



**LOS ANGELES PACIFIC**  
UNIVERSITY

Azusa Pacific  
University System

# 2018-2019 UNDERGRADUATE CATALOG

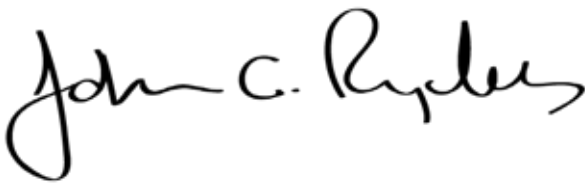
## Welcome to Los Angeles Pacific University

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

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

We are a caring community that seeks to serve with grace the needs of our colleagues and students. Serving others can be one of the most enriching experiences in life—for the giver and the receiver. We are committed to the value of caring and the reflection of opportunities to serve others as a core dimension of your LAPU learning experience. We are a learning community, seeking to continually nurture new thinking that generates and contributes to ongoing learning for all. We are dedicated to academic excellence. Our professors are comprised of distinguished men and women—gifted teachers with a commitment to our core value of learning and high academic standards. We believe that education should prepare you to think and reason as you become a lifelong student.

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

A handwritten signature in black ink that reads "John C. Reynolds". The signature is written in a cursive, flowing style.

**John C. Reynolds, Ph.D.**  
President

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The information and policies included in this catalog are accurate as of July 1, 2018. The university reserves the right to make changes of any kind whenever these are deemed necessary or desirable.

# 1

## General Information



The University's Christian Worldview  
Statement of Faith  
Statements of Vision and Purpose  
Core Organizational Principles  
Core Values  
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LOS ANGELES PACIFIC  
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# The University's Christian Worldview

The Statement of Faith, Vision and Purpose Statements, Principles, and Core Values of Los Angeles Pacific University provide a solid foundation on which to build positional statements of the institution as a Christian university. These documents evidence a strong Christian commitment and form the core of the increasingly far-reaching nature and scope of the Azusa Pacific community. They give expression to a strong, clear, unswervingly Christian worldview that permeates the university and guides its activity. As its guiding center, the university is able to grow more effectively in the confidence that its Christian nature will flourish. The documents have been part of the growing history and serve as a cohesive core. Each evolves from the other, providing consistency and natural coordination that demonstrates the university's worldview as thoroughly Christian.

1. The **Statement of Faith** is the central statement of the university in matters of identity and nature. It provides a Christian declaration of the theological underpinnings on which the university is built. It contains a clear description of faith and living as a reflection of the institution's heritage of integration of right belief and right living.
2. The **Statements of Vision and Purpose** provides the direction and task to which the university applies its resources and effort, with the understanding that the integrative nature of faith cannot be fulfilled apart from a mission of transformation consistent with a Christian commitment.
3. The **Principles** describe the nature of the university in living out core values in the pursuit of its mission.
4. The **Core Values** serve as a strategic guide to focus the efforts needed to fulfill the university's mission. They reflect the strategic emphases of implementation.

## Statement of Faith

We believe the Bible to be the inspired, the only infallible, authoritative Word of God.

We believe that there is one God, creator of heaven and earth, eternally existent in three persons—Father, Son, and Holy Spirit.

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory.

We believe in the fall and consequent total moral depravity of humanity, resulting in our exceeding sinfulness and lost estate, and necessitating our regeneration by the Holy Spirit.

We believe in the present and continuing ministry of sanctification by the Holy Spirit by whose infilling the believing Christian is cleansed and empowered for a life of holiness and service.

We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life and those who are lost to the resurrection of damnation.

We believe in the spiritual unity of believers in our Lord Jesus Christ.

## Daily Living Expectations

The following are fundamentals held to be essential and the university expects lecturers and staff not only to believe in them, but to practice them in daily living:

A caring, effective love both to God and humanity

A Christ-like unity and acceptance among believers

A lifestyle dedicated to God's will in society

A growing, victorious state of mind because of the indwelling Christ

A daily affirmation of Christ as Lord

A willingness to serve the Lord, even when it involves sacrifice

A desire to be sensitive to the personal work of the Holy Spirit

A working faith in God's promises for all needs and daily life situations

A witness for Christ without hypocrisy

A firm, committed desire to be God's person

## Statements of Vision and Purpose

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**Vision:** Los Angeles Pacific University (LAPU) exists to serve people around the world who desire education delivered in the context of faith, excellence, and flexibility, removing the barriers to affordability and accessibility.

**Purpose:** We create for people a new hope for the future, by investing in lives through learning pathways that are Christ-centered, flexible, and accessible.

## Core Organizational Principles

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### Christ Centered

We are believers who teach and serve from a Christian worldview.

### Academic Excellence

We are committed to educational excellence and quality certificates for professional skills and continuing education.

### Accessibility

We are committed to economic affordability, global delivery, and wherever feasible, open admission.

### Market Relevance

We are responsive to market demand, employer needs, and professional occupations.

### Organizationally Sustainable

We are economically viable and scalable, valuing the gifts, talents, and resources of the university.

## Core Values

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**Exemplary**—to honor God in our actions, attitudes, and aspirations.

**Caring**—to serve with grace the needs of our colleagues and students.

**Learning**—to continually nurture new thinking that generates and contributes to ongoing learning opportunities for all.

## University Learning Outcomes

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The following learning outcomes reflect the university's mission and priorities. These broad learning outcomes form the foundation for specific program learning outcomes.

Students who complete degrees at Los Angeles Pacific University shall:

### Christ

- Explain the relevance of Jesus Christ and His teachings to their major discipline, personal and professional values, ethics, and commitments.
- Explain how Scripture, tradition, experience, and reason contribute to the student's understanding of God's purposes in their personal, social, and professional choices.

### Scholarship

- Demonstrate effective written communication and online interaction skills.
- Critically evaluate, integrate, and apply knowledge.
- Achieve quantitative, technical, linguistic, and information literacy.
- Demonstrate competence in the content and methods of their chosen field of study.

### Service

- Apply acquired competencies through contributions to personal, academic and professional settings.

### Community

- Evidence an understanding of human behavior that recognizes the influence of diverse worldviews and experiences on societal or interpersonal relationships.

LAPU anticipates its students will continue to develop and use their knowledge, abilities, attitudes, and faith throughout their lives to benefit society, the Church, and themselves.

## Commitment to Faith Integration

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

Therefore, through their interactions and study at LAPU, our students will be able to:

1. apply a Christian worldview to their life and work in the world;
2. articulate how and in what ways their life journeys connect to God's story;

3. contribute to the learning community at LAPU; and,
4. recognize God's work in the world through all academic disciplines.

## Commitment to Program Learning Outcomes

Los Angeles Pacific University is committed to university-wide assessment processes. Each program has identified specific program learning outcomes, which are available in the catalog description of each degree program.

## Diversity Statement

Los Angeles Pacific University is deeply committed to God-honoring diversity as reflected in its mission, academic vision, and positional statements. As part of LAPU's commitment to God-honoring diversity, each individual should expect to be treated with respect regardless of personal background and abilities.

## Drug, Alcohol, and Tobacco Free Campus

It is LAPU's policy to make every effort to provide and maintain a drug-free campus and workplace. For further details, see the full policy statement at <https://www.lapu.edu/about/what-we-believe/positional-statements/>.

## Student Code of Conduct

LAPU is committed to fostering a campus environment that is conducive to genuine learning and personal/spiritual development. The student conduct program within the Office of Student Success is committed to an educational and developmental process that balances the interests of individual students with the interests of the LAPU community.

A community exists on the basis of shared values and principles. At the University, student members of the community are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, community, respect, and responsibility.

Each member of the LAPU community bears responsibility for their conduct. When members of the community fail to exemplify these four values by violating the rules campus conduct proceedings, including sanctions, are used to assert and uphold these community expectations. While development is always the goal, when a student is unable to conform their behavior to community expectations, the student conduct process may determine that the student should no longer share in the privilege of participating in this community.

For further details, visit [www.lapu.edu](http://www.lapu.edu).

## Statement of Academic Freedom

At Los Angeles Pacific University, we believe that all truth is God's truth, and that God has made it possible for humankind

to access, discover, and understand truth. We also affirm that the knowledge of truth will always be incomplete and that people, including those with educational credentials, are fallible and may interpret data and ideas imperfectly.

Therefore, academic freedom from a Christ-centered perspective must be carried out with civility, mature judgment, and the awareness of the broad representation of Christian faith that exists within this institution. Accordingly, LAPU affirms its commitment to freedom of inquiry and expression in academic endeavors.

The university recognizes that academic freedom has historically been defined both by broadly accepted academic standards and by the mission and character of the institution in which it is practiced. LAPU seeks to maintain an academic community in which lecturers are free to engage in rigorous scholarly inquiry and expression within an intellectual context shaped by the evangelical Christian tradition. In addition to this freedom, LAPU seeks to pursue scholarly inquiry and expression in a way that extends and enriches the academic disciplines from the unique resources provided by the institution's identity.

Thus, at LAPU, academic freedom is defined both by the commonly accepted standards of the academy and by those commitments articulated in the documents that are central to the university's identity as a Christian university. These documents articulate the central commitments which shape the academic community, and thus the practice of academic freedom, at LAPU: a belief in God as the Creator of all things, in Jesus Christ as Savior and Lord, in the Holy Spirit as teacher and guide, in Scripture as God's authoritative and infallible revelation, and in the Christian community as an expression and vehicle of God's redemptive work in this world. The university follows these principles in its practice of academic freedom:

- Lecturers are entitled to the rights and privileges, and bear the obligations, of academic freedom in the performance of their duties. Specifically, lecturers are free to pursue truth and knowledge within their disciplines in the classroom, in their research and writings, and in other public statements in their field of professional competence. At all times lecturers should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others.
- Lecturers are entitled to freedom in the classroom in discussing their subject. Lecturers should be careful not to introduce into their teaching controversial matter which has no relation to the subject.
- While lecturers are members of the global community, as scholars and members of the LAPU community, lecturers should remain cognizant that the public will form perceptions of their profession and their institution by their utterances.
- In the practice of the academic vocation, complaints against lecturers may be generated. Lecturers shall be

protected from any request to retract or modify their research, publication, or teaching merely because a complaint has been received. Only complaints alleging lecturers' violations of professional standards of the discipline or of advocating positions incompatible with the central commitments of LAPU as a Christian university shall be considered, and then only when the evidence supporting the allegation is more substantial than rumor, inference, or hearsay.

- In the event that a lecturer believes his or her academic freedom has been unduly restricted, he or she may pursue resolution of this issue through the existing lecturer grievance procedure as articulated in the Academic Handbook.

## Accreditation

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Los Angeles Pacific University is accredited by the Western Association of Schools and Colleges: Senior College and University Commission. Accreditation documents and information are available from the chief academic officer.

Los Angeles Pacific University is approved for the training of veterans under the Veterans' Bill of Rights.

## History

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The Azusa Pacific University System dates back to 1899 with the establishment of the Training School for Christian Workers, the first Bible college on the west coast, geared toward training students for ministry and service. By 1939, the Training School for Christian Workers began offering four-year degrees and was renamed Pacific Bible College. PBC continued the "God First" tradition and mission of the original school, but with expanded academic offerings. As the school grew, space became a pressing issue and, in 1947, moved to APU's current location in Azusa, CA. After continued expansion and development of the new campus, the school was renamed Azusa College in 1957.

While the Training School for Christian Workers was evolving into Azusa College, a parallel history was unfolding. In 1903, the Free Methodist Church established the Los Angeles Free Methodist Seminary with a goal of providing a quality Christian education. By 1923, the school expanded and began offering college-level courses and changed its name to Los Angeles Pacific Junior College – the first private junior college in California. As academic offerings broadened, LAPJC achieved status as a four-year institution and became Los Angeles Pacific College.

In 1965, the Boards of Trustees of Azusa College and Los Angeles Pacific College approved a plan to merge the two schools. There was mutual agreement that the newly merged institution would take the name of "Azusa" from Azusa College and "Pacific" from Los Angeles Pacific to become known as Azusa Pacific College. The subsequent years saw rapid expansion of land, facilities, and student population. In 1981, APC president Paul Sago proposed to the Board that the college change its operating structure to that of a university. The Board unanimously approved the proposal and the change of name to Azusa Pacific University.

With the advances of technology and online education, APU saw an opportunity to expand the reach and accessibility of a Christian higher education to underserved student populations. In 2010, APU established Azusa Pacific Online University, which began offering classes in the fall of 2011. Following a merger with the School of Adult and Professional Studies in 2014, APOU became University College at Azusa Pacific University with a dedicated focus on serving the unique needs of post-traditional adult students.

In order to expand its academic offerings and continue efficiently serving the unique needs of adult students, senior leadership of Azusa Pacific University and University College decided that University College would pursue its own independent, regional accreditation as a separate institution. The new institution would be part of a newly created system of affiliated institutions called the Azusa Pacific University System. In the spring of 2018, University College was granted regional accreditation as Los Angeles Pacific University, thereby reviving the name that played such a vital role in the history of both institutions. LAPU launched its first semester under the new name in September, 2018.

## Location

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Los Angeles Pacific University is headquartered in the San Gabriel Valley community of San Dimas, 28 miles northeast of Los Angeles. Students may contact LAPU at:

**300 N. Lone Hill Ave., #200, San Dimas, CA 91773**

**Phone: (855) 527-2768**

**Email: [contact@lapu.edu](mailto:contact@lapu.edu)**

**Website: [www.lapu.edu](http://www.lapu.edu)**

## Regional Campuses

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The Azusa Pacific University System has six regional campuses that offer Los Angeles Pacific University's face-to-face programs throughout Southern California, including the High Desert, Inland Empire, Los Angeles, Murrieta, Orange County, and San Diego. For more information on these locations, visit [www.apu.edu/locations/](http://www.apu.edu/locations/).

## Statements of Compliance

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Los Angeles Pacific University, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, gender, age, disability, medical status, or status as a veteran. The university also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and operation of university programs and activities. This policy is in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act; and Title III and Section 504 of the Rehabilitation Act of 1973. The academic dean or designee is the compliance officer.

For inquiries concerning student issues related to discrimination, call (855) 527-2768.

## Title IX

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Los Angeles Pacific University is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. Sex discrimination violates an individual's fundamental rights and personal dignity. LAPU considers sex discrimination in all its forms to be a serious offense. This policy refers to all forms of sex discrimination, including, but not limited to, sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. For more information on LAPU's Title IX policy, please visit <https://www.lapu.edu/title-ix/>.

## Harassment Policy

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Employees of the university work to assist students in the several facets of university life. At no time is it acceptable to engage in a discussion that is less than courteous and professional. It is the university's policy that if at any time an employee or student believes that he or she is being harassed by anyone in a public contact or an inquiry situation, he or she should immediately end the conversation and report the matter to his or her supervisor or appropriate assistant dean.

## Clery Act

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

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



# 2

## Academic and Support Services

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University Libraries  
Tutoring Services  
Accommodations for Individuals with Disabilities  
Student Support Services  
Career and Vocation Center  
Bookstore  
Counseling Services  
Flexibility  
Online and On Campus  
Moodle



## University Libraries

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Los Angeles Pacific University students have access to more than 140 online databases, including 46,000 electronic journals, 130,000 ebooks, a 24/7 reference service, and online tutorial guides. LAPU students can check out books from Azusa Pacific University's libraries (the William V. Marshburn Memorial Library, the Hugh and Hazel Darling Library, and the James L. Stamps Theological Library). LAPU students can access additional resources or Interlibrary Loan services by contacting a local area library (subject to that library's policies).

## Tutoring Services

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Los Angeles Pacific University students have access to professional tutors who assist with writing projects, papers and other assignments. Tutoring takes place in an online classroom with real-time interactive feedback between the tutor and student. A limited number of these sessions is available at no cost.

## Accommodations for Individuals with Disabilities

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Los Angeles Pacific University partners with the Learning Enrichment Center (LEC) at Azusa Pacific University to coordinate accommodations for undergraduate and graduate students with specific disabilities. Accommodations are individualized based on the learning needs of each student and upon documented verification of disability. LAPU's student success department is the designated office for:

- Verification of disability
- Disability documentation archive
- Coordination of direct services for LAPU students with specific disabilities

### Procedure to Request Student Disability Accommodation:

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

The LAPU Academic Accommodations Application and documentation should be returned directly via email attachment to [studentsupport@lapu.edu](mailto:studentsupport@lapu.edu) or via fax at (626) 276-7029.

## Student Support Services

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

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

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

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

## Career and Vocation Center

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Students can access resources and support as they consider career and vocation choices through LAPU's Career and Vocation Center at [career.lapu.edu](http://career.lapu.edu). This online resource is available to all LAPU students in addition to basic support from the success coach.

## Bookstore

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Students can order books, digital textbooks and class materials online from the Azusa Pacific University Bookstore at [www.bookstore.apu.edu/](http://www.bookstore.apu.edu/) by selecting "buy" and the appropriate session and course.

## Counseling Services

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Student support staff are available to provide a personal and responsive support system to every LAPU student. However, student support services are unable to provide psychological counseling services. LAPU students have access to a limited number of crisis counseling sessions provided by a third-party aligned with LAPU at no cost to the student. With

respect to psychological, emotional, social, and spiritual wellness, LAPU students are encouraged to connect with their primary care physician, health service provider, local church and/or Christian counseling and outreach services.

## Flexibility

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

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

## Online and On Campus

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Los Angeles Pacific University programs are offered in online and face-to-face formats, giving students multiple pathways for their higher education experience.

LAPU's online courses are offered in an asynchronous learning environment, meaning students take classes where and when they need them. Students can access their online courses in the Course Portal at [course.lapu.edu](https://course.lapu.edu). LAPU courses are delivered through Moodle, a media-rich virtual-learning environment.

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

## Moodle

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Moodle is equipped with a variety of built-in communication, collaboration, assessment, and evaluation tools used for online course delivery, group forums, discussions, sharing of resources, and more. Los Angeles Pacific University provides centralized hosting and support for students using the Moodle software. Moodle is used by a number of Moodle is used by a number of higher education institutions in the United States.





# 3

## Admissions Policies

Admission to the University

Admissions Petitions

Admission Status

Policy Regarding False Information

Transcripts

Evidence of Proficiency

Transfer Applicants

General Education Information for Transfer Students

Non-Degree-Seeking Student Course Options

Admission of Homeschooled Students

International Admission

Re-admission and Re-enrollment

Notification of Admission

High School Concurrent Enrollment Program

Veterans' Education Benefits

Veterans' Information Bulletin

Veterans' Student Bill of Rights & Considerations

Prior to Enrollment

## Admission to the University

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

There are two pathways for admission to the university: undergraduate admission, and admission to our Concurrent Enrollment Program for high school students.

Undergraduate admission to the university requires applicants to possess an official high school diploma, GED, or homeschool certification/transcript. Applicants are also required to hold a minimum grade-point average of 2.0 (on a 4.0 scale) for all courses. Provisional admittance may be granted to individuals who do not meet the GPA. Applicants are required to submit a completed application along with applicable documentation. Required documentation varies by applicant, but may include official high school transcripts or other secondary school certifications (GED, homeschool certification, etc.) and/or official transcripts from each regionally accredited college or university attended. Please discuss with your enrollment counselor for further clarification.

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

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

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

## Admissions Petitions

There are three circumstances that require applicants to submit an admissions petition: applicants with a felony record, applicants dismissed from LAPU or from another academic institution, and applicants whose GPA falls significantly below the admission minimum (2.00).

Applicants with a felony record may be admitted to LAPU. A written statement in the form of an Admissions Petition is required if the violation occurred fewer than 10 years ago, or was categorized as a violent offense regardless of time frame.

Applicants dismissed from LAPU or other academic institutions are required to submit an Admissions Petition addressing the dismissal(s).

Applicants with a GPA below 2.0 are required to submit an Admissions Petition if requested.

The Admissions Committee will review the petition and may ask for additional documentation before reaching a final

decision; the student will be notified of the committee's decision to approve or deny the request.

Please contact your enrollment counselor for specific instructions.

## Admission Status

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- **Regular**

Applicants who are granted regular admission to the university are fully accepted without restriction and are considered to be in good standing. They are permitted to continue in this classification as long as they maintain a satisfactory grade-point average (2.0) and continue to meet the general standards established by the university for admission and graduation.

- **Provisional**

Applicants who are granted provisional admission are fully accepted, but are required to complete MO 101 in their first session of enrollment\* and to achieve a status of good standing by the end of their second semester of enrollment in order to continue to take courses in the program. Good standing status is achieved by maintaining a cumulative local GPA of 2.0 or better.

*\*Exceptions: Non-degree seeking students, students enrolled in the Pre-Nursing Health Science Certificate program, and undeclared program students.*

- **Conditional**

Applicants who are granted conditional admission are accepted through Friday of Week 1 of the session. This status is revocable if all remaining admission requirements are not completed by Noon Pacific Time on Friday of Week 1.

