are currently transforming our world. Countries are increasingly interconnected by flows of information, trade, money, immigrants, technology, and culture. Transnational corporations and political organizations (e.g., the UN) have grown in size and influence, as have the organized social movements that lobby or oppose them. The goal of the course is clarify what globalization is and how it is affecting societies around the world. This course provides an overview of globalization and its consequences, drawing on new theoretical ideas from sociology and related fields.

*4 Units*

**Philosophy of Ethics PHIL 310**

This course provides an introduction to moral philosophy and ethics. Students will examine problems that arise when individuals and organizations make moral decisions. Students will also consider several historically important and still prominent theoretical approaches to ethics

that attempt to provide systematic procedures for answering questions about right and wrong. Students in Business Psychology will learn from case studies of organization ethics and gain insights from real organizational practices when facing ethical issues. Students in the Psychology & Social Action Program will examine a variety of important moral issues, such as famine relief, euthanasia, abortion, and genetic engineering in order to develop methods of thinking about the reasons for and against the moral judgments we are tempted to make.

*4 Units*

### **PAU Undergraduate Faculty**

#### **Joshua Avera, MA**

B.A. in Psychology from CSU Fresno  
M.A. in Communications from CSU Fresno  
M.A. in Psychology from CSU Fresno

#### **Charles E. Baker, Ph.D.**

M.S. in Industrial and Organizational Psychology, University of North Texas  
Ph.D. in Counseling Psychology with an emphasis on Organizational Psychology

#### **Hilary Beech, M.S.**

B.S. in Electrical Engineering and Computer Science, University of London, England  
M.S. in Electrical Engineering, University of California Berkeley  
M.B.A., Stanford University  
M.A. in International Economics, University of California Santa Cruz  
**M.A. in Psychology, Institute of Transpersonal Psychology**

#### **Kamau Birago, Ph.D.**

M.A. & Ph.D. in Sociology from the University of California Berkley  
B.A. in Social Ecology from the University of California Irvine

#### **Daniel Bunce, Ph.D.**

B.A. in Philosophy and Psychology from U.C. Santa Cruz  
M.A. degrees in Philosophy and Psychology from Duquesne University  
Ph.D. in Clinical Psychology from Duquesne University.

#### **Rubye Cervelli, Ph.D.**

B.S. in Business Administration, University of Phoenix  
M.B.A. Business Administration, University of Phoenix  
M.A. Clinical Psychology, Institute of Transpersonal Psychology

Ph.D. in Clinical Psychology, Institute of Transpersonal Psychology

**Aneel Chima, Ph.D.**

B.A. in Consciousness Studies from the University of California Santa Cruz  
M.A. & Ph.D. in Psychology from the Institute of Transpersonal Psychology

**James O. Clifford, Jr., Ph.D.**

B.A. in Psychology & BA in Physical Anthropology from San Francisco State University  
M.A. in Experimental Psychology at San Francisco State University  
Ph.D. in Experimental Psychology from the University of California Santa Cruz

**Chris Cox, MA**

B.A. in Sociology, California State University, San Bernardino  
M.A. in Sociology, San Jose State University

**Ginny Estupinian, Ph.D.**

B.S. in Business Management, University of Phoenix  
M.S. in Clinical Psychology, Palo Alto University  
Ph.D. in Clinical Psychology, Palo Alto University

**William Froming, Ph.D.**

B.A. in Psychology from the University of Wisconsin, Madison  
Ph.D. in Psychology from the University of Texas, Austin

**Mark C. Healy, M.A.**

B.A. in Psychology from UC Santa Cruz  
M.A. in Psychology from the University of Akron

**Yotam Heineberg, Psy.D.**

B.A. in Psychology, Tel Aviv University  
M.A. in Clinical Psychology from the Palo Alto University/Stanford University Consortium  
Psy.D. in Clinical Psychology from the Palo Alto University/Stanford University Consortium

**Richard Hilt, Ph.D.**

B.S. in Mechanical Engineering, University of New Haven  
M.S. in Thermal Sciences, University of Denver  
M.A. in Economics, Temple University  
Ph.D. in Public Policy, University of Pennsylvania

**Toan (Tony) Huynh, M.B.A.**

M.B.A. Pepperdine University

B.S. San Jose State University

**Leslie Kimitsuka, M.B.A.**

B.S. in Nursing, San Jose State University

M.B.A., Business Administration with a concentration in Health Services Management, Golden Gate University

**Daniel Levy, M.S.**

B.S. in Chemical Engineering, University of Sao Paulo, Brazil

M.B.A in Business Administration, Stanford University

M.S. in Clinical Psychology, Palo Alto University

**Paul J. Marcille, Ph.D**

B.A. in Psychology from Ohio University

Ph.D. in Clinical Psychology from the Chicago Medical School

**Leslye C. Noone, M.A.**

B.A. in Psychology from San Jose State University

M.A. in Higher Education Administration from San Jose State University

**Steve Nuzzo, M.Ed.**

B.S. in Industrial Relations, La Salle University

M.Ed. in Instructional Theory and Development, Temple University

**Shani Robins, Ph.D.**

B.A. in Psychology, University of California Los Angeles

M.A. in Cognitive Experimental Psychology, University of California Irvine

Ph.D. in Cognitive Experimental Psychology, University of California Irvine

Ph.D. in Clinical Psychology, California School of Professional Psychology, San Diego

**Angel Roque, M.A.**

B.A. Social Anthropolog, University of California at Irvine

M.A. Cultural and Social Anthropology from Stanford University

Doctoral Candidate In Anthropology, Stanford University

**Sapna Sood, M.S.**

B.S. in Economics, University of Delhi, India

M.S. in Business Economics, University of Delhi, India

**Melissa Tamas, Ph.D.**

B.GS in Film, Video & Communication from the University of Michigan

M.A. in Cultural & Media Studies from New York University

M.A. in General Psychology from New York University

Ph.D. in Developmental Psychology from Clark University

**Jasmine Teleki, Psy.D.**

B.A. in Psychology from Wellesley College

M.S. & Psy.D. in Clinical Psychology from the Pacific Graduate School of Psychology –  
Stanford University Consortium

**Helena Maria Ting, Ed.D.**

B.A. San Francisco State University

M.A. San Francisco State University

Ed.D. University of San Francisco

**Sandra Trafalis, Ph.D.**

B.A. Rollins College

M.A. DePaul University

Ph.D. DePaul University

**Don Uy-Barreta, M.S.**

B.A. in Economics, University of Santa Cruz

M.S. in Economics, Golden Gate University

**Nader Vesseghi**

M.S.E.E. 1982, University of Southampton, England

Area of emphasis: Microelectronics. Graduated with highest honor

B.S.E.E. 1980, University of California, Santa Barbara

**PAU Administrative Staff**

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Secretary, Board of Trustees

Director of Alumni Relations

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**Mr. Dacien Sims**

Director of Admissions

**Ms. Eirian Williams**

Associate Director of Admissions

**Mr. Lenard Wilson**

Undergraduate Admissions Counselor

**Ms. America Bryant**

Director of Financial Aid

**Ms. Jessica Ayres**

Undergraduate Financial Aid Counselor



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Director of Undergraduate Programs

**Ms. Rita Martinez**

Program Manager, Undergraduate Programs

**Dr. Helena Maria Ting**

Program Director, Business Psychology Program

**Ms. Nathalie Macalma**

Program Assistant, Business Psychology Program

**Ms. June Klein**

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Assistant Controller

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Accounts Receivable Accountants

**Ms. Debbie Wu**

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Director of Information Technology

**Ms. Christine Kidd**

Vice President of Information Services

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Reference Librarian

**Ms. Elizabeth Hilt**

Vice President of Student Services

**Ms. Lisa Harris**

Associate Director of Student Services for International Student Advising

**Reverend Byron Bland**

Ombudsman

**Mr. Jon Kaplan**

Vice President of Institutional Advancement

**Ms. Kemper Mitchell**

Director of Alumni Relations