## Policy Regarding False Information

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

## Transcripts

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Applicants are responsible for submitting transcripts from either the high school from which they graduated, or each regionally accredited college or university they attended, or both. An official transcript is one that Los Angeles Pacific University receives through the authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution(s) that bears the official seal of that high school, college, or university. LAPU reserves the right to request that the transcript be sent directly from the issuing institution(s). High school students applying for regular admission should submit a preliminary transcript showing courses and marks for freshman through junior year, or through the first semester of the senior year if the application is made after the completion of that semester.

A final transcript must be sent following graduation. The transcript and other documents submitted as part of the application become the property of the university and cannot be returned to the student or forwarded in any form to another college or university. Applicants submitting international high school transcripts or secondary school certifications must have those documents translated by an approved translation and evaluation company (please refer to the "Transfer Applicants" section on [page 12](#) for a full list of approved translation companies).

## Evidence of Proficiency

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There are no required pre-admission tests for applicants to LAPU. However, students must present evidence of a math placement score in preparation for college-level math courses. Such evidence may include an official college transcript verifying successful completion of the prerequisite course (Intermediate Algebra), an American College Testing (ACT) math score, or a Scholastic Aptitude Test (SAT I) math score. (Please refer to [page 36](#) for a table of acceptable score results.) Official proof must be received by the Office of the Registrar before registering for math courses.

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

## Transfer Applicants

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Los Angeles Pacific University welcomes applications from transfer students.

Transfer students must submit official transcripts from all regionally accredited and international colleges and universities attended, whether or not credit was given. An official transcript is one that LAPU receives through the authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution(s) which bears the official seal of that college or university. LAPU reserves the right to request that the transcript be sent directly from the issuing institution(s). This requirement is waived for applicants applying to certificate programs who have already earned a bachelor's and/or master's degree; these applicants are only required to submit official transcripts from the regionally accredited university that posted one of their degrees (preferably their bachelor's degree). Any additional transcripts that are submitted by students on their own accord are subject to review of GPA or dismissals requiring admission petitions according to our admission policy.

Certificate students who want to switch degrees to a second bachelor's program who have not submitted all transcripts are required to repeat the admissions process and will be subject to all admissions policies.

College credit earned by a student still in high school may be transferred to LAPU provided that the course was taken at a regionally accredited college and is documented on an official transcript from that institution.

The registrar will evaluate previous college work to determine its relevance to the requirements of LAPU. A preliminary credit summary will be provided showing those courses that have been accepted on transfer and those courses that still need to be taken to fulfill the university's requirements. Whereas all attempted course will be evaluated to determine a cumulative college GPA for admissions purposes, only courses where a grade of C- or above has been earned can be considered for transfer of credit.

Los Angeles Pacific University accepts the California State University General Education Breadth Certificate, the IGETC (Intersegmental General Education Transfer Curriculum) Certificate, and the ADT (Associate Degree for Transfer) to satisfy the basic General Studies Core requirements for bachelor's degrees, although all students must still complete the LAPU Distinctives and any program requisites. Students who do not receive certification of completion will follow the General Studies Core requirements as written in the catalog.

### **International Institutions**

In order to be included in a preliminary evaluation for academic credit, any international transcripts (both secondary and postsecondary) from the equivalent of a regionally accredited institution must be previously translated by an agency that is a member of either the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators, Inc. (AICE) which will provide a Degree/Transcript Equivalency Report. These transcripts are not required for undergraduate admission.

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

### **General Education Information for Transfer Students**

Students transferring into Los Angeles Pacific University may have some of their requirements met by classes taken at their previous institution(s). The evaluation of a student's transfer work is conducted by the registrar. Each degree has several courses that must be taken at LAPU and cannot be met by transfer units. These courses are identified in each program's requirements

### **Non-Degree-Seeking Student Course Options**

Undergraduate non-degree-seeking student course options:

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

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

### **Admission of Homeschooled Students**

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

### **International Admission**

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

### **Re-admission and Re-enrollment**

In the event that a student leaves Los Angeles Pacific University for any reason for more than one year (three full semesters), that student must reapply to the university. Students who are dismissed must reapply after being away for one full semester. Any student re-enrolling in LAPU after an absence of more than one year (three full semesters) will be subject to new catalog requirements.

### **Notification of Admission**

Los Angeles Pacific University follows a procedure of rolling admission, which means that a prospective student may submit a completed application at any time. Submitting an application for a specific start term does not guarantee admissions or acceptance for that term.

## High School Concurrent Enrollment Program

Los Angeles Pacific University offers high-performing high school students the opportunity to enroll in college-level courses (100- and 200-level only) through its Concurrent Enrollment Program. These courses may articulate to meet high school credits, and may be transferable to a student's future post-secondary program. To participate in the Concurrent Enrollment Program, 10th-12th grade students must have a minimum 3.0 GPA at their school and complete the program criteria (Please contact [admissions@lapu.edu](mailto:admissions@lapu.edu) for more information).

## Veterans' Education Benefits

Los Angeles Pacific University is an approved degree-granting institution recognized by the Department of Veterans Affairs. Eligible veterans and their dependents seeking educational training may qualify to use Title 38, chapters 30, 31, 33, 35, and 1606/1607. Refer to the Department of Veterans Affairs for eligibility criteria.

## Veterans' Information Bulletin

Responsibilities of a Veteran or Other Qualified Recipient:

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

## Loss of Veteran Certification Due to Dismissal or Excessive Probation:

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

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

Veterans who are in any of the three above categories will be subject to dismissal as well as loss of certification. Veterans who receive all W grades for one semester will be issued an unsatisfactory progress warning. Veterans who receive all W grades for a second subsequent semester will be administratively withdrawn from the university.

## Re-Application Process

*Re-application after Academic Dismissal:*

A Veteran who has been dismissed for academic reasons may petition to return to Los Angeles Pacific University after a one-semester break. The petition must state:

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

## Veterans' Student Bill of Rights & Considerations Prior to Enrollment

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

- You have the right to investigate training alternatives. Be aware that tuition charged by institutions offering similar training programs can vary greatly. You may also seek payment of GI Bill benefits for other types of training or career objectives, including Apprenticeship/OJT and Entrepreneurship.
- You have the right to fully explore a program prior to enrolling. You may check out the school's facilities and equipment, inquire about instructors' qualifications and class sizes, observe a class, and talk to current students. You may also ask to contact recent graduates to learn about their experiences with the school.
- You have the right to check with the Better Business Bureau, or other consumer protection agency, to find out if complaints have been filed against the school. You also have the right to verify the school's standing with any accrediting association and/or licensing agency.
- You have to right to clear information about the value of the training. Are the credits transferable to other institutions you may attend in the future? Will the training satisfy requirements for employment, or is it necessary for the position you are seeking?
- You are entitled to clear data about the program's success rate. The institution will provide you with the completion and placement rates for the most recent years for which data is available. You will be given the definition of a "placement," including the length of time in the position. You will also be provided with the average starting salary.

- You are entitled to a clear statement of the total cost for completion of the program, including tuition, equipment and fees.
- You are entitled to a clear explanation, without coercion, of all financial aid options, before you sign up for any student loans.
- You are responsible for paying off a loan whether or not you complete the program. Failure to pay off a loan can lead to financial problems, including inability to get a future loan or grant for another training program, inability to get credit to buy a car or home, or garnishment of wages through the employer. You must begin repayment of the loan in accordance with the terms detailed within the financial aid documents.
- You have the right to read and understand the contract, and all other materials, before signing up.
- You are entitled to a clear explanation of the school's cancellation/withdrawal policy and procedures, to understand how to withdraw or cancel, and be informed of any financial obligations you will incur.
- You are entitled to a clear explanation of the school's refund policy, which can vary greatly. If you withdraw from a course after the first day of class, an overpayment of VA benefits can result. It is not uncommon for schools to charge the entire tuition cost at the point when you have completed just 60 percent of the program. If an overpayment is assessed, the VA will send you a debt letter for the cost of the training you did not receive. For example, you may drop at the 60 percent point, and be asked by the VA to repay 40 percent of the cost of the tuition. A debt related to payment of the housing allowance may also be assessed. Ensure that you review the school's refund policy to understand the consequences of withdrawing before the end of the term.
- You have the right to contact the California State Approving Agency at [www.calvet.ca.gov/csaave](http://www.calvet.ca.gov/csaave) or the state consumer protection agency if you are unable to resolve a complaint with the school.



# 4

## **Financial Information**

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## Student Financial Services

The Office of Support Central at Los Angeles Pacific University assists students in answering questions related to financial aid and student accounts. Students may contact the office at (626) 624-4673. The Support Central office hours are Monday through Thursday, 8:30 a.m. to 5 p.m., and Friday, 9 a.m. to 5 p.m. Questions can also be directed to:

Financial Aid: [financialaid@lapu.edu](mailto:financialaid@lapu.edu)  
Student Accounts: [studentaccounts@lapu.edu](mailto:studentaccounts@lapu.edu)

## Cost of Attendance for 2018 - 2019

### Tuition

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

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

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

### Special Fees

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

Charges subject to change without notice.

## Payment

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

## Refund Policy

- Students who do not log in during Week 1 (online students) or do not attend the first night of class (face-to-face students), are administratively dropped and refunded 100 percent.

- Students who log in or attend during Week 1 and also drop during Week 1 are refunded 100 percent. Drop requests must be received by 12 p.m. (Pacific Time) on Friday of Week 1.
- Students who withdraw during Week 2 receive no refund and a W grade is issued. All students are subject to a proration of federal financial aid per the regulations for all federal aid. Withdrawal requests will be processed on the date received through Monday of Week 6.

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

## Military Tuition Assistance Return Policy

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

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

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

## Refund Policy Exceptions

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

## Financial Agreement

A student may not participate in graduation ceremonies, register for further sessions, or receive any diploma, certificates, or transcripts until all financial obligations have been satisfied in accordance with LAPU financial policies.

Any diploma, verifications, certificates, or transcripts shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to, or subsequent to, any default by the debtors shall not be considered a binding precedent or modification of this policy. The university reserves the right to make any changes in institutional refund policies, fees, and expenses without notice.

## How to Apply for Financial Aid

### Step 1:

Complete the Free Application for Federal Student Aid (FAFSA) online at [www.FAFSA.gov](http://www.FAFSA.gov). Los Angeles Pacific University's school code is **042788**. The FAFSA must be completed every year.

### Step 2:

Complete admission to Los Angeles Pacific University. Shortly after admission, students are reviewed for financial aid eligibility.

### Step 3:

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

## Types of Financial Aid Available at Los Angeles Pacific University

1. Federal Student Aid (provided by the U.S. government)
2. State Aid (provided by the state of California)
3. Outside Scholarships (provided by organizations, businesses, etc.)
4. Company Reimbursement (provided by student's employer)
5. Alternative/private loans

### Important Note:

*Please be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See "Stacking Financial Aid Policy" for more information on possible restrictions.*

## Federal Student Aid

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

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

To be eligible for and continue receiving federal aid, students must meet the eligibility requirements set forth by the

U.S. Department of Education. The information provided below is a general overview of the programs provided. For further information on federal student aid programs, amounts, qualifications, and restrictions, please refer to the Department of Education's website at [studentaid.ed.gov](http://studentaid.ed.gov).

## GRANTS

### Pell Grant

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

### Qualifications

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

### Pell Grant Yearly Award Amounts

The Pell Grant amount varies based upon the EFC and the student's enrollment status. For the 2018-2019 award year, the maximum Pell Grant is \$5,920. (Award amount is prorated if enrolled less than full time.)

## Federal Supplemental Educational Opportunity Grant

Starting Fall 2017, LAPU will be awarding Federal Supplemental Educational Opportunity Grant (FSEOG). The FSEOG provides assistance to exceptionally needy undergraduate students. Students are exceptionally needy if they have the lowest EFC's. A priority must be given to Pell Grant recipients.

## Loans

### Direct Subsidized and Unsubsidized Loans

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

- Direct Subsidized Loans are available to undergraduate students with financial need. SFS will determine the amount the student can borrow, and the amount may not exceed financial need. The U.S. Department of Education pays the interest on Subsidized Stafford loan while enrolled in school at least half-time.
- Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. SFS will determine the amount the student may borrow based on cost of attendance and other financial aid received.

For an unsubsidized loan, the student is responsible for paying the interest during all periods. If the student chooses to pay interest while in school and during grace periods and deferment or forbearance periods, interest will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of the loan).

### Yearly Amounts

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

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

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

### Aggregate Loan Borrowing Limits

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

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

### Grade Level Progression

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

### Accept or Decline Loans

Los Angeles Pacific University has a “Passive Acceptance” policy when it comes to accepting student loans. All financial aid awards will be accepted in full at the time of awarding. If a student does not wish to accept all or a portion of the financial aid that has been awarded, the student must notify Student Financial Services “in writing.” An email will be considered an appropriate form of communication.

### Repayment

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

### Loan Exit Requirements

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

### Federal Direct Parent PLUS Loans

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

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

### How to Apply for a Parent PLUS Loan

1. Loan Application at [studentloans.gov](http://studentloans.gov).
2. New borrowers must complete the Parent PLUS Master Promissory Note at [www.studentloans.gov](http://www.studentloans.gov)

### Repayment

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

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

### Alternative/Private Loans

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

Students who wish to apply for alternative loans must complete a separate online application. Contact Support Central at [financialaid@lapu.edu](mailto:financialaid@lapu.edu) with questions.

Students must have eligibility remaining in their school budget and be approved by the lending agency of their choice. It is the student's responsibility to notify the Office of Student Financial Services of the approved alternative loan. Alternative loans require that tuition must be paid in full before any refund will be given. Contact the Office of Student Financial Services for more information. It is the student's responsibility to be in constant contact with his or her lender, to make sure every piece of the application process has been taken care of in a timely manner. Should the alternative loan not process in time, the student will be responsible for any owing balance that remains on his or her student account.

### California State Grant

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

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

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

California State Aid is available in these categories:

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

### Qualifications for Cal Grant A

1. California resident
2. Graduated from a California high school
3. 3.0 high school GPA
4. Family's income and assets are under the ceilings established for that year.
5. Enrolled at least half time
6. Student is not already receiving a scholarship/grant that covers the price of tuition.

### Qualifications for Cal Grant B

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

### Qualifications for Chafee Grant for Foster Youth

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

### Military Discount

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

- U.S. Air Force—active duty, reserve
- U.S. Army—active duty, Army National Guard on active duty, Army Reserve
- U.S. Navy—active duty, Naval Reserve in active duty status
- U.S. Marines—active duty
- U.S. Coast Guard—active duty, reserve

"Active" is defined as after basic training is complete.

### Post-9/11 GI Bill

For up-to-date information regarding eligibility requirements, award amounts offered by the government, and specific details, please contact the VA or visit [www.gjbill.va.gov](http://www.gjbill.va.gov).

### Outside Aid

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All students are required to report all resources known or expected to be available to them during the period for which they seek financial assistance. These resources include, but are not limited to scholarships, fellowships, stipends, and company tuition reimbursement. Failure to report these resources can result in delays in receiving aid funds for which the student may be eligible, cancellation of the award, or even the return of funds already received.

Should any new resources become available, the student is required to report this information to the Office of Student Financial Services. Withholding or concealing information about these resources may constitute fraud, as the student may be receiving financial aid to which he or she is not entitled.

## Disbursements and Refund Checks

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

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

## Over-Awards

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

## Stacking Financial Aid Policy

Federal and state regulations restrict how much financial aid a student can receive. The following policies are provided in an effort to help prevent any confusion or frustration that may result from an award being reduced or eliminated.

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

## Financial Aid Policies

Please be advised that funding from all of the sources listed is not guaranteed. All financial aid is subject to the continued availability of federal, state, institutional, and private funding. Budget limitations may reduce or eliminate any of the awards described without notice.

### Deadlines

Apply early and return all requested documents before the session begins. Completing the application process early helps ensure a student's eligibility for the most financial aid possible. The Office of Student Financial Services will do its best to quickly and accurately process a student's application for financial aid. However, the ultimate responsibility for

accurately completing the FAFSA, submitting completed documents, and finalizing the loan application process in a timely manner is up to the student. It is advised that the student respond to all inquiries from the financial aid office in a timely manner. Should a student's financial aid not process by the last date of enrollment in that session, the student will be responsible for any owing balance that remains on their student account.

### Admissions File

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

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

The FAFSA must be accurately completed and electronically received from the federal government by the Office of Student Financial Services in enough time to process prior to the student's last date of enrollment. For most students, this is at least two weeks prior to the student's last date of enrollment.

### Enrollment Status

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

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

### Equitable Treatment

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

### Keeping in Touch

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

### Release of Records

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

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

### Verification Required

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

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

LAPU has partnered with CampusLogic to assist with the verification process. Please watch for emails from [financialaid@lapu.edu](mailto:financialaid@lapu.edu), and respond as quickly as you can. This email will be sent to your LAPU email address.

Once you have been notified by email, you will be able to track what is needed and can possibly complete most of this verification process on the CampusLogic website. Please watch for emails and check your account often until you are notified that your verification has been finalized. Your prompt response to all requests will accelerate the review of your request for financial aid in 2018-2019.

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

### V4 Verification Required

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

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

### Satisfactory Academic Progress (SAP)

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

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

### Qualitative Measure (GPA Requirement)

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

### Quantitative Measure (Pace Requirement)

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

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

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

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

### Grades

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

### Transfer Credits and Remedial Coursework

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

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

### New, Changed, or Added Programs

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

## Repeated Courses

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

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

## Financial Aid SAP Statuses

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

## Appeals

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

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

## Regaining Eligibility

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

## Loan Code of Conduct

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

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

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



Reservation of Rights	Transfer Work
Academic Integrity	Graduate Courses taken by Undergraduate Students
Course Numbering System	Credit by Examination
Academic Calendar	Flexible Learning Pathways
Registering for Classes	Petition Process
Administrative Drop Policy	Normal Progress Toward a Degree
Adds/Drops	Classification of Students
Credit Hours	Academic Probation and Academic Dismissal
Study Load	Re-application after Academic Dismissal
Concurrent Enrollment Policy	Withdrawal from Courses
Grading	Withdrawal from the University
Incomplete Grades	Break in Enrollment
Student Participation	Student Records Policy
Attendance Policy (for Face-to-Face Courses)	Release of Transcripts
Late Work Policy	Right of Access
Repeated Courses	Disclosure of Student Records
	Notification of Rights under FERPA
	Expectations for Student Behavior in the Learning Environment
	Grievance Policy
	Requirements for Graduation
	Double Major
	Second Undergraduate Degree
	Time Limit for Completing Degrees
	Changes in Degree Requirements
	Minimum Grade-Point Average
	Security Interest in Student Records
	Residency Requirements
	Application for Graduation
	Latin Honors Criteria
	Commencement
	Degree/Certificate Posting Dates

## Reservation of Rights

Los Angeles Pacific University reserves the right to change any of its policies without prior notice, including, but not limited to: tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and degree requirements, and admissions standards and policies. The university further reserves the right to refuse admission to any applicant and to disqualify, discontinue, or exclude any student.

This catalog supersedes all previous catalogs. The policies expressed in this catalog and each subsequent catalog will be controlling regardless of any policies stated in a previous catalog received by the student upon his or her admission.

This catalog and each subsequent catalog are supplemented by the rules and regulations stated on the LAPU website and information/resource areas in the learning management system. Where conflict exists between any of these sources, the most recent rule, regulation, or policy will be controlling.

## Academic Integrity

The mission of Los Angeles Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is, therefore, part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and a professor, but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university.

The maintenance of academic integrity is the responsibility of each student at LAPU and each student is responsible for understanding and upholding the Academic Integrity Policy. Students should familiarize themselves with the expectations specified by the professor in each class concerning what is and is not permitted, especially in matters of group projects, reports, and the attribution of research to sources (citations).

**Plagiarism:** LAPU has adopted the Publication Manual of the American Psychological Association (APA) as the primary style guide for all coursework submitted unless otherwise communicated in writing by a course instructor. The APA manual provides a full description of plagiarism and self-plagiarism. Students are responsible for compliance with the ethical code, but simply stated, plagiarism is the intentional or unintentional presentation in writing or orally of another person's work to include words, ideas, or any other information as one's own original work without providing proper credit as specified by the ethical code. LAPU upholds research excellence and strongly encourages students to provide ample support for claims in the research or academic process. Providing support and credit to others signifies the breadth and depth of a student's accumulated knowledge base and therefore students should strive for excellence in their research and all academic coursework.

**Self-Plagiarism:** Another form of plagiarism occurs when a student uses information from a paper previously written and resubmits it in another assignment or course without acknowledgement. In reality a student is academically 'double-dipping'—seeking to receive credit for work already submitted. Such unauthorized and uncited reuse of a student's academic work is considered self-plagiarism and carries the same consequences as other forms of plagiarism. Therefore, before reusing material from previous papers for assignments, students must:

1. Receive prior written permission from the instructor to reuse information from previous work. Instructors may ask to view the material to be reused and have the authority to decide whether or not to accept this work in fulfillment of their course requirements. Permission is inferred when the assignment instructions specifically articulate the use of previous work, such as when an assignment builds on previous work within the same class.
2. If permission is received, limit the reuse of previously submitted work to no more than 20 percent of the new assignment (i.e., a paper must include at least 80 percent new material). In special cases, students may exceed the 20 percent limit with written permission by the instructor.
3. Cite the material previously used in the paper in accordance with APA format. Students must cite themselves as the previous author and include a reference entry even though it is information that the general reader may not be able to access. Students should use this format when referencing their work:

Author, A. B. (Year). Title of paper. Unpublished manuscript, Los Angeles Pacific University.

**Cheating:** Using or attempting to use unauthorized material, information, or study aids in any academic exercise including unauthorized collaboration

**Fabrication:** Falsification or invention of any information or citation in an academic exercise

**Facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty, or allowing someone else to represent your work

By virtue of their registration at LAPU, students agree to uphold the following pledge: "As a student at this Christ-centered university, I will uphold the highest standards of academic integrity. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do. I will conduct myself responsibly and honorably in all my academic activities as a LAPU student."

Sanctions for first violations are determined by the instructor of record in consultation with the appropriate assistant dean or designee, if the violation is not flagrant, and may include an F in the class, an F on the assignment, or a less-severe action based upon the nature of the violation.

The standard sanction for a repeated offense or for a flagrant violation (e.g., submitting a purchased paper or allowing someone else to represent you online) is suspension or dismissal from the university. All flagrant violations will be referred to the appropriate assistant dean or designee. Students may appeal a sanction they believe to be unfair or unjust as described in the “[Grievance Policy](#)” in the catalog.

## Course Numbering System

Courses are identified by a disciplinary abbreviation, followed by a three-digit course number. The course number indicates:

001–099	remedial (no credit toward any degree)
100–299	lower division
300–499	upper division

The course abbreviations are as follows:

ACC	Accounting
APSY	Applied Psychology
ART	Art
ASTU	Applied Studies
BIBL	Biblical Studies
BIO	Biology
BSOL	Organizational Leadership
BUS	Business
CHEM	Chemistry
COMM	Communication Studies
CRJU	Criminal Justice
CS	Computer Science
DMK	Digital Marketing
ECO	Economics
ENG	English
HCM	Healthcare Management
HIS	History
HRM	Human Resources Management
HSCI	Health Sciences
IS	Information Systems
ISTU	Interdisciplinary Studies
LEAD	Leadership
LIBS	Liberal Studies
MATH	Mathematics
MGT	Management
MO	Momentum
PHIL	Philosophy
PHYS	Physics
REL	Religion
SCM	Supply Chain Management
SPAN	Spanish
STAT	Statistics

## Academic Calendar

The academic year consists of three 16-week semesters, each of which includes two 8-week sessions. All courses will be 8 weeks in length unless otherwise specified and most will carry 3 units of credit. The academic calendar can be accessed on LAPU’s website at [www.lapu.edu/resources/academic-calendar](http://www.lapu.edu/resources/academic-calendar). The Academic Calendar is subject to change at any time.

## Registering for Classes

Students must be admitted to the university, meet payment deadlines, and participate in advising prior to registering for classes.

## Administrative Drop Policy

Students are expected to complete the following two steps in order to stay enrolled in their courses through the first week of the class:

1. **For online students, log in to each course during the first week of class. For face-to-face students, attend the first night of class.** Those who fail to log in or attend class will be administratively dropped unless other arrangements are made with the instructor prior to the first day of class.
2. **Submit a homework assignment.** In addition to logging into their courses, online students must also submit an assignment, activity, or forum for grading by 8 a.m., Monday of Week 2, in each class. Failure to do so will result in an administrative drop from the course.

Note: For information related to financial aid, please see “Refund Policy” in the “Financial Information” section of the catalog.

## Adds/Drops

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

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

## Credit Hours

In accordance with U.S. Department of Education regulations, an LAPU undergraduate unit represents a minimum of 37.5 clock hours devoted to online activities. This is an approximation of time an average student spends doing course work, including time spent in the virtual classroom as well as outside activities. These activities (i.e. work) include, but are not limited to, web-based course lectures, reading, web-based discussions and presentations, live presentations, research, homework, studying, and web-based quizzes and exams.

The average student enrolled in one 8-week, 3-unit course will spend about 14 hours per week engaged in active learning (37.5 hours x 3 units ÷ 8 weeks = 14 hours per week.) Taking two courses simultaneously will require approximately 28 hours per week.

Laboratory courses are assigned one unit for each three hours of laboratory work (or its equivalent) per week per session.

## Study Load

The minimum study load for full-time student status is 12 units per semester. The maximum study load is:

- during a student's first semester at LAPU, during any semester when the student's cumulative GPA is below 3.00, and during any semester when the student's academic status is not Good Standing (GS):
  - 6 units (or 2 courses, whichever is greater) per session, and
  - 12 units (or 4 courses, whichever is greater) per semester.
- during subsequent semesters when the student's cumulative GPA is at least 3.00 and the student's academic status is Good Standing (GS):
  - 9 units (or 3 courses, whichever is greater) per session, and
  - 18 units (or 6 courses, whichever is greater) per semester.

Exceptions to the maximum study load policy require a general petition approved by the appropriate assistant dean or designee. Students should refer to federal requirements for financial aid to determine the course load required for federal aid purposes.

## Concurrent Enrollment Policy

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

## Grading

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

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

For students who have not attempted at least 50% of the coursework (based on the total possible points) and who also have not submitted an assignment or responded to a discussion forum prompt after week 5, the appropriate submission time stamp will be used to determine the last date of participation and whether student will receive an FN grade, which could impact financial aid for the current semester.

## Incomplete Grades

The grade Incomplete (IN) may be granted only under special circumstances such as a verifiable serious illness, provided at least 40% of the coursework (based on the total possible points) has been completed. To request an incomplete, the

student must complete an official **Incomplete Grade Petition** available in the Course Portal, and submit it no less than 48 hours prior to the final class session for face-to-face courses, or by Wednesday of week 8 at 11:59 pm for online courses. The petition may be approved and an IN grade issued upon recommendation of the instructor and permission of the appropriate assistant dean. Students may be given up to four weeks from the final date of the course to complete remaining assignments. Incomplete coursework not made up within the allotted period will not be counted toward the final grade.

## Student Participation

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Los Angeles Pacific University sees active participation in the course as a means to build an effective learning community. Student engagement with other students and the facilitating instructor is foundational to a successful academic experience.

Adult students who dialog with their classmates and instructor on a regular basis (and in a meaningful fashion) typically do well in class (face-to-face or online). Relationship building can occur in many ways, including (but not limited to) participation in discussion forums, through group assignments, and in course chat rooms. Instructors are available for more personal discussions as well. Academic growth and development is achieved not only through the completion of scholastic work but also through participating in the academic community.

## Attendance Policy (for Face-to-Face Courses)

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

## Late Work Policy

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### For Online Courses:

An assignment or discussion is considered late if it is not posted by either the stated deadline or by 11:59 p.m. Pacific Time (PT) on the due date. A late assignment or discussion will receive a 10 percent deduction for each day it is late, beginning one minute after it is due, with no credit given for work submitted after 72 hours from the original due date with the exception of the final week, which ends on Friday at 11:59 p.m. Pacific Time. No late work is accepted after Friday of Week 8. Late work for online discussions will not be accepted after the close of the week when the discussion is due.

### For Face to Face Courses:

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

Technological issues are not considered acceptable excuses for late work. Always backup your work and have a plan for submitting assignments even in the case of computer problems or lost Internet access.

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

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

## Repeated Courses

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Students may repeat courses at LAPU. All grades will remain on record but only the most recent weighted letter grade will be calculated into the student's grade-point average (GPA). The units will be counted for credit only once, which may impact financial aid. Students may not repeat a course more than twice at LAPU. If a repeated class is taken at another institution, both the grade and the units of the repeated class will be transferred (providing the class meets the guidelines for transfer, see "Transfer Work"). The original grade in the LAPU class will remain on the record but the transferred class will be calculated into the student's GPA. The most recent graded course will always be counted in the GPA calculation.

## Transfer Work

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

- The college or university must be an institution of higher education accredited by a regional accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). These accrediting bodies mandate assessment and other quality control systems that give LAPU a high level of confidence in their programs.
  - Up to 18 units of coursework from ABHE, TRACS, and/ or ATS accredited institutions may be accepted for transfer to satisfy the Bible General Studies requirement or general electives.
  - Students must have completed the transferred courses earning a minimum grade of C- (or P if the courses were offered on a pass/fail basis).
  - LAPU will accept credit for no more than 70 units of junior or two-year college work, and no more than 90 units from four-year institutions. This is inclusive of units that are accepted as prior learning assessment (PLA). Courses taken at a junior or two-year college cannot be applied to upper-division requirements.
  - The transferred courses must apply to a LAPU degree program as the equivalents of required courses (i.e., providing a highly comparable knowledge base and/or competencies) or as appropriate electives.
  - LAPU will accept no more than 15 units toward general elective requirements for students pursuing associate degrees, and no more than 30 units toward general elective requirements for students pursuing bachelor's degrees unless a different maximum is stated in the program requirements.
  - Enrolled LAPU students who would like to transfer coursework into LAPU must submit a Transfer Inquiry Form to the Office of the Registrar and receive approval before registering for a class at another institution.
  - Students who transfer credits from international (non-U.S.) countries must provide LAPU with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive evaluation of the transcripts. See [page 12](#) in “[Transfer Applicants](#)” for a list of approved service agencies.
  - LAPU does not grant university credit for remedial coursework, college orientation, high school level courses (apart from the Advanced Placement program described below), or General Education Development (GED) tests.
- LAPU does not grant credit for duplicated courses (e.g., Beginning Composition completed at one college and Freshman English completed at another).
  - LAPU awards transfer credit on a 4.0 grading scale. Quarter units will be converted into semester units.
  - If a course has been repeated for credit, the last grade earned will be used in the evaluation of the acceptance of credit.
  - LAPU will evaluate courses and service completed through the Armed Services and may grant credit for such courses. Credit is typically based on the recommendations from the American Council on Education (ACE).

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

## Graduate Courses Taken by Undergraduate Students

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

## Credit by Examination

College credit may be earned through competency examinations.

<b>COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)</b>			
Credit is granted to students who score a three or higher on an AP Test and to those who meet the cut-off level in CLEP subject area tests, or on the IB higher-level exams (see details below). Students may earn a maximum of 30 units towards an LAPU degree from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university.			
Subject	Score	Units	Course Equivalent
<b>BUSINESS</b>			
Financial Accounting	50	4	ACC 210 (Financial Accounting)
Business Law	50	3	Elective, Not acceptable for BUS 270
Information Systems and Computer Applications	50	3	CS 200 (Basic Software Tools)
Management, Principles of	50	3	Elective
Marketing, Principles of	50	3	Elective
Macroeconomics, Principles of	50	3	ECO 204 (Principles of Macroeconomics)
Microeconomics, Principles of	50	3	ECO 203 (Principles of Microeconomics)
<b>COMPOSITION AND LITERATURE</b>			
American Literature*	50	3	Fulfills Literature Requirement
Analyzing and Interpreting Literature*	50	3	ENG 115* (Introduction to Literature)
College Composition (with or without essay)	—	—	No Credit Awarded
English Literature*	50	3	Fulfills Literature Requirement
College Composition Modular*	50	3	ENG 105 (Composition)
<b>MODERN LANGUAGE</b>			
French Language	50	8	GSLANG1 & GSLANG2
French Language	65	11	GSLANG1 & GSLANG2, 3 elective
French Language	77	14	GSLANG1 & GSLANG2, 6 elective
German Language	50	8	GSLANG1 & GSLANG2
German Language	52	11	GSLANG1 & GSLANG2, 3 elective
German Language	63	14	GSLANG1 & GSLANG2, 6 elective
Spanish Language	50	8	SPAN 123, 4 elective
Spanish Language	62	11	SPAN 123, 7 elective
Spanish Language	74	14	SPAN 123, 10 elective
<b>HISTORY AND SOCIAL SCIENCES</b>			
American Government	50	3	Fulfills History Requirement
Educational Psychology, Introduction to	50	3	Elective
History of U.S. I: Early Colonization to 1877	50	3	HIS 203
History of U.S. II: 1865 to the Present	50	3	HIS 204
Human Growth and Development	50	3	APSY 295 (Human Growth and Development)
Humanities	50	3	Fulfills Art requirement
Psychology, Introductory	50	3	APSY 105 (Introduction to Psychology)
Social Sciences and History	50	3	Fulfills History Requirement
Sociology	50	3	Fulfills Behavioral Sciences Requirement
Western Civilization I: Ancient Near East to 1648	50	3	HIS 202
Western Civilization II: 1648 to the Present	50	3	Fulfills History Requirement
<b>SCIENCE AND MATHEMATICS</b>			
Calculus	50	5	Fulfills Math Requirement
College Algebra	50	3	MATH 125 (College Algebra)
College Mathematics	—	—	No Credit Awarded
General Biology	50	4	Fulfills Science Requirement (non-nursing)
General Chemistry	50	4	Fulfills Science Requirement (non-nursing)
Natural Sciences	50	3	Fulfills Science Lecture only
Precalculus	50	3	Fulfills Math Requirement

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

### ADVANCED PLACEMENT EXAM

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

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

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

**CREDIT FOR INTERNATIONAL BACCALAUREATE PROGRAM**

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

**\*Legend SL = Standard Level HL = Higher Level**

### DANTES SUBJECT STANDARDIZED TESTS (DSST)

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

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

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

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

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

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

**The DSST program is owned by Prometric, the global leader in testing and assessment, and has been placing students on the fast track to college degrees since 1986. For more information, visit [getcollegecredit.com](http://getcollegecredit.com).**

### FLATS EXAM

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

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

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

Notes:

• Not offered at LAPU.

### Math Requirement Preparation

LAPU does not offer Elementary Algebra or Pre-Algebra.

Please take the preparatory subjects to MATH 099 as indicated in the chart above. Following are resources likely to offer the needed preparation for MATH 099:

- Your local community college
- California Virtual Campus: [www.cvc.edu/](http://www.cvc.edu/) which lists online courses at California colleges and universities

LAPU offers Intermediate Algebra (MATH 099) C- (70 percent) or better must be earned in order to place into MATH 105 (Survey of College Mathematics) or MATH 125 (College Algebra). MATH 099 does not count toward degree credit.

## Flexible Learning Pathways

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

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

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

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

### National Standardized Exams

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

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

Please refer to the "[Credit by Examination](#)" section ([pages 31-36](#)) for additional information.

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

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

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

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

### Individualized Assessments (Professional Technical Coursework) Sponsored Learning

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

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

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

### General Criteria Governing PLA

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

### Experiential Learning Essays: Un-sponsored Learning

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

the students submit their essays, which are then forwarded on to lecturer evaluators who assess whether the learning outcomes are worthy of college-level credit.

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

### General Criteria Governing Experiential Learning Essays (ELEs)

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

**A maximum of 30 undergraduate credits may be awarded through Pro-Tech and Experiential Learning Essays in combination. This applies to undergraduate credit only.**

**Please note that the work reflected on the transcript may or may not be accepted by a receiving institution if the student wishes to transfer.**

### Petition Process

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

### Normal Progress Toward a Degree

The minimum number of credits for an Associate of Arts (A.A.) or Associate of Science (A.S.) is 60; and for a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) is 120. Twelve (12) units per semester constitute a minimum, full-time load and

normal progress toward a degree. If an A.A. or A.S. student successfully completes two courses per 8-week session, he or she would complete the associate degree in 2 years. Students could attain a bachelor's degree in 3.5 years taking an average of 12 units per semester.

## Classification of Students

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

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

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

## Academic Probation and Academic Dismissal

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

Students placed on academic probation will be allowed to register for 12 units or 4 courses per semester (2 courses per session) while on probation.

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

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

## Re-application after Academic Dismissal

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A student who has been dismissed for academic reasons may request to be considered for further enrollment at LAPU after taking one full semester off. A petition will be required which must state:

1. Intentions to maintain acceptable academic standing.
2. Strategies for probable success.

Re-enrollment occurs at the discretionary approval of the institution, and is not guaranteed. If the petition to return is approved, the student will be admitted on probation and his or her status will be monitored regularly thereafter to ensure that the student is making satisfactory progress in remedying grade deficiencies. Failure to maintain a local grade-point average of 2.0 will result in disqualification from further study at LAPU.

## Withdrawal from Courses

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

## Withdrawal from the University

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

## Break in Enrollment

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

## Student Records Policy

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The Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment or FERPA, provides that students shall have the right of access to their educational records; and with limited exceptions, educational institutions shall not release educational records to non-school employees without consent of the student unless specifically permitted by law. "Students" as used in this notice includes former students.

## Release of Transcripts

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Transcripts of Los Angeles Pacific University coursework are available by request approximately two weeks after the

completion of courses. A form is available on the website. Transcripts, diplomas, and/or verification of degrees will not be released until all financial obligations to the university are met.

## Right of Access

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With a few exceptions provided by law, students at LAPU may see any of their educational records upon request. In general, access will be granted immediately upon request to the record custodian, but if a delay is necessary, access must be granted no later than 45 days after request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. LAPU may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.

## Disclosure of Student Records

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With certain exceptions provided by law, Los Angeles Pacific University cannot release information concerning students, other than directory information, from their education records to anyone other than university officials without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and to which parties the releases should be made. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information regarding dependent students must demonstrate federal income dependency by submitting their most recent federal income tax return.

The university has designated the following categories as directory information, which may, at the university's discretion, be released to the public without consent of the student: student's name and maiden name, address, email address, telephone number, fax number, date and place of birth, major field of study and courses taken, participation in officially recognized activities, dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, current class schedule, employer, church membership, photographs, and parents' names, addresses, and telephone listings. It is the general policy of the university not to release directory information regarding its students unless, in the judgment of the appropriate record custodian or other officials with record access, such release either serves a legitimate educational purpose or is not adverse to the interests and privacy of the student. However, the student may request that certain categories of directory information not be released to the public without his or her written consent. Such requests shall be submitted in accordance with the student records policy of the university. This notice is not intended to fully explain students' rights

under FERPA. The Office of the Registrar maintains copies of the official LAPU Student Records Policy, which contain detailed information and procedures with regard to these rights. Students may obtain a copy of the written policy upon request to the Office of the Registrar. Any student alleging failure of the university to comply with FERPA may file a complaint with the Family Education Rights and Privacy Act Office (FERPA), United States Department of Education, 4511 Switzer Building, 330 C St. SW, Washington, D.C. 20201.

## Notification of Rights under FERPA

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The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, appropriate assistant dean, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or in violation of privacy rights. Students may ask the university to amend a record they believe is inaccurate, misleading, or in violation of privacy rights. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of privacy rights. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosure 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 without consent is disclosure to school officials with legitimate educational interests. A "school official" is (1) a person employed by the university in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); (2) a person serving on the Board of Trustees; (3) a student serving on an official commitment, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or (4) a person employed by or under contract to the university to

perform an assigned task on behalf of the university. A school official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is (1) performing a task that is specified in his or her job description or contract agreement; (2) performing a task related to a student’s education; (3) performing a task related to the discipline of a student; (4) providing a service or benefit relating to the student or student’s family (such as healthcare, counseling, job placement, or financial aid); or (5) disclosing information in response to a judicial order or legally issued subpoena. Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by state university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605**

## Expectations for Student Behavior in the Learning Environment

### Lecturer Expectations, Rights, and Procedures

The learning environment is under the domain of the instructor who is responsible for maintaining a safe learning environment for all students in his or her classes. The learning environment is not limited to the classroom, but also includes any other communication related to the academic enterprise.

In an effort to create an environment conducive to learning, students may challenge the lecturer’s position or approach, as long as this inquiry is done with civility, respect, and professionalism. It is never appropriate for a student to personally attack, threaten, intimidate, or abuse the professor or classmates, either in public classroom discourse or in private communications. Conversely, Los Angeles Pacific University lecturers may not attack or verbally abuse students, although instructors are expected to critique student work (as long as it is conducted in a professional and civil manner) within the context of the coursework.

### Guidelines for Student Behavior

Student behavior that includes making threats against instructors or other students, or endangers the safety of others, may result in immediate dismissal from the university and the university contacting local law enforcement.

### Guidelines for Online Communication

Free discussion, inquiry, and expression are encouraged in every class. The ability to communicate effectively and

professionally is especially critical in an online educational environment where other cues such as verbal tone and facial expression are absent. Communication guidelines for members of the online learning community are critical for creating an environment conducive to learning. These guidelines, commonly called “netiquette,” include the following for both students and instructors:

- **Be Courteous:** Since your emails, texts, and posts are the only means of communicating in an online environment, be aware of what you write. Could your message be interpreted as rude, disrespectful, insulting, or discriminating? How would you view the message if you were to receive it? Extend to others the same courtesy you would want extended to you.
- **Be Encouraging:** The amount of online experience in an online classroom varies from person to person. Some students may spend more time observing and reading than posting. Craft your posts in such a way that they provide encouragement for positive and critical conversation.
- **Be Helpful:** Even a well-presented course may not be clear. Sometimes it is easy to get lost among links and other sites. When students lose their way, offer guidance in the right online direction so they can gain confidence in navigating a course site.
- **Be Patient:** LAPU works in an asynchronous environment, which means the instructor or other students may not be online when you are. Be aware instructors have up to 24 hours to respond to an email. If you require immediate attention, it may be helpful to pick up the phone and give the instructor a call. Please do not assume instructors or other students are ignoring you or are being negligent. Give others the benefit of the doubt you would want others to give to you.
- **Be Respectful:** Treat each other with respect. Read and respond to others in a way that cultivates a positive learning environment. As a member of the learning community, be aware that others learn from your posts and emails. Respectful communication is a foundation for rich learning.

Behaviors that should be avoided include:

- **“Shouting”:** Shouting is when a message is written in all capital letters, and is considered a rude method of communicating. Avoid using all capital letters in your online communications.

Behaviors that are not tolerated include:

- **“Flaming”:** Flaming or cyberbullying is a term of general disrespect. This behavior occurs when a writer “shouts,” curses, bullies, threatens, intimidates, humiliates, or discriminates against other members of the online community. Flaming or cyberbullying will not be tolerated.

- **Prejudicially discriminatory language:** Inappropriate and derogatory statements about race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, and veterans will not be tolerated.

Violations to these guidelines could result in the following disciplinary action:

### Step 1: Notification to Student

The instructor is to notify the student within 72 hours of the initial post of the inappropriate behavior in writing. A private email identifying the behavior and explaining why it is inappropriate will be sent to the student. The email will instruct the student to reply within 72 hours. The instructor should notify the appropriate assistant dean or designee, who will in turn notify the chief academic officer.

### Step 2: Institutional Action

If the instructor feels that a “good faith” attempt was made to the student, and the student either did not respond in a timely manner or continued to display disruptive behavior toward the lecturer and or the class, the lecturer will notify the appropriate assistant dean or designee within 72 hours of notifying the student of the inappropriate behavior. The appropriate assistant dean or designee will in turn notify the chief academic officer and the Associate Vice President for Enrollment and Student Success. Depending on the severity of the infraction, the Office of Academic Affairs may choose to respond accordingly:

- Have students initiate reparations with involved parties as requested by the Office of Academic Affairs.
- Immediate removal from class, with the student being allowed to complete the class in absentia. A substitute instructor will be designated, and that instructor’s grade will be non-negotiable and binding to the student.
- Immediate removal from class, without monetary refund and without any chance to complete the coursework. A letter from the university will be sent to the student via email and Certified Mail reiterating relevant findings from student success and the appropriate assistant dean or designee. The Certified Mail document will be sent to the student under both signatures.
- If the student is enrolled in any other course at LAPU with a different professor, that professor will be notified of the situation with the disruptive student. It will then be decided by the appropriate assistant dean or designee whether to allow the student to enroll in any additional courses in the university, and a write-up of the occurrence will be put in the student’s file.
- Immediate dismissal from the university. A letter from the university will be sent to the student via email and Certified Mail reiterating relevant findings from student success and the appropriate assistant dean or designee. The Certified Mail document will be sent to the student under both signatures. The student may petition to reenroll no sooner than two semesters after the dismissal.

- If the disruptive student has made overt or covert threats to anyone in the classroom, all students will be notified, as well as the LAPU Executive Leadership Team. In addition, the San Dimas Police Department and the disruptive student’s local police authorities will also be alerted. The registrar will be notified by the appropriate assistant dean or designee for dismissal processing

### Step 3: Appeal

See the “[Grievance Policy](#).”

## Grievance Policy

### Overview

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

In the event that the informal procedures including a meeting with the appropriate assistant dean or designee fails to resolve the problem, the student may file a formal grievance if a justifiable cause exists. Justifiable cause for grievance shall be defined as any act that, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university lecturer or staff member or an arbitrary or unfair imposition of sanctions.

To file a grievance, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought, and submit the document(s) to the Office of Academic Affairs. At that time, a Grievance Committee will be formed by the chief academic officer and proceed according to the guidelines stated below. The grievance procedure shall act as a vehicle for communication and decision making between students, staff, and lecturers, and provides, through prescribed procedures, a process through which a student-initiated grievance can be resolved internally.

### Organization

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

- C. Voting: All members have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
- D. Meeting Time: The meeting will be scheduled within seven working days following the filing of a written petition.

### Committee Guidelines and Meeting Format

- A. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, appropriate assistant dean, or staff member as appropriate). Except for grade appeals, the student has no more than 10 working days after meeting with the individual they believe has given them cause for grievance or 15 working days after the incident that occasioned the grievance in which to file his or her written petition. In the case of grade appeals, a written petition must be filed within 30 calendar days after the end of the session in which the grade is received. The formal procedure must be initiated within these time limits. However, the time limit may be extended by the appropriate assistant dean or designee, at his or her sole discretion, upon presentation of good cause.
- B. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The petition must include:
  1. Names of the parties involved
  2. A clear statement of the nature of the grievance
  3. A narrative of the incident including
    - What occurred
    - When it occurred
    - Where it occurred
    - Who was present
  4. The evidence on which the grievance is based
    - Why this constitutes capricious or arbitrary action on behalf of a staff or lecturer
    - What has been done to resolve the grievance
    - The desired outcome/outcomes
    - Any supporting documentation
- C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the lecturer or staff members involved.
- D. A meeting of the Grievance Committee will be scheduled to consider the matter within seven working days of the date when the petition was received. The involved student or community member may testify in

person at the committee meetings. The meetings shall be held at times when both parties are available to testify, in person or electronically.

- E. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, and witnesses invited by the Grievance Committee. Witnesses may only be present during the time they are presenting their testimony. No one other than members of the Grievance Committee may be present during deliberations.
- F. Either party may seek an advisor who must be a lecturer or student in that program. The function of the advisor shall not include that of advocacy and the advisor will not have a role in the committee's meetings. The student may not bring legal counsel, nor have a student represent him/ her as counsel. The Grievance Committee may not have legal counsel present.
- G. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. Such minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. At the option of the grievance committee chair, the proceedings may be recorded.
- H. Except for communications with the lecturer(s) and student(s) involved advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
- I. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member should refuse to discuss the issue and should disclose, at the time of the meeting, that he or she has been approached.
- J. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular student, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may be excused from participation upon request by such member, or in the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances.
- K. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance.

- L. The committee will decide on the matter by vote. Both parties will be notified, in writing, within one week of the decision. The committee's decision shall be final.

### Student Complaint Process

Los Angeles Pacific University (LAPU) takes complaints and concerns regarding the institution very seriously. If a student has a complaint regarding LAPU, the university has established a grievance process for students as follows.

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

- The Associate Vice President for Enrollment and Student Success at [avpstudentsuccess@lapu.edu](mailto:avpstudentsuccess@lapu.edu).
- The Academic Dean at [academicaffairs@lapu.edu](mailto:academicaffairs@lapu.edu).
- The Office of the General Counsel at [cjennings@apu.edu](mailto:cjennings@apu.edu).

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

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

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

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

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

## Requirements for Graduation

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To earn a degree from Los Angeles Pacific University, students must complete all required coursework, within the specified time limit while maintaining a sufficient grade-point average and fulfilling the university's residency requirements (see "Residency Requirements"). Students must meet all financial obligations in order to receive their diplomas.

## Double Major

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

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

## Second Undergraduate Degree

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

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

## Time Limit for Completing Degrees

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When Los Angeles Pacific University awards a degree, it is certifying that the student's knowledge and professional skills are reasonably up-to-date as of the time of graduation. Accordingly, to earn a degree from Los Angeles Pacific University, students must complete all required coursework, within 10 years (30 consecutive semesters) of initial enrollment at LAPU at the undergraduate level while maintaining a sufficient grade-point average and fulfilling the university's residency requirements (see "Residency Requirements"). Students must meet all financial obligations in order to receive their diplomas.

## Changes in Degree Requirements

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

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

LAPU recognizes that not all students will be able to complete their degree requirements within two years for an A.A./A.S. degree, and four years for a B.A./B.S. degree. LAPU students who do not enroll in courses for a full year (three semesters) return under the requirements in force at the time of re-enrollment.

## Minimum Grade-Point Average

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

## Security Interest in Student Records

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

## Residency Requirements

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To fulfill residency requirements, students must complete a specified number of units at Los Angeles Pacific University. The minimum requirements are 18 units for an associate degree and 30 units for a bachelor's degree. In addition, at least 18 of the last 24 units in the major field must be completed at LAPU for the bachelor's degree, 15 of which must be upper-division units.

Neither transfer credit (including correspondence courses) nor credit by examination (CLEP, AP, IB) may be used to fulfill the above residency requirement.

## Application for Graduation

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

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

## Latin Honors Criteria

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**Summa Cum Laude:** 3.9 and above

**Magna Cum Laude:** 3.75 to 3.89

**Cum Laude:** 3.5 to 3.74

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

## Commencement

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Los Angeles Pacific University hosts at least one commencement ceremony per year. The date(s) will be announced and published on the university's website. The university president, by the authority of the board of trustees and on recommendation of the lecturer, awards the degrees.

Details regarding possible participation in commencement are made available to graduates eight weeks prior to commencement. Undergraduate students may participate in commencement exercises if they are within 12 units of degree completion, not including in-progress units. Exceptions to these guidelines may be requested by a student via a General Petition. Petitions will be reviewed by a committee to include one representative from Academic Affairs, one representative from the Registrar's office, and one representative from Student Success, who will provide recommendation to the Executive Leadership Team (ELT). Decisions by the ELT are final.

## Degree/Certificate Posting Dates

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

# 6

## Academic Programs

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### Certificate

- Pre-Nursing Science Certificate  
Certificate Proficiencies, and Requirements

### General Studies Core

### Associate Degrees

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

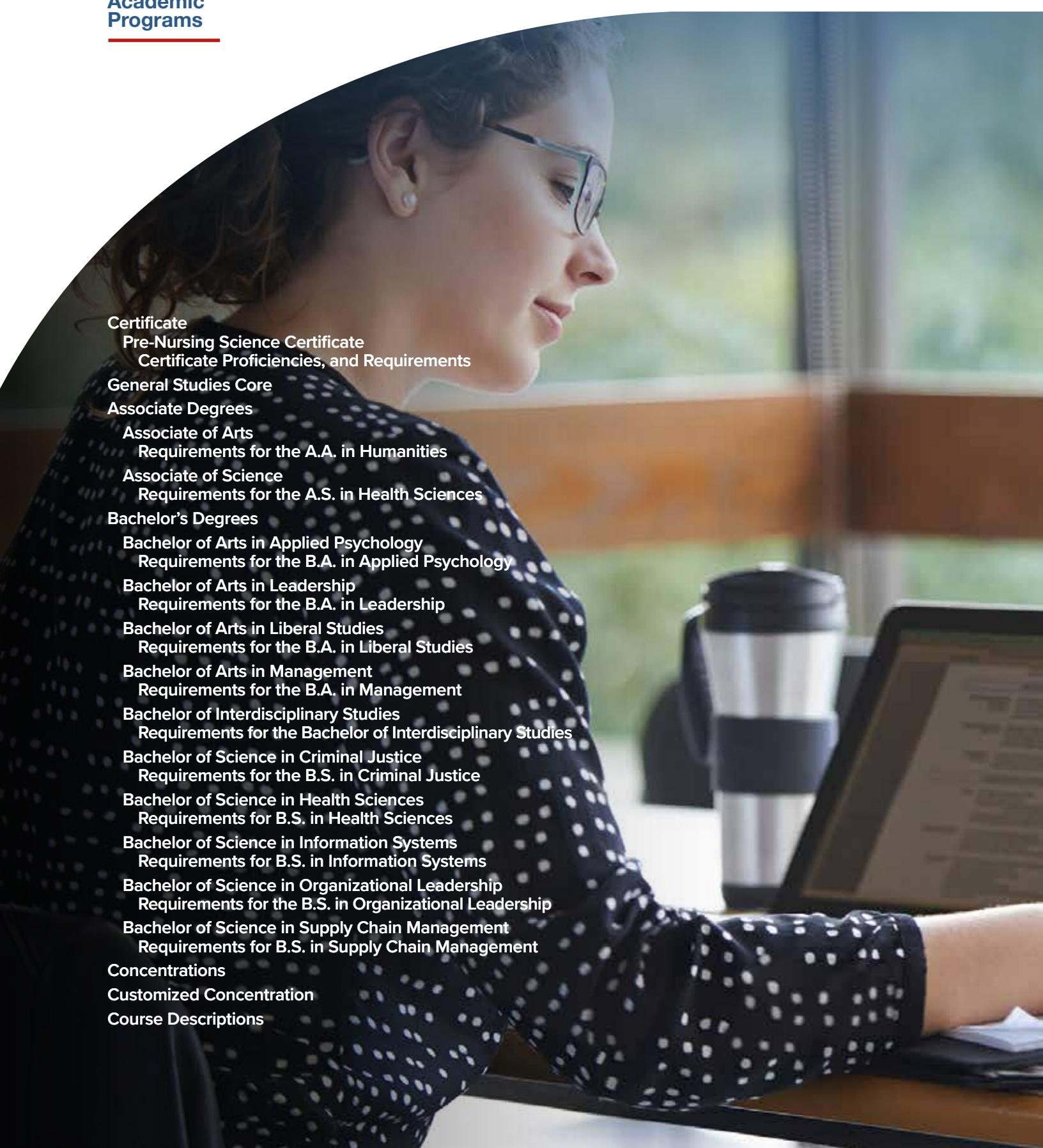
### Bachelor's Degrees

- Bachelor of Arts in Applied Psychology  
Requirements for the B.A. in Applied Psychology
- Bachelor of Arts in Leadership  
Requirements for the B.A. in Leadership
- Bachelor of Arts in Liberal Studies  
Requirements for the B.A. in Liberal Studies
- Bachelor of Arts in Management  
Requirements for the B.A. in Management
- Bachelor of Interdisciplinary Studies  
Requirements for the Bachelor of Interdisciplinary Studies
- Bachelor of Science in Criminal Justice  
Requirements for the B.S. in Criminal Justice
- Bachelor of Science in Health Sciences  
Requirements for B.S. in Health Sciences
- Bachelor of Science in Information Systems  
Requirements for B.S. in Information Systems
- Bachelor of Science in Organizational Leadership  
Requirements for the B.S. in Organizational Leadership
- Bachelor of Science in Supply Chain Management  
Requirements for B.S. in Supply Chain Management

### Concentrations

- Customized Concentration

- Course Descriptions



# Certificates

Los Angeles Pacific University offers a Pre-Nursing Health Science Certificate. Please see [page 68](#) for course descriptions.

## PRE-NURSING HEALTH SCIENCE CERTIFICATE

### Certificate Proficiencies

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

### Requirements

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

**BIO 225** Microbiology/Lab (4)

**BIO 230** Human Anatomy and Physiology I/Lab (4)

**BIO 240** Human Anatomy and Physiology II/Lab (4)

**CHEM 115** Chemistry for Health Sciences/Lab (4)

## General Studies Core

Students pursuing any of Los Angeles Pacific University's bachelor's degrees are encouraged to complete the General Studies Core before starting their major requirements. Students must attain at least a 2.0 (C) grade-point average in the major. All required courses must be taken for a letter grade where the option exists. Prior coursework from regionally accredited colleges/universities may be transferred to meet the General Studies Core requirements.

### English Communication (6 units)

**COMM 105** Public Communication (3)

**ENG 105** Introduction to Academic Research and Writing (3)

### Arts and Humanities (6 units)

**ART 110** Introduction to Art (3)

Choose one:<sup>1</sup>

**ENG 115** Introduction to Literature (3)

**PHIL 205** Introduction to Philosophy (3)

### Behavioral Sciences (3 units)

Choose one:<sup>2</sup>

**APSY 105** Introduction to Psychology (3)

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

### Social Sciences (3 units)

Choose one:<sup>3</sup>

**HIS 202** World Civilizations (3)

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

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

## Physical and Biological Sciences (4 units) <sup>4</sup>

Choose one: <sup>5</sup>

<b>BIO 230</b>	Anatomy and Physiology I / Lab (4)
<b>BIO 240</b>	Human Physiology II / Lab (4)
<b>CHEM 115</b>	Chemistry for Health Sciences/Lab (4)
<b>PHYS 150</b>	Introduction to Astronomy (4)

<sup>1</sup>A.S. Health Sciences Students must choose ENG 115.

<sup>2</sup>B.A. Applied Psychology students must choose APSY 105; BA management students must choose ECO 203.

<sup>3</sup>B.A. Liberal Studies students must choose HIS 202.

<sup>4</sup>Also meets a requirement within the BS Health Sciences major; this increases allowed electives.

<sup>5</sup>A.S. Health Science students must choose CHEM 115.

## LAPU Distinctives (9 units)

<b>BIBL 100</b>	Introduction to Biblical Literature: Exodus/Deuteronomy (3)
<b>BIBL 230</b>	Introduction to Biblical Literature: Luke/Acts (3)
<b>MO 101</b>	Momentum: Success in the University (3)*

**TOTAL: 31 units**

\*Must be taken at LAPU



# Associate Degrees

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

The associate degree programs equip adult students with knowledge, attitudes, and skills to successfully contribute as responsible members of their communities, both local and global, through learning, working, and living in God's created world. These skills include a working knowledge of liberal arts and sciences, written and oral communication skills, critical thinking abilities, and introductory study in an applied or professional field. The knowledge, attitudes, and skills are necessary for lifelong learning and for more advanced studies at the bachelor's level.

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

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

- 31 Units of the General Studies Core
- 6 Units of Skills and University Requirements serve as a foundation for university studies and for lifelong learning. This comprises a university orientation providing tools, insights, and strategies for personal growth; English composition; and ethics.
- 23 units in the discipline (to include 2-8 units of electives):

## CURRENT DEGREE OFFERINGS

- Humanities (A.A.)
- Health Science (A.S.)

## Program Learning Outcomes (PLO) for Associate of Arts Degree

Graduates of the Associate of Arts Degree program will:

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

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

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

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

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

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

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

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

## Requirements for the A.A. in Humanities

**General Studies Core (31 units)**

**Skills and AA Degree Requirements (6 units)**

**English Composition (3 units)**

ENG 101 Introduction to Composition (3)

**Ethics (3 units)**

PHIL 210 Introduction to Ethics (3)

**Humanities (A.A., 23 units)**

- **15 units** of humanities courses completes an Associate of Arts degree by preparing students for further academic studies or employment. The major rounds out a liberal arts education by including a foreign language, mathematics, Christian heritage, and spiritual formation.

**Foreign Language (6 units)**

SPAN 121 (3)

SPAN 122 (3)

**Mathematics (3 units)**

Choose one:

MATH 105 Survey of Mathematics (3) or

MATH 125 College Algebra (3)

### God's Word and the Christian Response (6 units)

REL 100 Introduction to Global Religious Studies (3)\*

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

- 8 units of electives offer students the opportunity to explore areas of interest beyond the required coursework.

**TOTAL: 60 units**

\*Must be taken at LAPU.

### Program Learning Outcomes (PLO) for Associate of Science Degree

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Graduates of the Associate of Science Degree program will:

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

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

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

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

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

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

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

### Requirements for the A. S. in Health Sciences

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#### General Studies Core (31 units)

Must include CHEM 115 & ENG 115

#### Skills and AS Degree Requirements (6 units)

##### Mathematics (3 units)

Choose one:

MATH 105 Survey of Mathematics (3) or

MATH 125 College Algebra (3)

##### Ethics (3 units)

PHIL 210 Introduction to Ethics (3)

### Health Sciences courses (A.S., 23 units)

- **21 units** of Health Science courses completes an Associate of Science degree by preparing students in the areas of science education, leadership, and the healthcare industry.

APSY 295 Human Growth and Development (3)

BIO 225 Microbiology/Lab (4)

BIO 230 Anatomy and Physiology I/Lab (4)

BIO 240 Anatomy and Physiology II/Lab (4)

PHIL 205 Introduction to Philosophy (3)

STAT 280 Applied Statistics (3)

- **2 units** of electives offer students the opportunity to explore an area of interest beyond the required coursework.

**TOTAL: 60 units**

# Bachelor's Degrees

Los Angeles Pacific University offers bachelor's degrees in applied psychology, criminal justice, health sciences, information systems, interdisciplinary studies, leadership, liberal studies, management, and organizational leadership. For further details on LAPU's program offerings, visit [www.lapu.edu](http://www.lapu.edu). Please see page 65 for concentration areas and [page 68](#) for course descriptions.

## BACHELOR OF ARTS IN APPLIED PSYCHOLOGY

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

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

The material within psychology courses can be sensitive in nature. You may read, study, watch, and discuss potentially disturbing topics. Some of the materials may result in difficulties for you. Please consult your instructor or with an appropriate treatment provider should you have concerns or experience any difficulties.

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

Graduates of the Bachelor of Arts in Applied Psychology will:

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

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

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

**PLO 4:** Develop professional competencies in applied psychology.

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

**PLO 6:** Demonstrate effective communication skills.

### Requirements for the B.A. in Applied Psychology

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

<b>General Studies Core</b>	<b>31 units</b>
<b>Program Requisites</b>	<b>12 units</b>
<b>Major Requirements</b>	<b>45 units</b>
<b>Electives</b>	<b>32 units</b>
<b>Total:</b>	<b>120 units</b>

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

#### General Studies Core (31 units)

Must include APSY 105

Please reference [page 47](#) to view the coursework for the General Studies Core.

#### Program Requisites (12 units)

<b>APSY 285</b>	Abnormal Psychology (3)
<b>APSY 295</b>	Human Growth and Development (3)
<b>REL 105</b>	Christian Life, Faith, and Ministry (3)
<b>STAT 280</b>	Applied Statistics (3)

#### Major Requirements (45 units)

<b>APSY 300</b>	Research Methods in Psychology (3)
<b>APSY 315</b>	Integration of Psychology and Christianity (3)
<b>APSY 320</b>	Personality Theory (3)
<b>APSY 325</b>	Learning Theory (3)
<b>APSY 330</b>	Cognition (3)
<b>APSY 335</b>	Fundamentals of Testing and Assessment (3)

APSY 340	Interviewing and Counseling Techniques (3)
APSY 350	Social Psychology (3)
APSY 370	Psychopharmacology (3)
APSY 405	Physiological Psychology (3)
APSY 410	Psychology of Emotions (3)
APSY 430	Cultural Psychology (3)
APSY 475	Professional and Ethical Issues in Psychology (3)
APSY 490A	Practicum A (0.5)
APSY 490B	Practicum B (2.5)
APSY 495/496	Topics in Psychology (3)

### Electives (32 units)

Students may choose from any course in the catalog. If students wish to complete a concentration, they may do so. Descriptions and coursework for concentrations are found on page 65. Students may complete a maximum of two concentrations.

#### Recommended Concentrations:

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

Students may also earn up to 30 units of electives via Prior Learning Assessment (PLA).

**TOTAL: 120 units**

## BACHELOR OF ARTS IN LEADERSHIP

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

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

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

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

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

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

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

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

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

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

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

### Requirements for the B.A. in Leadership

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

General Studies Core	31 units
Program Requisites	12 units
Major Requirements	45 units
Electives	32 units
<b>Total:</b>	<b>120 units</b>

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

#### General Studies Core (31 units)

Please reference [page 47](#) to view the coursework for the General Studies Core.

### Program Requisites (12 units)

**BUS 250** Business Communication (3)

**BUS 270** Business Law and Ethics (3)

**STAT 280** Applied Statistics (3)

Choose one:

**MGT 390** Project and Change Management (3)

**MGT 395** Project Management (3)

### Major Requirements (45 units)

**APSY 455** Conflict Management (3)

**LEAD 300** Leadership Communication (3)

**LEAD 320** Theory and Practice of Leadership (3)

**LEAD 330** Managerial Finance (3)

**LEAD 350** International Management (3)

**LEAD 360** Leadership Ethics (3)

**LEAD 370** Cross-Cultural Communication (3)

**LEAD 400** Organizational Development and Innovation (3)

**LEAD 420** Human Resource Strategy (3)

**LEAD 440** Emotional Intelligence and Leaders (3)\*

**MGT 450** International Business (3)

**MGT 480** Strategic Management and Policy (3)

**MGT 485** Management and Organizational Behavior (3)

Choose one:

**MGT 490** Entrepreneurship and Innovation (3)\*

**MGT 492** Managing Disruptive Innovation (3)

Choose one:

**MGT 495** International Study (3)

**SCM 300** Global Supply Chain Management (3)

### Electives (32 units)

Students may choose from any course in the catalog. If students wish to complete a concentration, they may do so. Descriptions and coursework for concentrations are found on page 65. Students may complete a maximum of two concentrations.

#### Recommended Concentrations:

- Applied Pastoral Counseling
- Entrepreneurship
- General Psychology
- Healthcare Management
- Human Services
- Organizational Dynamics

**TOTAL: 120 units**

\*Must be taken at LAPU.

## Transition to a Master's Degree Program

LAPU strives to encourage and prepare students to seek graduate degrees. The BAL curriculum is designed to meet the general admissions requirements of regionally accredited graduate-level programs. Students should seek advisement regarding additional admissions requirements from the selected graduate programs.

### ONLINE OR FACE-TO-FACE

## BACHELOR OF ARTS IN LIBERAL STUDIES

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

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

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

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

- The need for qualified, credentialed elementary school and special education teachers in California
- The need for minority teachers and minority role models in area schools
- The need for stability in the classrooms of the local community

- The need/desire to encourage qualified interested members of other professions to consider the teaching profession a viable career change

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

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

Graduates of the Bachelor of Arts in Liberal Studies will:

**PLO 1:** Articulate a philosophy of education based on their understanding of ethical and worldview theories.

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

**PLO 3:** Integrate a variety of multicultural perspectives into their assessment of student needs.

**PLO 4:** Demonstrate subject-matter competence in an educational context.

**PLO 5:** Apply theories of social, emotional, cognitive, and physical development to learning and teaching.

**PLO 6:** Demonstrate effective written and oral communication skills.

**PLO 7:** Assess K–6 student needs using one's understanding of strengths, learning styles, and temperament.

## Requirements for the B.A. in Liberal Studies

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

General Studies Core	31 units
Core Courses	35 units
English Concentration	12 units
Additional Program Requirements	3 units
Electives	39 units
<b>Total:</b>	<b>120 units</b>

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

### General Studies Core (31 units)

Must include HIS 202

Please reference [page 47](#) to view the coursework for the General Studies Core.

### Core Courses (35 units)

LIBS 301	Liberal Studies and Communications (5)
LIBS 302	Liberal Studies, and Human Growth and Development (5)

LIBS 303	Liberal Studies and Mathematics (5)
LIBS 401	Liberal Studies and History (5)
LIBS 402	Liberal Studies and the Sciences (5)
LIBS 403	Liberal Studies and the Arts (5)
LIBS 404	Liberal Studies, and Ethics and Worldview (5)

### English Concentration (12 units)

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

### Additional Program Requirements (3 units)

Choose one:

MATH 105	Survey of Mathematics (3)
MATH 125	College Algebra (3)

### Electives (39 units)

Students may choose from any course in the catalog. If students wish to complete a concentration, they may do so. Descriptions and coursework for concentrations are found on page 65. Students may complete a maximum of two concentrations.

Students may earn up to 30 units of electives via Prior Learning Assessment (PLA).

**TOTAL: 120 units**

## BACHELOR OF ARTS IN MANAGEMENT

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

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

ventures, operate small companies, develop new products, or return to the family business.

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

Graduates of the Bachelor of Arts in Management will:

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

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

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

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

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

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

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

## Requirements for the B.A. in Management

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

<b>General Studies Core</b>	<b>31 units</b>
<b>Program Requisites</b>	<b>12 units</b>
<b>Major Requirements</b>	<b>45 units</b>
<b>Electives</b>	<b>32 units</b>
<b>Total:</b>	<b>120 units</b>

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

### General Studies Core (31 units)

Must include ECO 203

Please reference [page 47](#) to view the coursework for the General Studies Core.

### Program Requisites (12 units)

<b>ACC 210</b>	Financial Accounting (3)
<b>ACC 211</b>	Managerial Accounting (3)

**ECO 204** Principles of Macroeconomics (3)

**STAT 280** Applied Statistics (3)

### Major Requirements (45 units)

**BUS 270** Business Law and Ethics (3)

**ECO 440** International Economics and Trade (3)

**MGT 310** Statistical Analysis for Business Decisions (3)

**MGT 320** Financial Management and Markets (3)

**MGT 350** Marketing and E-Commerce (3)

**MGT 380** Information Systems Management (3)

**MGT 415** Operations Management (3)

**MGT 450** International Business (3)

**MGT 460** Leadership and People (3)\*

**MGT 480** Strategic Management and Policy (3)

**MGT 485** Management and Organizational Behavior (3)

Choose one:

**MGT 340** Introduction to Business Analytics (3)

**MGT 370** Cross-Cultural Communication and Negotiations (3)

Choose one:

**MGT 390** Project and Change Management (3)

**MGT 395** Project Management (3)

Choose one:

**MGT 490** Entrepreneurship and Innovation (3)\*

**MGT 492** Managing Disruptive Innovation (3)

Choose one:

**MGT 495** International Study (3)

**SCM 300** Global Supply Chain Management (3)

### Electives (32 units)

Students may choose from any course in the catalog. If students wish to complete a concentration, they may do so. Descriptions and coursework for concentrations are found on page 65. Students may complete a maximum of two concentrations.

#### Recommended Concentrations:

- Accounting
- Business Psychology
- Cultural Psychology
- Healthcare Management

- Human Services
- Information Systems Management
- Organizational Leadership
- Public Administration

Students may also earn up to 30 units of electives via Prior Learning Assessment (PLA).

**TOTAL: 120 units**

\* Must be taken at LAPU.

## Transition to a Master's Degree Program

LAPU strives to encourage and prepare students to seek graduate degrees. The BAM curriculum is designed to meet the general admissions requirements of regionally accredited graduate-level programs, including the graduate business programs offered through Azusa Pacific University. Students should seek advisement regarding additional admissions requirements from the selected graduate programs.

# BACHELOR OF INTERDISCIPLINARY STUDIES

The Bachelor of Interdisciplinary Studies degree (BIS) program is a flexible, interdisciplinary program designed for students who want a degree tailored to their own career goals. This program allows students, in consultation with an academic advisor, to select courses from concentrations and general electives that help students develop knowledge, skills, and attitudes to prepare them for their career. A final capstone project requires the integration of the various courses around a common theme.

The BIS also provides a foundation for those who desire to pursue graduate studies in a program that does not require a discipline-specific undergraduate degree.

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

Graduates of the Bachelor of Interdisciplinary Studies program will:

**PLO 1:** Connect biblical concepts and principles with inter-concentration specific topics and domains.

**PLO 2:** Integrate professional competencies in two concentrations.

**PLO 3:** Demonstrate effective written and oral communication skills.

**PLO 4:** Analyze inter-concentration specific issues, practices, and trends using appropriate research concepts and processes.

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

**PLO 6:** Apply principles of Christian ethics in response to ethical dilemmas and issues within inter-concentration contexts.

## Requirements for the Bachelor of Interdisciplinary Studies

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

<b>General Studies Core</b>	<b>31 units</b>
<b>Two Concentrations</b>	<b>30 units</b>
<b>Capstone</b>	<b>6 units</b>
<b>Electives</b>	<b>53 units*</b>
<b>Total:</b>	<b>120 units</b>

\*At least 24 elective units must be upper division (300- or 400-level) courses

In order to earn the Bachelor of Interdisciplinary Studies degree, students create a personalized study focus by completing two compatible 15-unit concentrations and two 3-unit capstone courses while achieving a minimum cumulative grade point average (GPA) of 2.0 in the concentrations and capstone courses. There may be at most one course that is common to the two concentrations; an approved substitute course will be required to complete the second concentration:

### General Studies Core (31 units)

Please reference [page 47](#) to view the coursework for the General Studies Core.

### Concentrations (30 units)

Please consult a success coach to determine an appropriate pairing of concentrations.

### Capstone Courses (6 units)

ISTU 490 Interdisciplinary Studies Capstone I (3)

ISTU 495 Interdisciplinary Studies Capstone II (3)

### Electives (53 units)

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

# BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

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

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

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

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

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

Graduates of the Bachelor of Science in Criminal Justice will:

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

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

**PLO 3:** Demonstrate effective written and oral communication skills.

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

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

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

## Requirements for the B.S. in Criminal Justice

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

<b>General Studies Core</b>	<b>31 units</b>
<b>Program Requisites</b>	<b>12 units</b>
<b>Major Requirements</b>	<b>45 units</b>
<b>Electives</b>	<b>32 units</b>
<b>Total:</b>	<b>120 units</b>

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

### General Studies Core (31 units)

Please reference [page 47](#) to view the coursework for the General Studies Core.

### Program Requisites (12 units)

<b>CRJU 105</b>	Introduction to Criminal Justice (3)
<b>CRJU 280</b>	Crime and Criminology (3)
<b>CRJU 290</b>	The Police Function (3)
<b>STAT 280</b>	Applied Statistics (3)

### Major Requirements (45 units)

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

### Electives (32 units)

Students may choose from any course in the catalog. If students wish to complete a concentration, they may do so. Descriptions and coursework for concentrations are found on page 65. Students may complete a maximum of two concentrations.

#### Recommended Emphasis Areas:

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

Students may also earn up to 30 units of electives via Prior Learning Assessment (PLA).

**TOTAL: 120 units**

## BACHELOR OF SCIENCE IN HEALTH SCIENCES

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

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

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

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

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

Graduates of the Bachelor of Science in Health Sciences will:

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

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

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

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

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

**PLO 6:** Demonstrate mastery of discipline-specific competencies in the field of health sciences.

### Requirements for the B.S. in Health Sciences

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

<b>General Studies Core</b>	<b>27 units</b>
	<b>(31 units total; 4 units are counted below in Health Sciences Core Requirements)</b>
<b>Program Requisites</b>	<b>9 units</b>
<b>Major Requirements</b>	<b>48 units</b>
<b>Electives</b>	<b>36 units</b>
<b>Total:</b>	<b>120 units</b>

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

#### General Studies Core (27 units)

(4 units of the 31-unit GS Core are fulfilled within the Health Sciences Core Requirements)

Please reference [page 47](#) to view the coursework for the General Studies Core.

#### Program Requisites (9 units)

<b>HSCI 100</b>	Introduction to Health and Disease (3)
<b>HSCI 110</b>	U.S. Healthcare Systems (3)
<b>STAT 280</b>	Applied Statistics (3)

#### Health Sciences Core Requirements (48 units)

<b>APSY 295</b>	Human Growth and Development (3)
<b>APSY 300</b>	Research Methods in Psychology (3)
<b>APSY 430</b>	Cultural Psychology (3)

BIO 225	Microbiology/Lab (4)
BIO 230	Anatomy and Physiology I/Lab (4)
BIO 240	Anatomy and Physiology II/Lab (4)
CHEM 115	Chemistry for Health Sciences/Lab (4)
HSCI 105	Nutrition and Wellness (3)
HSCI 300	Bioethics (3)
HSCI 305	Introduction to Genetics (4)
HSCI 320	Medical Sociology (3)
HSCI 491	Senior Seminar: Health Sciences Capstone (3)
HSCI 497A	Fieldwork A (0.5)
HSCI 497B	Fieldwork B (2.5)
PHYS 100	General Physics for Health Sciences/ Lab (4)

### Electives (36 units)

Students may choose from any course in the catalog. If students wish to complete a concentration, they may do so. Descriptions and coursework for concentrations are found on page 65. Students may complete a maximum of two concentrations.

#### Recommended Concentrations:

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

Students may also earn up to 30 units of electives via Prior Learning Assessment (PLA).

**TOTAL: 120 units**

### Transition to a Master's Degree Program

LAPU strives to encourage and prepare students to seek graduate degrees. The Bachelor of Science in Health Sciences curriculum is designed to meet the general admissions requirements of regionally accredited graduate-level programs. Students should seek advice regarding additional admissions requirements from the selected graduate programs.

# BACHELOR OF SCIENCE IN INFORMATION SYSTEMS

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

Students who major in information systems will develop professional competencies in information management, computers, databases, systems analysis, and business principles related to information systems. With the opportunity to choose an concentration, students are able to pursue personal or specific career interests within the field of information systems.

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

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

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

Graduates of the Bachelor of Science in Information Systems will:

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

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

**PLO 3:** Demonstrate effective written and oral communication skills.

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

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

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

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

## Requirements for the B.S. in Information Systems

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

<b>General Studies Core</b>	<b>31 units</b>
<b>Program Requisites</b>	<b>12 units</b>
<b>Major Requirements</b>	<b>45 units</b>
<b>Electives</b>	<b>32 units</b>
<b>Total:</b>	<b>120 units</b>

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

### General Studies Core (31 units)

Please reference [page 47](#) to view the coursework for the General Studies Core.

### Program Requisites (12 units)

IS 150	Applied Math for Information Systems (3)
IS 200	Introduction to Information Systems (3)
IS 210	Hardware and Software (3)
IS 220	Object-Oriented Programming (3)

### Major Requirements (45 units)

BSOL 308	Ethics and Worldviews in Business (3)
IS 230	Introduction to Systems Analysis (3)
IS 310	Server Management (3)
IS 320	Business Communication Systems (3)
IS 330	Network Administration (3)
IS 340	Database Design and Administration (3)
IS 400	Web Development (3)
IS 410	Operating Systems Analysis and Design (3)
IS 420	Enterprise Architecture (3)
IS 440	Data Analysis and Warehousing (3)
IS 450	Web and Mobile Applications (3)
IS 490	Information Systems Capstone (3)
MGT 200	Business in a Digital World (3)
MGT 380	Information Systems Management (3)

Choose one:

MGT 390	Project and Change Management (3)
MGT 395	Project Management (3)

### Electives (32 units)

Students may choose from any course in the catalog. If students wish to complete a concentration, they may do so. Descriptions and coursework for concentrations are found on page 65. Students may complete a maximum of two concentrations.

#### Recommended Concentrations:

- Business Information Systems
- Cyber-Security
- Business Intelligence
- General Information Systems
- Health Information Systems

Students may also earn up to 30 units of electives via Prior Learning Assessment (PLA).

**TOTAL: 120 units**

## ONLINE AND FACE-TO-FACE

# BACHELOR OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

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

The Bachelor of Science degree in Organizational Leadership (BSOL) program combines an intensive series of integrated seminars with a work-related research project, which improves the student's skills in communication, research, interpersonal relationships, group dynamics, supervision, leadership skills and management. The student also develops a better understanding of the research and writing process, the relationship of the liberal arts to the job and home, and the integration of values and ethics with human relationships and work.

Many adult students have developed skills or expertise at the workplace, at home, or in other venues. Some of those experiences may translate into prior learning credit. To assess whether these experiences are worthy of university credit,

the student may use one of the Flexible Learning Pathways options to assess their experience. A maximum of 30 units may be earned through Prior Learning Assessment (PLA). See page 35 for specific details on how to earn PLA units.

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

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

Graduates of the Bachelor of Science in Organizational Leadership will:

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

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

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

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

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

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

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

### Requirements for the B.S. in Organizational Leadership

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

General Studies Core	31 units
Core Courses	39 units
Electives	50 units
<b>Total:</b>	<b>120 units</b>

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

General Studies Core (31 units) see [page 47](#)

### Core Courses (39 units)

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

### Electives (50 units)

Students may choose from any course in the catalog. If students wish to complete a concentration, they may do so. Descriptions and coursework for concentrations are found on page 65. Students may complete a maximum of two concentrations.

Students may also earn up to 30 units of electives via Prior Learning Assessment (PLA).

**TOTAL: 120 units**

## BACHELOR OF SCIENCE IN SUPPLY CHAIN MANAGEMENT

A successful supply chain management (SCM) career requires an understanding of the major elements of supply chain management processes and technologies. The Bachelor of Science degree in Supply Chain Management program provides a practical and theoretical foundation within the SCM field in accordance with the university's Christian heritage and mission. The degree will provide a systematic analysis of the core components of supply chain operations across varying types of industries and include the study of financial controls, inventory control, warehousing, transportation, and handling. Students apply theories and practical skills of supply chain management, including quality improvement, and inventory management for the global supply chain. Careers in the field of supply chain management include the areas of logistics, operations research, business and financial operations, buying and purchasing, and cost estimation. Graduates will also be

equipped to continue their studies in graduate programs in supply chain management or related fields.

## Program Learning Outcomes (PLO) for the B.S. in Supply Chain Management

Graduates of the Bachelor of Science in Supply Chain Management will:

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

**PLO 2:** Develop professional competencies in supply chain management, including an understanding of the various components of the field.

**PLO 3:** Demonstrate effective written and oral communication skills.

**PLO 4:** Apply supply chain management theories in today's marketplace.

**PLO 5:** Demonstrate critical thinking and creative problem-solving skills in the planning and implementation of effective supply chain operations strategies.

**PLO 6:** Apply principles of Christian ethics in response to ethical dilemmas and issues within the field of supply chain management.

**PLO 7:** Apply supply chain management concepts, knowledge, and information in culturally diverse organizational and global business scenarios.

## Requirements for the B.S. in Supply Chain Management

To earn the Bachelor of Science in Supply Chain Management, students must complete the following degree components:

<b>General Studies Core</b>	<b>31 units</b>
<b>Program Requisites</b>	<b>12 units</b>
<b>Major Requirements</b>	<b>45 units</b>
<b>Electives</b>	<b>32 units</b>
<b>Total:</b>	<b>120 units</b>

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

### General Studies Core (31 units)

Please reference [page 47](#) to view the coursework for the General Studies Core.

### Program Requisites (12 units)

<b>ACC 210</b>	Financial Accounting (3)
<b>ACC 211</b>	Managerial Accounting (3)
<b>ECO 204</b>	Principles of Macroeconomics (3)
<b>STAT 280</b>	Applied Statistics (3)
<b>Major Requirements (45 units)</b>	
<b>BUS 250</b>	Business Communication (3)
<b>BUS 270</b>	Business Law and Ethics (3)
<b>ECO 440</b>	International Economics and Trade (3)
<b>MGT 310</b>	Statistical Analysis for Business Decisions (3)
<b>MGT 350</b>	Marketing and E-Commerce (3)
<b>MGT 380</b>	Information Systems Management (3)
<b>MGT 415</b>	Operations Management (3)
<b>SCM 300</b>	Global Supply Chain Management (3)
<b>SCM 310</b>	Supply Chain Management (3)
<b>SCM 320</b>	Transportation and Distribution Management (3)
<b>SCM 400</b>	Strategic Warehouse Management (3)
<b>SCM 410</b>	Procurement and Strategic Sourcing (3)
<b>SCM 420</b>	Consumer Value Ecosystem (3)
<b>SCM 490</b>	Supply Chain Management Capstone (3)

Choose one:

<b>MGT 390</b>	Project and Change Management (3)
<b>MGT 395</b>	Project Management (3)

### Electives (32 units)

Students may choose from any course in the catalog. If students wish to complete a concentration, they may do so. Descriptions and coursework for concentrations are found on page 65. Students may complete a maximum of two concentrations.

### Recommended Concentrations:

- Accounting
- Business Intelligence
- Cultural Psychology
- E-Commerce
- Healthcare Management
- Organizational Leadership

Students may also earn up to 30 units of electives via Prior Learning Assessment (PLA).

**TOTAL: 120 units**

# Concentrations

Los Angeles Pacific University offers students in bachelor's degree programs the opportunity to choose from multiple concentrations to specialize in their field of interest. Students are encouraged to work with their success coach to design a detailed academic plan to fit their career goals. Please see the bachelor's degree program for recommended concentrations with specific majors.

These 15-unit concentrations may be paired with the following programs: B.A. in Applied Psychology, B.A. in Leadership, B.A. in Liberal Studies, B.A. in Management, B.I.S., B.S. in Criminal Justice, B.S. in Health Sciences B.S. in Information Systems, B.S. in Organizational Leadership, and B.S. in Supply Chain Management.

## Accounting

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

**ACC 300** Intermediate Accounting I (3)

**ACC 320** Intermediate Accounting II (3)

**ACC 340** Cost Accounting, Analysis and Budgeting (3)

**ACC 410** Tax Accounting (3)

**ACC 430** Auditing (3)

## Applied Pastoral Counseling

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

**APSY 425** Crisis Counseling and Intervention (3)

**APSY 450** Family Systems (3)

**APSY 455** Conflict Management (3)

**APSY 460** Motivation (3)

**APSY 470** Positive Psychology (3)

*The Applied Pastoral Counseling concentration cannot be paired with the Business Psychology, Child and Adolescent Psychology, Clinical Psychology, Criminal Behavior, Cultural Psychology, Educational Psychology, General Psychology, Human Services, or Organizational Leadership concentrations.*

## Business Information Systems

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

**MGT 320** Financial Management and Markets (3)

**MGT 350** Marketing and E-Commerce (3)

**IS 460** Data Analytics and Business Intelligence (3)

**IS 465** Business Information Systems and Ethics (3)

**IS 470** Information Security and Compliance (3)

*The Business Information Systems concentration cannot be paired with the B.A. Management degree or with the Business Intelligence, Cyber-Security, General Information Systems, or Health Information Systems concentrations.*

## Business Intelligence

The Business Intelligence concentration provides students with basic theories and applications of information technology and electronic evidence as they are related to both business efficiency and security planning. Students are prepared for work in private, public, and nonprofit sectors in enhancing business operations and security.

**MGT 350** Marketing and E-Commerce (3)

**IS 460** Data Analytics and Business Intelligence (3)

**IS 470** Information Security and Compliance (3)

**IS 480** Advanced Data Management (3)

**IS 485** Data Modeling and Architecture (3)

*The Business Intelligence concentration cannot be paired with the Business Information Systems, General Information Systems, or Health Information Systems concentrations.*

## Business Psychology

The Business Psychology concentration instills a foundation for motivating, understanding organizational behavior, conflict management, and gender issues. This foundation equips students to engage in careers in human resources, employee

support and training, and positions where customer relations are needed such as with insurance, benefits, sales, and customer service. This concentration lays a solid foundation prior to entry into master's program in business.

**APSY 455** Conflict Management (3)

**APSY 460** Motivation (3)

**APSY 470** Positive Psychology (3)

**APSY 480** Group Processes (3)

**MGT 485** Management and Organizational Behavior (3)

*The Business Psychology concentration cannot be paired with the BA Leadership degree or with the Applied Pastoral Counseling, Clinical Psychology, Criminal Behavior, Cultural Psychology, General Psychology, Human Services, or Public Administration concentrations.*

### **Child and Adolescent Psychology**

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

**APSY 425** Crisis Counseling and Intervention (3)

**APSY 440** Child Psychology (3)

**APSY 445** Adolescent Psychology (3)

**APSY 450** Family Systems (3)

**APSY 455** Conflict Management (3)

*The Child and Adolescent Psychology concentration cannot be paired with the Applied Pastoral Counseling, Clinical Psychology, Cultural Psychology, Educational Psychology, or Human Services concentrations.*

### **Clinical Psychology**

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

**APSY 400** Introduction to Clinical Psychology (3)

**APSY 425** Crisis Counseling and Intervention (3)

**APSY 450** Family Systems (3)

**APSY 455** Conflict Management (3)

**APSY 480** Group Processes (3)

*The Clinical Psychology concentration cannot be paired with the Applied Pastoral Counseling, Business Psychology,*

*Child and Adolescent Psychology, Criminal Behavior, Cultural Psychology, General Psychology, or Human Services concentrations.*

### **Criminal Behavior**

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

**APSY 345** Criminal Behavior (3)

**APSY 415** Forensic Psychology (3)

**APSY 455** Conflict Management (3)

**APSY 460** Motivation (3)

**APSY 480** Group Processes (3)

*The Criminal Behavior concentration cannot be paired with the Applied Pastoral Counseling, Business Psychology, Clinical Psychology, Cultural Psychology, General Psychology, or Human Services concentrations.*

### **Cultural Psychology**

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

**APSY 435** Gender Issues in Psychology (3)

**APSY 450** Family Systems (3)

**APSY 455** Conflict Management (3)

**APSY 480** Group Processes (3)

**MGT 485** Management and Organizational Behavior (3)

*The Cultural Psychology concentration cannot be paired with the BA Leadership degree or with the Applied Pastoral Counseling, Business Psychology, Child and Adolescent Psychology, Clinical Psychology, Criminal Behavior, General Psychology, or Human Services concentrations.*

### **Cyber-Security**

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

**FRN 350** Principles of Digital Forensics (3)

**IS 350** Ethical Hacking (3)

**IS 465** Business Information Systems and Ethics (3)

**IS 470** Information Security and Compliance (3)

**IS 495** Enterprise Risk Management (3)

*The Cyber-Security concentration cannot be paired with the Business Information Systems concentration.*

### **Educational Psychology**

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

**APSY 360** Special Education and Rehabilitation Services (3)

**APSY 440** Child Psychology (3)

**APSY 445** Adolescent Psychology (3)

**APSY 450** Family Systems (3)

**APSY 460** Motivation (3)

*The Educational Psychology concentration cannot be paired with the Applied Pastoral Counseling, Child and Adolescent Psychology, or General Psychology concentrations.*

### **General Information Systems**

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

**IS 470** Information Security and Compliance (3)

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

*The General Information Systems concentration cannot be paired with the BS Information degree. Pairing with another concentration requires choosing courses for this concentration that are not used by the other concentration.*

### **General Psychology**

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

**APSY 400** Introduction to Clinical Psychology (3)

**APSY 450** Family Systems (3)

**APSY 460** Motivation (3)

**APSY 470** Positive Psychology (3)

**APSY 480** Group Processes (3)

*The General Psychology concentration cannot be paired with the Applied Pastoral Counseling, Business Psychology, Clinical Psychology, Criminal Behavior, Cultural Psychology, Educational Psychology, or Human Services concentrations.*

### **Healthcare Leadership**

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

**APSY 470** Positive Psychology (3)

**HCM 420** Healthcare Organizational Management (3)

**LEAD 320** Theory and Practice of Leadership (3)

**LEAD 440** Emotional Intelligence in Leaders (3)

*Choose one:*

**MGT 390** Project and Change Management (3)

**MGT 395** Project Management (3)

*The Healthcare Leadership concentration cannot be paired with the BA Leadership degree or with the Organizational Leadership or Public Administration concentrations.*

### **Healthcare Management**

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

**HCM 300** Healthcare Laws and Regulations (3)

**HCM 310** Healthcare Delivery Systems (3)

**HCM 320** Healthcare Financial Management (3)

**HCM 410** Healthcare Ethics and Quality Control (3)

**HCM 420** Healthcare Organizational Management (3)

### **Health Information Systems**

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

**IS 360** Introduction to Health Informatics (3)

**HCM 320** Healthcare Financial Management (3)

**HCM 400** Healthcare Information Systems Management (3)

**IS 460** Data Analytics and Business Intelligence (3)

**IS 470** Information Security and Compliance (3)

*The Health Information Systems concentration cannot be paired with the Business Information Systems or Business Intelligence concentrations.*

### Human Services

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

**APSY 425** Crisis Counseling and Intervention (3)

**APSY 435** Gender Issues in Psychology (3)

**APSY 455** Conflict Management (3)

**APSY 460** Motivation (3)

**APSY 480** Group Processes (3)

*The Human Services concentration cannot be paired with the Business Psychology, Child and Adolescent Psychology, Clinical Psychology, Criminal Behavior, Cultural Psychology, General Psychology, or Psychology in the Healthcare Professions concentrations.*

### Information Systems Management

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

**ISM 310** Programming and Database Management (3)

**ISM 320** Hardware and Database Management (3)

**ISM 330** Networking and Security (3)

**ISM 400** Web Development (3)

**LEAD 400** Organizational Development and Innovation (3)

### Organizational Dynamics

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

**APSY 460** Motivation (3)

**LEAD 365** Organizational Analysis (3)

**MGT 350** Marketing and E-Commerce (3)

**MGT 380** Information Systems Management (3)

Choose one:

**MGT 390** Project and Change Management (3)

**MGT 395** Project Management (3)

*The Organizational Dynamics concentration may not be paired with the BA Management degree or with the Information Systems or Supply Chain Management concentrations.*

### Organizational Leadership

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

**LEAD 320** Leadership Theory and Practice (3)

**LEAD 360** Leadership Ethics (3)

**LEAD 400** Organizational Development and Innovation (3)

**LEAD 420** Human Resources Strategy (3)

**LEAD 440** Emotional Intelligence and Leaders (3)

*The Organizational Leadership concentration may not be paired with the BA Leadership or BS Organizational Leadership degrees or with the Public Administration concentration.*

### Psychology in the Healthcare Profession

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

**APSY 285** Abnormal Psychology (3)

**APSY 350** Social Psychology (3)

**APSY 425** Crisis Counseling and Intervention (3)

**APSY 435** Gender Issues in Psychology (3)

**APSY 470** Positive Psychology (3)

*The Psychology in the Healthcare Professions concentration cannot be paired with the Applied Pastoral Counseling or Human Services concentrations.*

### Public Administration

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

**CRJU 430** Principles of Public Administration (3)

**CRJU 460** Risk Analysis and Security (3)

**LEAD 320** Theory and Practice of Leadership (3)

**LEAD 330** Managerial Finance (3)

**LEAD 420** Human Resource Strategy (3)

## Customized Concentration

The customized concentration consists of five courses of at least three credits each. At least four of the courses must be upper division. The courses can be qualifying transfer courses, courses in residence, or a combination of the two. The courses cannot be double counted to apply to another concentration or major that the student is enrolled in or has completed. The courses must combine to form a cohesive sequence of study. A concentration comprised of five courses in the same discipline will typically be approved as a customized concentration.

Concentrations comprised of courses in different but related disciplines will be reviewed by the appropriate dean to determine whether they can be approved as a customized concentration.



# Course Descriptions

## **ACC 210 Financial Accounting (3 units)**

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

## **ACC 211 Managerial Accounting (3 units)**

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

*Prerequisite: ACC 210 Financial Accounting*

## **ACC 300 Intermediate Accounting I (3 units)**

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

*Prerequisite: ACC 211 Managerial Accounting*

## **ACC 320 Intermediate Accounting II (3 units)**

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

*Prerequisite: ACC 300 Intermediate Accounting I*

## **ACC 340 Cost Accounting, Analysis and Budgeting (3 units)**

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

*Prerequisite: ACC 320 Intermediate Accounting I*

## **ACC 410 Tax Accounting (3 units)**

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

*Prerequisite: ACC 320 Intermediate Accounting II*

## **ACC 430 Auditing (3 units)**

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

*Prerequisite: ACC 320 Intermediate Accounting II*

## **APSY 105 Introduction to Psychology (3 units)**

An introduction to the scientific study of human nature, reviewing multiple perspectives of psychological thought surrounding the relationship between the brain and behavior, perception, learning and cognition, development, social behavior, personality, and psychopathology and psychotherapy.

## **APSY 285 Abnormal Psychology (3 units)**

The classification, explanation, and treatment of disorders described in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders. Students examine historical and modern trends in etiology, symptoms, diagnosis, and treatment.

## **APSY 295 Human Growth and Development (3 units)**

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

## **APSY 300 Research Methods in Psychology (3 units)**

A comprehensive theoretical and practical introduction to planning, conducting, reporting, and evaluating psychological research. Topics include experimental design, quantitative and qualitative procedures, ethical considerations, as well as, critical analysis and scrutiny of published research. Students will plan, conduct, and present research using APA guidelines and writing standards.

*Prerequisite: APSY 105 Introduction to Psychology, STAT 280 Applied Statistics*

## **APSY 315 Integration of Psychology and Christianity (3 units)**

A constructive integration of psychology and the Christian faith. Critically analyzes psychological theories, treatments, and perspectives through a Christian worldview, while also developing an understanding of how psychology informs theology and faith.

*Prerequisite: APSY 105 Introduction to Psychology*

## **APSY 320 Personality Theory (3 units)**

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

*Prerequisite: APSY 105 Introduction to Psychology*

## **APSY 325 Learning Theory (3 units)**

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

*Prerequisite: APSY 105 Introduction to Psychology*

## **APSY 330 Cognition (3 units)**

An in-depth exploration of human cognition, focusing on both classic and current theories, problems, paradigms, methods and measurement.

*Prerequisite: APSY 105 Introduction to Psychology*

## **APSY 335 Fundamentals of Testing and Assessment (3 units)**

An appraisal of the construction, administration, interpretation, and evaluation of psychological tests and measurements. Evaluates the validity, reliability, applicability, cultural and ethical uses. Students will be involved in the administration and interpretation of select instruments.

*Prerequisite: APSY 105 Introduction to Psychology, STAT 280 Applied Statistics*

## **APSY 340 Interviewing and Counseling Techniques (3 units)**

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

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 345 Criminal Behavior (3 units)**

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

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 350 Social Psychology (3 units)**

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

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 360 Special Education and Rehabilitation Services (3 units)**

Survey of theories, research, and practice of effective interventions for individuals with mild/moderate and moderate/severe disabilities. Legal rights, responsibilities, ethical issues, advocacy, and pertinent services are addressed.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 370 Psychopharmacology (3 units)**

An introduction to the behavioral, psychological, and physiological effects of chemicals used in the treatment of psychological disorders. Addresses therapeutic and recreational uses coupled with prevention and treatment of abuse and alternatives to medication.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 400 Introduction to Clinical Psychology (3 units)**

Survey of the science and practice of clinical psychology, including diagnoses and evaluations, interventions and prevention strategies for use with clinical populations, cultural applications, and ethical issues in the clinical profession.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 405 Physiological Psychology (3 units)**

Comprehensive study of the physiological and neurological correlates of human behavior. Potential topics include physiological mechanisms in perception, learning, emotion and motivation.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 410 Psychology of Emotions (3 units)**

Analysis of theoretical and empirical issues in the domain of emotions, incorporating current approaches and interactions between emotion and cognition.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 415 Forensic Psychology (3 units)**

Investigates the application of the science and profession of psychology to issues relating to law and the legal system. Addresses related psychological research, legal issues and processes, as well as cultural and ethical issues in forensic psychology.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 425 Crisis Counseling and Intervention (3 units)**

An examination of the knowledge, skills, and practices specific to crisis counseling and intervention. Focuses on applying appropriate methods to crisis situations, while considering cultural and ethical issues.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 430 Cultural Psychology (3 units)**

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

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 435 Gender Issues in Psychology (3 units)**

Critically examines research and perspectives on gender and sexual socialization and development, along with physiological and cultural contributions to gender differences, sexual orientation, sexual adjustment and related areas of influence.

*Prerequisites: APSY 105 Introduction to Psychology*

**APSY 440 Child Psychology (3 units)**

Explores different aspects of psychological issues in children emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Examines cultural, ethical, and legal issues related to the treatment of children.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 445 Adolescent Psychology (3 units)**

Explores different aspects of psychological issues in adolescents emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Examines cultural, ethical, and legal issues related to the treatment of adolescents.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 450 Family Systems (3 units)**

An overview of the development of the family system, including functional and dysfunctional family relationships, cultural and spiritual implications. Introduces psychological interventions and techniques which further development and change.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 455 Conflict Management (3 units)**

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

**APSY 460 Motivation (3 units)**

Explores research and perspectives on experimental and applied analyses of behavior that impact motivation. Addresses the application of methods for effective motivation in a variety of settings.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 470 Positive Psychology (3 units)**

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

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 475 Professional and Ethical Issues in Psychology (3 units)**

An in-depth assessment of the values, ideas, and laws that guide the helping professions, including professional codes of conduct, practical ethical principles, and the Christian worldview.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 480 Group Processes (3 units)**

Study of research and perspectives regarding human interaction in groups. Examines the impact of various individual, social, and cultural dynamics and how to successfully influence and interact in group settings.

*Prerequisite: APSY 105 Introduction to Psychology*

**APSY 490A Practicum A (0.5 units)**

Preparation for APSY 490B through identification of a practicum site, completion of a practicum proposal, and required preparatory training. Practicum proposals must be approved by the instructor.

*Prerequisites: APSY 285, APSY 295, APSY 300, APSY 315, APSY 320, APSY 325, APSY 330, APSY 335, APSY 340, APSY 350, APSY 410, APSY 430, APSY 475, MO 101, REL 105, & STAT 280; or Assistant Dean permission. NOTE: This course must be completed in conjunction with APSY 490B; failure to successfully complete APSY 490B in the immediately following session will require repeating APSY 490A.*

**APSY 490B Practicum B (2.5 units)**

Applied psychology field experience. Students work under an on-site supervisor who oversees and guides their work in cooperation with their university instructor who provides supervision and instruction. Coursework involves completing related discussions, readings, and other required assignments in addition to the work in the field. In order to pass the class, all direct service and indirect service hours must be accomplished during the course.

*Prerequisites:* APSY 285, APSY 295, APSY 300, APSY 315, APSY 320, APSY 325, APSY 330, APSY 335, APSY 340, APSY 350, APSY 410, APSY 430, APSY 475, APSY 490A in the immediately preceding session, MO 101, REL 105, & STAT 280; or APSY 490A in the immediately preceding session and Assistant Dean permission.

**APSY 495 Topics in Psychology: Marriage (3 unit)**

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

**APSY 496 Topics in Psychology: Grief (3 units)**

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

**ART 110 Introduction to Art (3 units)**

This course introduces students to the visual arts and architecture of various times and cultures with a focus on interpretation and meaning-making, consideration of the role of visual arts in building and responding to culture. Students develop a deeper understanding of the history, forms, and styles of art and architecture with the aim of expanding students' personal awareness of art and themselves.

**ASTU 490 Senior Seminar I (3 units)**

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

**ASTU 495 Senior Seminar II (3 units)**

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

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

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

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

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

**BIO 225 Microbiology/Lab (4 units)**

Fundamental microbiological principles and laboratory techniques with an emphasis on disease-causing microorganisms, new and old methods of disease treatment and prevention, and host immune responses.

*Prerequisite:* BIO 230 Anatomy and Physiology I or BIO 240 Anatomy and Physiology II. Lecture, 3 units; Lab 1 unit

**BIO 230 Anatomy and Physiology I/Lab (4 units)**

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

*Lecture, 3 units; Lab, 1 unit*

**BIO 240 Anatomy and Physiology II (4 units)**

Continuation of study of body systems started in BIO 230 including the study of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

*Prerequisite:* BIO 230 Anatomy and Physiology I/Lab. This course includes both lecture and laboratory components and is intended for nursing and allied health students requiring a two-semester anatomy and physiology sequence.

*Lecture, 3 units; Lab 1 unit*

**BSOL 301 Dynamics of Group Behavior (3 units)**

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

**BSOL 302 Adult Development and Learning Assessment (3 units)**

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

**BSOL 303 Introduction to Research Methodology (3 units)**

Students learn the purpose and value of research as a problem-solving tool in organizations. Approaches for identifying, analyzing, and researching organizational problems are emphasized as students select and review an appropriate organizational problem for their applied research projects.

*Corequisite:* BSOL 401 Data-Driven Decision Making I

**BSOL 304 Organizational Analysis (3 units)**

How organizations function as complex systems; the interrelatedness of organizational purpose, structure, leadership, relationships, and rewards in an organization.

**BSOL 307 Managerial Communication (3 units)**

Refinement of both written and oral presentation skills. Clear and concise presentation of ideas, reports, and proposals is the primary goal of this course.

**BSOL 308 Ethics and Worldviews in Business (3 units)**

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

**BSOL 401 Data-Driven Decision Making I (3 units)**

Introduction to the principles of conducting secondary research by creating a literature review related to an organizational problem. This consists of critically evaluating secondary research (validity, relevance, and credibility). Students also evaluate strategies for effectively organizing a literature review and synthesize research findings to inform data-driven decision making.

*Corequisite:* BSOL 303 Introduction to Research Methodology

**BSOL 402 Data-Driven Decision Making II (3 units)**

Conducting research using business databases in order to identify data that informs an organizational problem. Students evaluate research findings and apply decision-making models in order to reach evidence-based conclusions. Students effectively present research findings and rationale to stakeholders, proposing a data-driven solution to the organizational problem.

*Corequisite:* BSOL 408 Introduction to Data Analysis

**BSOL 403 Independent Study: Research Advisement I (3 units)**

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

**BSOL 404 Independent Study: Research Advisement II (3 units)**

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

**BSOL 405 Leading Disruptive Innovation (3 units)**

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

**BSOL 408 Introduction to Data Analysis (3 units)**

Students explore how quantitative and qualitative data analysis contributes to making decisions and solving organizational problems. Basic methods of summarizing, analyzing, and presenting secondary research data are explored. Students interpret and communicate findings as a rationale for making organizationally impactful decisions.

*Corequisite: BSOL 402 Data-Driven Decision Making II*

**BSOL 409 Diversity in the Workplace (3 units)**

Barriers that inhibit diversity from thriving in the workplace. As a result of learning more about key ethnic and social groups, students become better equipped to contribute to initiatives that promote diversity and inclusivity in the workplace. Students appraise cultural intelligence and strategies for strengthening their leadership competency.

**BSOL 410 Principles of Management and Supervision (3 units)**

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

**BSOL 413 Leadership and Change (3 units)**

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

**BUS 250 Business Communications (3 units)**

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

**BUS 270 Business Law and Ethics (3 units)**

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

**CHEM 115 Chemistry for Health Sciences/Lab (4 units)**

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

*Lecture, 3 units; Lab 1 units*

**COMM 105 Public Communication (3 units)**

Practical instruction on how to speak effectively and basic principles underlying effective communication. Topics range from the study of theoretical models of public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse.

**CRJU 105 Introduction to Criminal Justice (3 units)**

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

**CRJU 280 Crime and Criminology (3 units)**

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

**CRJU 290 The Police Function (3 units)**

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

**CRJU 300 Criminal Justice Research Methodology (3 units)**

This course introduces students to the basic techniques and procedures used in the process of criminal justice research. Topics include basic methods of research design, data collection, data analysis, and reporting of results within the field of Criminal Justice.

*Prerequisite: STAT 280 Applied Statistics*

**CRJU 320 Criminal Law, Substantive (3 units)**

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

**CRJU 330 Crime and Delinquency (3 units)**

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

**CRJU 340 Critical Issues in Criminal Justice (3 units)**

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

**CRJU 350 Criminal Justice Ethics (3 units)**

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

**CRJU 370 The Adjudication Function (3 units)**

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

**CRJU 380 Professional Writing (3 units)**

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

**CRJU 390 Criminal Investigation (3 units)**

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

**CRJU 410 Corrections (3 units)**

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

**CRJU 420 Terrorism and Homeland Security (3 units)**

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

**CRJU 430 Principles of Public Administration (3 units)**

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

**CRJU 440 Constitutional Law (3 units)**

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

**CRJU 450 Forensics (3 units)**

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

**CRJU 460 Risk Analysis and Security (3 units)**

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

**CRJU 490 Criminal Justice Capstone/Senior Project (3 units)**

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

**CS 200 Basic Software Tools (3 units)**

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

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

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

*Prerequisite: MATH 125 College Algebra or STAT 280 Applied Statistics*

**ECO 204 Principles of Macroeconomics (3 units)**

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

**ECO 440 International Economics and Trade (3 units)**

This course examines the theories and principles of international economics and how trade flows and policies impact global business operations. Students evaluate macroeconomic international policies and institutions, tariff rates, customs duties, currency valuations, trade agreements, intellectual property rights, immigration and balance of payments.

*Prerequisite: ECO 203 Microeconomics, ECO 204 Macroeconomics*

**ENG 101 Introduction to Composition (3 units)**

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

*Students cannot earn credit for ENG 101 after passing ENG 105 or equivalent.*

**ENG 105 Introduction to Academic Research and Writing (3 units)**

In this course, students are introduced to academic research and writing at the university level. Particular attention is paid to responding to university-level writing prompts, defining and identifying academic sources, integrating academic sources in their writing, and defining and practicing academic integrity.

*Prerequisite: ENG 101 Introduction to Composition*

**ENG 115 Introduction to Literature (3 units)**

This course introduces students to the varying genres of literature — fiction, poetry, drama, and cinema — while examining and exploring the historical, critical, and social significance of literary expression.

*Prerequisite: ENG 105 Introduction to Academic Research and Writing*

**ENG 403 Language Principles and Processes (4 units)**

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

**ENG 407 Composition: Theory and Practice (4 units)**

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

**ENG 433 Children's Literature (4 units)**

Examination of the purpose, nature, and power of classic and contemporary children's literature, particularly as it relates to the role literature plays in child development at home and school. Emphases include evaluating and selecting books, responding to literature, analyzing prominent authors and illustrators, understanding and experiencing the genres of literature, with special attention to multicultural literature.

**FRN 350 Principles of Digital Forensics (3 units)**

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

**HCM 300 Healthcare Laws and Regulations (3 units)**

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

**HCM 310 Healthcare Delivery Systems (3 units)**

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

**HCM 320 Healthcare Financial Management (3 units)**

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

**HCM 400 Healthcare Information Systems Management (3 units)**

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

*Prerequisite: MGT 380 Information Systems Management*

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

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

**HCM 420 Healthcare Organizational Management (3 units)**

The course examines the day-to-day operations and management of healthcare organizations including hospitals, private practice, ambulatory setting, and specialty services. Students focus on key issues that influence the administration of today's healthcare organizations.

**HIS 202 World Civilizations (3 units)**

This course provides an in-depth analysis of global historical trends which have transformed world civilization, such as the emergence of world system(s); formation of ethnic, racial, and national identities; capitalism, colonialism, and development; ecological imperialism; religious movements; industrialization; and modernization.

*Prerequisite: ENG 105 Introduction to Academic Research and Writing*

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

This course acquaints the student with the major developments of U.S. history from early colonial developments through the Civil War. Emphasis is given to the ideas, groups, and events that helped form American culture. Students develop critical reading and writing skills through analyzing primary documents in this era and also by considering how past movements have shaped our country in the present day.

*Prerequisite: ENG 105 Introduction to Academic Research and Writing*  
*Students who have successfully completed HIS 201 will not receive credit for this course.*

**HIS 204 U.S. History From 1865 (3 Units)**

This course acquaints the student with the major developments of U.S. history from the Reconstruction Era through recent times. Emphasis is given to the ideas, groups, and events that helped form American culture. Students develop critical reading and writing skills through analyzing primary documents in this era and also by considering how past movements have shaped our country in the present day.

*Prerequisite: ENG 105 Introduction to Academic Research and Writing*  
*Students who have successfully completed HIS 201 will not receive credit for this course.*

**HRM 300 Compensation and Benefits (3 units)**

This course provides a comprehensive overview of the philosophies of compensation with a focus on alternative compensation, rewards and benefits. The course discusses compensation fundamentals, documentation, employee motivation and the development of performance appraisals. Students are exposed to standard benefits packages through the process of benefits analysis with an emphasis on cost containment.

**HRM 310 Legal Issues in Human Resources (3 units)**

Studies the conceptual and legal frameworks that guide employment laws and regulations. The course describes the legal requirements of employers as they pertain to state, federal and global laws and statutes. Topics include discrimination, national origin, religion, gender, age, disability, the hiring process, termination procedures and liability protection.

*Prerequisite: BUS 270 Business Law and Ethics*

**HSCI 100 Introduction to Health and Disease (3 units)**

This introductory course examines the causes and consequences of disease and the promotion of individual, family and community health. Public health, social science, and behavioral science findings are studied. Examples of topics covered include major chronic and infectious diseases, mental health, reproductive health, and drug and alcohol use and misuse. Identifying healthy personal behaviors that promote wellness and minimize unhealthy lifestyle will be emphasized.

**HSCI 105 Nutrition and Wellness (3 units)**

Nutrition—and its specific impact on wellness and health risks—will be the focus of this course. Topics explored are (1) dietary-related disease (e.g., coronary heart disease, diabetes, high cholesterol, gluten allergies, etc.); (2) obesity in the U.S.; (3) malnutrition among the youth and the elderly; (4) nutrition-based interventions, and others.

**HSCI 110 U.S. Healthcare Systems (3 units)**

This course takes a broad overview of the healthcare system in the United States. Topics include a historic examination of the healthcare system in America; universal, primary, private, and managed care; advances in medical technology; healthcare providers; informatics; gerontology and long-term care; and healthcare reform and policy.

**HSCI 300 Bioethics (3 units)**

This course focuses on human choices and actions that typically occur in medical practice. This course begins with a brief overview of ethics, and then moves to develop and consider the moral values and principles relevant to medical practice and bioethics.

**HSCI 305 Introduction to Genetics (4 units)**

This course focuses on the principles of genetics with application at the level of molecules, cells, and multicellular organisms, including humans. The topics include: structure and function of genes, chromosomes and genomes; biological variation resulting from recombination, mutation, and selection; population genetics; use of genetic methods to analyze protein function; gene regulation; and inherited disease.

**HSCI 320 Medical Sociology (3 units)**

Examination of culture and social interactions in mediating the health and illness effects as they impact individuals and groups. Topics include the social impact of illness, the relationships between patients and health professionals, advertising and pharmaceutical use/abuse, unhealthy lifestyle choices in families and communities, and healthful practices of social groups.

**HSCI 491 Senior Seminar: Health Sciences Capstone (3 units)**

This capstone course completes the BSHS program. Drawing on the health sciences core and concentration, adult students conceive and design a healthcare project in collaboration with project sponsors.

*Prerequisites: APSY 300 Research Methods in Psychology, HSCI 300 Bioethics, and senior standing.*

**HSCI 497A Fieldwork A (0.5 units)**

This course is the preparation for HSCI 497B Fieldwork B, a student-initiated, community-based service-learning project in an approved health sciences setting where the student explores a particular health sciences career role and an ethical issue related to that role. The student will develop a field experience contract with an onsite supervisor and a health sciences faculty member. The students will then present their findings with other colleagues in the course by uploading activity reports in the online discussions. *Prerequisites: APSY 300, HSCI 300, and senior standing; or Assistant Dean permission. NOTE: This course must be completed in conjunction with HSCI 497B; failure to complete HSCI 497B in the immediately following session will require repeating HSCI 497.*

**HSCI 497B Fieldwork B (2.5 units)**

This course is a student-initiated, community-based service-learning project in an approved health sciences setting where the student explores a particular health sciences career role and an ethical issue related to that role. The students will then present their findings with other colleagues in the course by uploading activity reports in the online discussions. *Prerequisites: completion of most core courses and senior standing, or permission from the Assistant Dean or designee; and completion of HSCI 497A in the immediately preceding session.*

**IS 150 Applied Math for Information Systems (3 units)**

Introduction to mathematical concepts that are frequently used in computer science and information systems. Students analyze and solve mathematical problems related to information systems through the application of logic and critical thinking skills.

**IS 200 Introduction to Information Systems (3 units)**

This course provides students with an overview of computer information systems including computer hardware, software, networking, programming, databases, the Internet, security, systems analysis, ethics, and problem solving using business applications.

**IS 210 Hardware and Software (3 units)**

Knowledge and skills necessary for computer configuration, maintenance, repair, and administration. The course investigates hardware and software installation, systematic troubleshooting, and integration of peripherals. Students explore methodologies for installing system enhancements and upgrades.

**IS 220 Object-Oriented Programming (3 units)**

This course provides students with the knowledge and skills necessary to design, code, and test computer applications. The course focuses on learning to design and write syntactically and logically correct code using an industry-relevant programming language and integrated development tools to develop business applications. Topics include object-oriented programming concepts such as classes, objects, methods, interfaces, packages, inheritance, encapsulation, and polymorphism.

**IS 230 Introduction to Systems Analysis (3 units)**

Introduction to systems analysis and design using case diagrams, domain models, interaction diagrams, and design class diagrams. Coursework focuses on understanding the system development life cycle and its role in systems analysis.

**IS 310 Server Management (3 units)**

This course introduces students to Microsoft Windows Server and enterprise networks. Students learn an overview of the Windows environment, installing and administering servers, domain management, and networking. Emphasis is placed on managing a Windows network, setting up user accounts and user access, and managing resources.

**IS 320 Business Communication Systems (3 units)**

This course provides students with a survey of business data communications systems, including the features, operations, and limitations of a variety of communications and network systems. Topics covered include: fundamentals of digital communications, telecommunications systems, wired and wireless media, the Internet, and communication systems security. Students gain practical knowledge and skills for interacting with and administering such systems.

**IS 330 Network Administration (3 units)**

This course is an introduction to basic concepts in the application, design, and implementation of computer and telecommunication networks. It includes an overview of various network topics including network architecture and protocols, network management, routing, security, hardware, and basic programming principles. Students analyze common problems in network implementation, maintenance, and repair and management of network systems.

**IS 340 Database Design and Administration (3 units)**

Database design and administration are foundational components of all information systems. This course equips students to design and administer relational databases, emphasizing such topics as functional analysis, data modeling, conceptual and physical design, normalization, database security, and permission models. Students also develop a basic understanding of SQL and its use in querying and managing databases.

**IS 350 Ethical Hacking (3 units)**

Students explore the hacker mindset and work with various hacker tools. In today's rapidly changing security landscape, understanding the ethical application of hacker tools and techniques prepares students to design and build practical information technology defenses for the purpose of safeguarding and protecting legitimate resources.

**IS 360 Introduction to Health Informatics (3 units)**

This course introduces students to the history, key policies and principles, industry standards, and technological advances related to health informatics. Students will develop a theoretical and conceptual framework of the design, development, and implementation of health information systems. Special focus will be given to the safeguarding and secure delivery of health information in the context of healthcare organizations and public health.

**IS 400 Web Development (3 units)**

This course explores website development methods, principles, concepts, standards, and programming applications (e.g., PHP, javascript) in response to business needs. Students gain practical web development, implementation, maintenance, and analysis skills, in order to apply them to a real world web-based solution.

**IS 410 Operating Systems Analysis and Design (3 units)**

Basic functions of modern operating systems including installation, configuration, administration, use, and analysis of leading operating systems. Students develop practical skills, including the use of command language scripting, file systems, security, and user rights.

**IS 420 Enterprise Architecture (3 units)**

This course introduces students to enterprise architecture, the system for relating business needs to IT structures, tools, guiding principles, and software development projects. Students determine appropriate enterprise architecture models in response to a variety of business information needs, making recommendations for business processes, information, applications, and technology in order to reduce costs while improving performance, agility, and alignment of information systems to business goals.

**IS 440 Data Analysis and Warehousing (3 units)**

This course focuses on data analysis for business intelligence and data warehousing applications. Students examine the specific data storage, retrieval, and analysis challenges introduced by big data, and how to optimize database and query design to overcome these challenges. Particular focus is given to the development of efficient, robust algorithms designed for large datasets.

*Prerequisites: IS 340 Database Design and Administration*

**IS 450 Web and Mobile Applications (3 units)**

This course studies the concepts, trends, and roles of mobile computing in business. Topics include mobile development platform, framework, and tools for designing, constructing, and testing mobile applications.

**IS 460 Data Analytics and Business Intelligence (3 units)**

The course examines how data analytics and business intelligence technologies can inform decision making across a variety of business sectors. These tools provide business leaders with the information they need to shape business strategies, corporate policies, and performance optimization. Special focus is given to business intelligence concepts, tools, and applications, and the use of data warehouse for business reporting and online analytical processing, for creating visualizations and dashboards, and for business performance management and descriptive analytics.

*Prerequisites: IS 340 Database Design and Administration*

**IS 465 Business Information Systems and Ethics (3 units)**

This course explores ethical issues related to information systems in the context of business, including information privacy, intellectual property rights, malicious technologies, workplace access to inappropriate content, and ethical codes of conduct. Students are presented with ethical theory and decision-making models to help them determine appropriate responses to ethical issues.

**IS 470 Information Security and Compliance (3 units)**

This course introduces students to the basics of information security in the workplace with an emphasis on the role of compliance with regulatory bodies. Compliance requirements in all areas of information technology continue to grow. Students explore the analysis and design required to meet these evolving demands.

**IS 480 Advanced Data Management (3 units)**

At the heart of data management is the identification of clear business information needs and the data structures required to store and retrieve such data. This course helps students clarify business information needs, practice data cleaning methods, and formulate robust algorithms for analyzing data. Students also explore methods for optimizing data structures, indices, queries, and stored procedures for rapid data retrieval.

*Prerequisites: IS 340 Database Design and Administration*

**IS 485 Data Modeling and Architecture (3 units)**

This course examines various data modeling and architecture options available to database administrators and helps students identify the best options for particular business information needs, taking into consideration complex factors such as performance, scalability, adaptability and available database platforms.

**IS 490 Information Systems Capstone (3 units)**

This course comprises a cumulative information systems project in which students apply business and information systems knowledge and skills acquired in the major and concentration courses to a real-world information systems project. The capstone project includes an information systems needs analysis, research, design of a solution, and presentation of a proposal to key business stakeholders.

*Prerequisites: BSOL 308, IS 230, IS 310, IS 320, IS 330, IS 340, IS 400, IS 410, IS 420, IS 440, IS 450, MGT 200, MGT 380, and MGT 390 or MGT 395; or Assistant Dean consent*

**IS 495 Enterprise Risk Management (3 units)**

Enterprise risk management (ERM) is the process of planning, organizing, leading, and controlling the activities of an organization in order to minimize the effects of risk on an organization's capital and earnings. Students will acquire the skills necessary to successfully identify and analyze risks, develop risk management processes and remediation plans, and explore the different models used in the risk management practice.

**ISM 310 Programming and Database Management (3 units)**

This course provides students with basic concepts of computer programming, and programming concepts, and constructs. In addition, the course includes an introduction to the design and use of database systems, while familiarizing students in concepts such as data modeling, file management, database programming and management. *Prerequisite: MGT 380 Information Systems Management*

**ISM 320 Hardware and Database Management (3 units)**

This course provides students with the knowledge and skills necessary for computer configuration, maintenance, repair and administration. The course covers hardware and software installation, diagnoses trouble-shooting, and integrating peripherals. Students will also explore methodologies for installing system enhancements and upgrades. The course focuses on preparing the student to take the CompTIA A+ Certification exam. *Prerequisite: MGT 380 Information Systems Management*

**ISM 330 Networking and Security (3 units)**

This course is an introduction to basic concepts in the application, design, and implementation of computer and telecommunication networks. It includes an overview of various network topics including network architecture and protocols, network management, routing, security, hardware, and basic programming principles. Students will analyze common problems in network implementation, maintenance, and repair and management of network systems. *Prerequisite: MGT 380 Information Systems Management*

**ISM 400 Web Development (3 units)**

Students website design, methods, principles, concepts, standards, and programming applications in conjunction with business practices and operations. Students gain practical web-design, implementation, maintenance, and analysis skills. Students evaluate websites and develop processes to improve business efficiency and effectiveness. *Prerequisite: MGT 380 Information Systems Management*

**ISTU 490 Interdisciplinary Studies Capstone I (3 units)**

This course is one of a two-course capstone experience for students in the Bachelor of Interdisciplinary Studies program. In this class, students grapple with the development of their worldview in the context of a biblical perspective, and relate it to the specific concentrations they have studied. Students articulate their own worldview, apply an ethical decision making model based on their worldview, and address a professional or social issue.

**ISTU 495 Interdisciplinary Studies Capstone II (3 units)**

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

**LEAD 300 Leadership Communication (3 units)**

Presents a practical overview of effective oral and written communication in the organizational leadership setting. Research and technical writing are addressed, as are marketing and public relations writing styles. Electronic communication (emails, Twitter, and blogging) is represented and illustrated. Oral presentations are presented, with special emphasis on delivering inspirational talks that influence organizational change.

**LEAD 320 Theory and Practice of Leadership (3 units)**

An evaluative review of the major theories and practices of leadership studies, which include leaders in various sectors. Students explore the history, structure, behavior, development, and dynamics of successful and aberrant leaders. *Students cannot earn credit for both LEAD 320 and MGT 460.*

**LEAD 330 Managerial Finance (3 units)**

This course provides leaders with essential financial knowledge to aid in the strategic decision-making process. Leaders develop the skills necessary to set long and short-term financial goals and metrics to measure the financial success and health of an organization. Leaders learn how to utilize standard financial ratios and financial statement analysis to set the financial course for an organization. *Students cannot earn credit for both LEAD 330 and MGT 320.*

**LEAD 350 International Management (3 units)**

This course examines the process of international business management and evaluates political, legal, and governmental risks. Leaders study the role of culture in managing people across cultures and analyze the impact of strategic alliances and partnerships on the organization.

**LEAD 360 Leadership Ethics (3 units)**

Examines ethical frameworks and their application to organizational leadership situations, as well as to personal leadership decisions. Topics such as servant leadership, utilitarianism, Kant's categorical imperative, and other theories are discussed, as well as corporate social responsibility, employer-employee relations, product safety, etc.

**LEAD 365 Organizational Analysis (3 units)**

This course analyzes the organization in relation to competitors in the global industry. Leaders evaluate the driving forces of the industry and develop key strategies to provide the organization with a competitive advantage. Leaders forecast technological and environmental changes and implement initiatives enabling organizations to positively leverage the changes.

**LEAD 370 Cross-Cultural Communication (3 units)**

This course examines the theories and practices of cross-cultural communication and how leaders motivate individuals, teams, and the organization as a whole to accomplish the mission and vision of the organization. Leaders design and implement corporate wide strategic communications initiatives taking into account the various cultural distinctions.

**LEAD 400 Organizational Development and Innovation (3 units)**

An introduction and analysis of organizational development and change factors. Restructuring organizations, human resource management interventions, diagnostics, interpersonal and group processes, and transformational change are explicated.

**LEAD 420 Human Resource Strategy (3 units)**

This course introduces adult students to many of the key components of human resources (HR) in organizations, such as workforce planning, recruitment, selection, staffing, performance evaluation, training, compensation, and other issues. The leader's perspective in relation to HR functions is the primary focus in this course.

**LEAD 440 Emotional Intelligence and Leaders (3 units)**

Social interaction processes and human behavior is studied from the concept of emotional intelligence, as it focuses on intrapersonal and interpersonal attributes of the leader. The positive juxtaposition of authentic leadership, emotional intelligence, and emotional contagion are explored as well.

**LIBS 301 Liberal Studies and Communications (5 units)**

An integrated approach to developing, mastering, and assessing communication skills including principles and practices of verbal, non-verbal, and written language. Emphases will include group, interpersonal, presentational, and written communication.

**LIBS 302 Liberal Studies, and Human Growth and Development (5 units)**

Human growth and development across the life span is explored from the integrated perspectives of psychology, physiology, and sociology. Special attention is given to those areas which impact the classroom including personality, motivation, learning styles, diversity, and physical development. A thematic approach is used to address the treatment of mental, emotional, social, and physical health practices, including such topics as stress, diet, nutrition, communicable and Chronic diseases, alcohol and drug abuse, lifestyle, spiritual health, physical fitness, and environmental health, with an emphasis on issues impacting children and adolescents.

**LIBS 303 Liberal Studies and Mathematics (5 units)**

This course integrates fundamental mathematics concepts and relationships and computational skills required by the elementary or middle school teacher with problem-solving strategies and the use of technology. Students engage these concepts, relationships, and skills in terms of their development, mastery, and assessment. Anchored instruction and situated cognition techniques, expedited by video, and computer-based simulations, modeled during the course. The professional and assessment standards of the National Council of Teachers of Mathematics are modeled throughout this course.

**LIBS 401 Liberal Studies and History (5 units)**

This course examines United States and world history using a broad interdisciplinary, thematic approach. Special emphasis is given to the United States Constitution and the evolution of government at the national, state, and local levels. Critical world issues are addressed through an examination of the role of the United States in a global community. Within each broad topic, students examine critical issues that have relevance over time, reflect on important decisions from the past, and develop understanding and meaning for present social policy and ideology. Students are expected to spend considerable time outside of class reading, reflecting, and preparing for in-class discussion and analysis, individual and cooperative group activities, and oral and written commentary on critical national and international issues facing all Americans.

**LIBS 402 Liberal Studies and the Sciences (5 units)**

The curriculum content and activities are planned to assist students in developing subject-matter competence from the Next Generation Science Standards for California Public Schools (CA NGSS) and the California State Science Framework. A variety of activities (labs, lesson plan, discussions) provide an opportunity to extend learning in a relevant teaching context.

**LIBS 403 Liberal Studies and the Arts (5 units)**

Blending the visual and performing arts, this course is designed for the prospective elementary school teacher. Consisting of the objectives, scope, and content as described in the Visual and Performing Arts Framework for California Public Schools (1996), this course integrates the four components of art education through the use of aesthetic perception, creative expression, arts heritage, and aesthetic valuing with active participation in the skills of music and movement in order to understand the components and concepts of these fine and performing arts. The integration flows into other areas such as literature, religion, mathematics, science, and history.

**LIBS 404 Liberal Studies, and Ethics and Worldview (5 units)**

This course addresses the concept of worldviews and how they are expressed through moral principles and practices. Students are encouraged to explore their own worldviews and approach an understanding of the importance of worldviews in society. A primary goal of this course is to deepen the understanding of the place of human values and virtues in one's personal life and the context of community. Included in this study is the development of an appreciation of the Scriptures and their role in moral and ethical practice. Students come to understand their opportunity to teach values and about religion as outlined in the California State Board of Education documents: Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education; Teaching about Religion; Promoting Responsible Attitudes and Behaviors; and Preventing and Responding to Hate and Violence.

**MATH 099 Intermediate Algebra (3 units)**

This course is a study of intermediate-level algebra, taken in preparation for college algebra. Topics include real numbers, algebraic expressions, linear equations and inequalities, linear functions and their graphs, systems of equations in two and three variables, exponents and radicals, polynomial functions and factoring, rational expressions and equations, quadratic equations, and complex numbers.

*Students must earn a grade of C- or better in order to take MATH 105 or MATH 125.*

**MATH 105 Survey of College Mathematics (3 units)**

MATH 105 is designed for the non-science major. Key areas of focus include financial literacy, numerically-based decision making, growth, scale, consumer applications, probability, and numerical applications. The course applies basic college-level mathematics to real-life problems.

*Prerequisite: Appropriate score on placement test, or SAT 540/ACT 23 math score, or MATH 099 with a grade of C- or better.*

**MATH 125 College Algebra (3 units)**

This course is primarily a study of functions (linear, quadratic, polynomial, inverse, exponential, and logarithmic) and their graphs. Additional topics include solving equations and inequalities, matrices, and sequences and series.

*Prerequisite: Appropriate score on placement test, or SAT 540/ACT 23 math score, or MATH 099 with a grade of C- or better.*

**MGT 200 Business in a Digital World (3 units)**

How the growth of digital communication and information sharing has fundamentally changed the nature of business in the 21st Century. Topics include the growth of the Internet, social media, online retailing, business intelligence, and the security and use of customer data.

**MGT 310 Statistical Analysis for Business Decisions (3 units)**

Studies statistical methods and techniques designed to increase the efficiency and productivity of a firm and decision-making processes. The course requires students to utilize a statistical software program to produce efficiency gains and present the findings through a formal business report.

*Prerequisite: STAT 280 Applied Statistics*

**MGT 320 Financial Management and Markets (3 units)**

Students explore principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash flow, financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, long-term financial planning, risk and return, and basic derivatives.

*Prerequisite: ACC 210 Financial Accounting*

*Students cannot earn credit for both LEAD 330 and MGT 320.*

**MGT 340 Introduction to Business Analytics (3 units)**

Analysis of data for strategic and informed decision-making. Students utilize descriptive and predictive models to make customer-driven, profit-maximizing business decisions.

**MGT 350 Marketing and E-Commerce (3 units)**

This course examines the theories and practices of marketing products domestically and globally. The course offers an in-depth study of the primary concepts of marketing and the transition to E-Commerce and how social media has changed advertising and the distribution of products and services. Students examine the concept of global homogenization and consumer behavior.

**MGT 370 Cross-Cultural Communication and Negotiations (3 units)**

This course examines the theories and practices of cross-cultural communication and the process of negotiating with members and teams from another culture. The course prepares student to; lead a negotiations process, address conflicts, view diverse ethical paradigms, problem solve, creation of innovative alternatives, summarization, clarify points, gain consensus and to view their interactions from another's perspective.

**MGT 380 Information Systems Management (3 units)**

This course provides an introduction to the functions of information systems and how systems aid firms on creating value while maximizing efficiency and increasing competitiveness. Students evaluate systems design, database management, networking communications, security, privacy, policy, legal and ethics issues associated with technology.

**MGT 390 Project and Change Management (3 units)**

This course examines the process and practice of project and change management of information systems and software applications. Students work through the process of defining, planning, implementing and delivering a change project. Students develop cost estimates, time requirements, quality controls, team assignments, training schedules, documentation and potential risks associated with the change.

*Students cannot earn credit for both MGT 390 and MGT 395.*

**MGT 395 Project Management (3 units)**

Examination of the process and practice of project management. Students work through the process of defining, planning, implementing, and delivering a business project. Students develop cost estimates, time requirements, quality controls, team assignments, training schedules, and documentation; and identify potential risks associated with the project.

*Previously MGT 390. Students cannot earn credit for both MGT 390 and MGT 395.*

**MGT 415 Operations Management (3 units)**

This course focuses on decision-making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing environment. It addresses issues related to the handling and control of materials, inventory, purchasing, and quality control. Students study about setting standards and developing skills in estimating, forecasting, and scheduling.

**MGT 450 International Business (3 units)**

This course presents a survey of issues in international business. The focus is on managing and engaging in ethical business practices in an international environment, understanding the global monetary system, and developing an international perspective. The course evaluates production, marketing, competition, trade, global institutions, political structures, supply chain, finance, human resources and cross-cultural interactions.

**MGT 460 Leadership and People (3 units)**

The primary theories and principles of leadership and how to apply the principles across a multinational organization. Students come to realize that people, their abilities and talents serve as the most valuable organizational asset. Students develop a personal philosophy of leadership, evaluate how to motivate employees, develop the ability to inspire leadership qualities in others, synthesize the process of creating a shared vision.

*Students cannot earn credit for both LEAD 320 and MGT 460.*

**MGT 480 Strategic Management and Policy (3 units)**

Studies the executive management decision, planning and implementation process. Students examine how strategic initiatives and structural changes impact and drive the success of a firm. The course exposes students to the theories and concept of strategy, creation of mission, vision and values statements, strategy implementation, assessment and how to create a success, authentic, stable and positive corporate culture that thrives on innovation and leadership.

**MGT 485 Management and Organizational Behavior (3 units)**

This course introduces the managerial skills of planning, organizing, leading, and control. It gives particular emphasis to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, boards of directors, organization charting, formal and informal organization, communication in multicultural settings, and reaction to change. Students develop a personal philosophy of management to guide their careers as business professionals.

**MGT 490 Entrepreneurship and Innovation (3 units)**

This course serves as the capstone for the BAM curriculum. Students are first exposed to the theories, concepts and practices of entrepreneurship and innovation and then create, develop, analyze and implement an innovative/ entrepreneurial project with their current employer or develop a distinct business plan. Students utilize knowledge and skills gained from prior course in completing their project or plan.

**MGT 492 Managing Disruptive Innovation (3 units)**

Study of the theory and process of disruptive innovation, and how it informs strategic decision-making. Students evaluate the role of technology, disruptive business models, and factors that influence the rate of disruption.

**MGT 495 International Study (3 units, 7-14 days)**

Students have two options for completing MGT 495. Option one; students complete the course as a 7-14 day travel abroad course in conjunction with ECO 440 or MGT 450. Option two; students complete an in-depth regional study and analysis. The course offers students the opportunity to experience another culture and business practices. Students complete assigned readings and a project on the selected country.

**MGT 499 Directed Study (1-3 units)**

In response to an organizational case study problem, students prepare an applied research project in which they review the pertinent literature, analyze the ethical issues, evaluate possible approaches to solving the problem, formulate recommendations, present an implementation plan, summarize their findings, and apply them to their personal and professional lives.

*Prerequisite: Senior standing*

**MO 101 Momentum: Success in the University (3 units)**

This course lays a strong foundation for a successful transition to college by increasing critical thinking, curiosity, goal orientation, and motivation. It provides an orientation to Los Angeles Pacific University, the Moodle Online Learning System, digital library services, and other support services. Students are introduced to the idea of a Christian liberal arts education, a strengths-based approach to learning, and opportunities to develop practical skills and strategies for addressing the challenges of college.

*Formerly: UC 101.*

**PHIL 205 Introduction to Philosophy (3 units)**

An introduction to the main areas of philosophy, including epistemology, ethics, metaphysics, and philosophy of religion. The course will introduce students to the major philosophers and their writings. In addition, students will become familiar with worldview-thinking; a conceptual framework from which to examine, understand, and converse on the various topics in philosophy. In particular, students will learn to articulate a comprehensive Christian worldview, and communicate their perspectives with clarity and relevancy.

**PHIL 210 Introduction to Ethics (3 units)**

Principle ethical theories and major thinkers who proposed them. Students examine key ethical systems and compare them to biblical teaching with the goal of articulating a Christian approach to ethics. Students explore a variety of ethical issues and acquire a step-by-step model for moral decision making.

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

This introductory course explores mechanics, waves, fluids, thermodynamics, electromagnetism, optics, and assorted topics in modern physics.

*Lecture, 3 units; Lab, 1 unit*

**PHYS 114 A to Z Laboratory Course (1 unit)**

This course provides an overview of science and includes topics found in astronomy, earth science, life science, cellular biology, theories of evolution, and ecology. Designed to promote an appreciation for the unification and interdependence of all life. Meets general studies requirements for science when paired with a 3-unit science lecture course. This course is for non-science majors and carries no credit towards a science major or minor.

**PHYS 150 Introduction to Astronomy (4 units)**

The history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. This course requires basic skills developed in a college algebra environment including solving equations, scientific notation, roots, and exponents. Students uncomfortable with these requirements may wish to complete College Algebra before taking Astronomy.

*Lecture, 3 units; Lab, 1 unit*

**REL 100 Introduction to Global Religious Studies (3 units)**

This course offers a study of global religious traditions in their cultural and historical contexts. Students critically examine various definitions and methodologies of global religious studies from a confessional Christian perspective. Traditions examined include Judaism, Islam, Eastern Christianity, East Asian, African, South American, and other Indigenous traditions.

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

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. Field experience is required.

**SCM 300 Global Supply Chain Management (3 units)**

Systematic overview and analysis of the core components of supply chain operations across varying types of industries, including the study of financial controls, inventory control, warehousing, transportation, and handling. The cumulative effort of multiple organizations brings the final product to the end user. Students apply theories and practical skills of supply chain management including cost control, quality improvement, and inventory management for the global supply chain.

**SCM 310 Quality Management (3 units)**

Latest principles for building and implementing quality systems that work throughout a supply chain to minimize quality issues that result in dissatisfied customers. Students learn from thought leaders in the field and explore the principles for building robust, quality systems for the supply chain. Students

analyze problems and determine the root cause of disruption or need for improvement. Students propose solutions that encourage sustainable business practices by considering concepts from Lean 6 Sigma and quality management strategies. Students propose solutions that examine the impact on all stakeholders including an evaluation of the cost of quality for nonconformance to customer expectations.

**SCM 320 Transportation and Distribution Management (3 units)**

Experience in creating systems that control transportation costs, and reduce inventory, warehousing, and distribution costs. Students examine transportation modes, transportation regulations, transportation costs, packaging techniques, distribution, storage, and warehousing optimization.

**SCM 400 Strategic Warehouse Management (3 units)**

Emphasis on warehousing principles to demonstrate how inventory and costs can be controlled in this environment. Students explore lean manufacturing principles that eliminate waste in a warehousing system. The latest technologies in warehousing are discussed to create a supply chain that achieves operational excellence.

**SCM 410 Procurement and Strategic Sourcing (3 units)**

Emphasis on the importance of negotiations and contract management. The role of procurement within the organization and the selection, evaluation, and development of suppliers will be considered.

**SCM 420 Consumer Value Ecosystem (3 units)**

Role of marketing in the supply chain and the implementation of various marketing elements to create value for the consumer. Students will consider the role of differentiation to supply chain sustainability, apply advanced communication techniques to foster operational success, and analyze pricing and promotion strategies in the distribution of goods and services.

**SCM 490 Supply Chain Management Capstone (3 units)**

In-depth cumulative study of supply chain management strategy and the decision-making processes. Students use the latest literature in supply chain management to analyze case studies and develop solutions to supply chain problems. Advanced topics include digital supply chain transformation, supply chain disruption, risk management, ecosystems, and the implementation of cloud-based business-to-business networks.

**SPAN 121 Beginning Spanish I (3 units)**

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

*Students cannot receive credit both for SPAN 123 and for SPAN 121 and/or SPAN 122.*

**SPAN 122 Beginning Spanish II (3 units)**

This is a continuation of SPAN 121.

*Prerequisite: SPAN 121 or Spanish CLEP Exam. Students cannot receive credit both for SPAN 123 and for SPAN 121 and/or SPAN 122.*

**SPAN 123 Intensive Beginning Spanish (4 units)**

This is an intensive accelerated course that emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

*Students cannot receive credit both for SPAN 123 and for SPAN 121 and/or SPAN 122.*

**STAT 280 Applied Statistics (3 units)**

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development.



# 7

## Academic Calendar



# 2018-2019 Academic Calendar

## Fall Semester 2018

September 3, 2018 – December 21, 2018

### Fall Session I

Monday, September 3, 2018  
Tuesday, September 4, 2018  
Friday, September 7, 2018  
Monday, October 8, 2018  
Friday, October 26, 2018  
Wednesday, October 31, 2018

### September 3, 2018 – October 26, 2018

Offices closed in observance of Labor Day  
Session starts; classes begin  
Last day to add/drop Noon PDT  
Last day to withdraw with a grade of “W” 8 AM PDT  
Classes end  
Final grades due Noon PDT

### Fall Session II

Monday, October 29, 2018  
Friday, November 2, 2018  
Thursday, November 22, 2018  
Friday, November 23, 2018  
Friday, November 23, 2018  
Monday, December 3, 2018  
Friday, December 21, 2018  
Monday, December 24, 2018  
Tuesday, December 25, 2018  
Friday, December 28, 2018

### October 29, 2018 – December 21, 2018

Session starts; classes begin  
Last day to add/drop Noon PDT  
Offices closed in observance of Thanksgiving  
Offices closed in observance of Thanksgiving  
Classes resume  
Last day to withdraw with a grade of “W” 8 AM PST  
Classes end  
Offices closed in observance of Christmas Eve Noon PST  
Offices closed in observance of Christmas  
Final grades due Noon PST

## Spring Semester 2019

January 7, 2019 – April 26, 2019

### Spring Session I

Tuesday, January 1, 2019  
Monday, January 7, 2019  
Friday, January 11, 2019  
Monday, February 11, 2019  
Friday, March 1, 2019  
Wednesday, March 6, 2019

### January 7, 2019 – March 1, 2019

Offices closed in observance of New Year's Day  
Session starts; classes begin  
Last day to add/drop Noon PST  
Last day to withdraw with a grade of "W" 8 AM PST  
Classes end  
Final grades due Noon PST

### Spring Session II

Monday, March 4, 2019  
Friday, March 8, 2019  
Monday, April 8, 2019  
Friday, April 19, 2019  
Friday, April 26, 2019  
Wednesday, May 1, 2019

### March 4, 2019 – April 26, 2019

Session starts; classes begin  
Last day to add/drop Noon PST  
Last day to withdraw with a grade of "W" 8 AM PDT  
Offices closed in observance of Good Friday  
Classes end  
Final grades due Noon PDT

## Summer Semester 2019

May 6, 2019 – August 23, 2019

### Summer Session I

Monday, May 6, 2019  
Friday, May 10, 2019  
Monday, May 27, 2019  
Tuesday, May 28, 2019  
Monday, June 10, 2019  
Friday, June 28, 2019  
Wednesday, July 3, 2019

### May 6, 2019 – June 28, 2019

Session starts; classes begin  
Last day to add/drop Noon PDT  
Offices closed in observance of Memorial Day  
Classes resume  
Last day to withdraw with a grade of "W" 8 AM PDT  
Classes end  
Final grades due Noon PDT

### Summer Session II

Monday, July 1, 2019  
Thursday, July 4, 2019  
Friday, July 5, 2019  
Friday, July 5, 2019  
Monday, August 5, 2019  
Friday, August 23, 2019  
Wednesday, August 28, 2019

### July 1, 2019 – August 23, 2019

Session starts; classes begin  
Offices closed in observance of Independence Day  
Classes Resume  
Last day to add/drop Noon PDT  
Last day to withdraw with a grade of "W" 8 AM PDT  
Classes end  
Final grades due Noon PDT



# 8

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