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**2022–2023**  
UNDERGRADUATE CATALOG



**LOS ANGELES PACIFIC**  
UNIVERSITY

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# WELCOME

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## Welcome to Los Angeles Pacific University

The Los Angeles Pacific University catalog is an important resource and map for your academic journey. As you read through the pages of course descriptions, policies, and programs, you will soon discover the many opportunities available to you for learning at LAPU. Each session will move you closer to your academic goals while developing 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, vision, and our core values (Exemplary, Caring, and Learning).

We take our purpose and mission seriously. As a community, we put all of our combined effort toward ensuring 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 purpose that God has given to him or her, a worldview that positions the history of humanity 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, continually seeking to nurture new thinking that generates and contributes to ongoing learning for all. We are dedicated to academic excellence. Our instructors are distinguished and learned men and women—gifted teachers with a commitment to a high standard of learning and academic excellence.

I welcome you to this journey of integrating faith and scholarship. There are many 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.

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

# GENERAL INFORMATION

## 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 L.A. 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** provide 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 faculty and staff not only to believe in them, but to practice them in daily living:

- A caring, effective love both to God and humanity
- A Christ-like unity and acceptance among believers
- A lifestyle dedicated to God's will in society
- A growing, victorious state of mind because of the indwelling Christ
- A daily affirmation of Christ as Lord
- A willingness to serve the Lord, even when it involves sacrifice
- A desire to be sensitive to the personal work of the Holy Spirit
- A working faith in God's promises for all needs and daily life situations
- A witness for Christ without hypocrisy
- A firm, committed desire to be God's person

### Statements of Vision and Purpose

**Vision:** 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

#### Christ Centered

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

#### Academic Excellence

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

#### Accessibility

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

#### Market Relevance

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

#### Organizationally Sustainable

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

### Core Values

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

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

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

## Institutional Learning Outcomes

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

Students who complete degrees at Los Angeles Pacific University shall be able to:

### Faith

- Relate a Christian worldview to academic disciplines, life, and work; articulating ways life journeys connect to God's story in the Bible.

### Scholarship

- Demonstrate effective written and oral communication skills.
- Critically evaluate, integrate, and apply knowledge.
- Achieve quantitative, technological, information, and data literacy.

### Profession

- Demonstrate professional competencies in a chosen field of study.
- Demonstrate integrative and innovative thinking.

### Community

- Interpret human behavior in a manner that recognizes the influence of diverse worldviews and experiences on societal or interpersonal relationships.
- Demonstrate ability to work collaboratively, across and within community contexts and structures, for the common good.

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 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.

## Commitment to Faith, Life, and Learning

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

As it relates to students, LAPU conceives the promotion of faith, life, and learning as engaging students in learning (through curriculum design, instruction, and student support) that reflects the Christian worldview of LAPU and culminates in the realization of hope in our students. As a result of this process (through their interactions and study at LAPU) our students will be able to:

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

- engage with diverse faith perspectives within the learning community at LAPU; and
- recognize God's work in the world through all academic disciplines.

## 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. For further details, see the LAPU positional statement on diversity (<https://www.lapu.edu/about/what-we-believe/positional-statements/>).

## 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 alcohol and other drugs policy statement (<https://www.lapu.edu/alcohol-drugs-policy/>).

## 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.

Visit our website for the full text of the policy (<https://www.lapu.edu/wp-content/uploads/2020/12/Student-Code-of-Conduct-2019-11-20.pdf>).

## 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 instructors 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:

- Instructors are entitled to the rights and privileges, and bear the obligations, of academic freedom in the performance of their duties. Instructors 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 instructors should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others.
- Instructors are entitled to freedom in the classroom in discussing their subject. Instructors should be careful not to introduce into their teaching controversial matter which has no relation to the subject.
- While instructors are members of the global community, as scholars and members of the LAPU community instructors 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 instructors may be generated. Instructors 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 instructors' 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.
- Instructors who believe their academic freedom has been unduly restricted may pursue resolution of this issue through the grievance procedure articulated in the *Academic Affairs Handbook*.

## Accreditation

Los Angeles Pacific University is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC). 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

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

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 Avenue #200, San Dimas, CA 91773**  
**Phone: (855) 527-2768    Email: [contact@lapu.edu](mailto:contact@lapu.edu)**  
**Website: <https://www.lapu.edu>**

## Statements of Compliance

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 Chief Academic Officer or designee is the compliance officer.

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

## Title IX

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

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 assistant dean.

## Clery Act

Los Angeles 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 (<https://www.lapu.edu/student-safety/>) section of the LAPU website for more information about the Clery Act and LAPU's Annual Security Report.

## Partnerships

When entering into partnerships with partners that are not accredited schools in the US, LAPU retains sole responsibility for the following:

## Outreach, Recruitment, Admission, and Enrollment

- Establishing the admissions criteria for students.
- Making exceptions to admissions requirements.
- Making final admissions decisions.

## Course Development, Pedagogy, and Instruction

- Establishing degree programs, degree level, student learning outcomes, course objectives, and number of credits.
- Reviewing and approving course content and program curriculum.
- Conducting institution-mandated program review.
- Awarding credit for prior or experiential learning.
- Awarding and recording of academic credit and credentials.
- Assessment of student learning (defining outcomes, analyzing and interpreting evidence, using information for improvement).
- Assigning grades.

## Academic Support and Student Services

- Maintaining records of student performance.
- Conducting degree audit (for LAPU degree-seeking students).
- Deciding to retain or dismiss students.
- Handling appeals and exceptions to academic policies and requirements.

## Faculty Recruitment and Appointment

- Selecting, approving, and appointing instructors.
- Evaluating course instructors.

## Current Partnerships

There are currently no partnerships in place for undergraduate international students.

# About the University Academic Catalog

## Academic Catalog Content

The academic catalog contains two types of content:

### Catalog Requirements

General degree requirements and specific program requirements which pertain to students for as long as they are enrolled under this year's catalog requirements (up to 10 years). Catalog requirements are contained in the Academic Programs section of the undergraduate (p. 42) and graduate (<https://catalog.lapu.edu/grad/programs/>) catalogs. The programs listed are open for students to enter during the academic year covered by the catalog.

### Catalog Information

Policies and course descriptions which apply only during the academic year covered by the catalog. Catalog information is contained in the General Information, Academic and Support Services, Admission Policies, Financial Information, Academic Policies, Course Descriptions, and Academic Calendar sections of the catalogs.

## Assistant Deans

Each academic program is overseen by an assistant dean (AD). When the catalog refers to an assistant dean, it means the person who is serving in that role for a particular program. The term does not refer to the person's official title, but to the role of overseeing a grouping of academic programs. Student Success Coaches will help students determine who their assistant dean is.

## Grade Point Average (GPA)

Except where otherwise specified, Grade Point Average (GPA) refers to the local GPA (courses attempted at LAPU) as opposed to the career GPA (courses attempted both at LAPU and elsewhere).

## Instructors

The term "instructor" is used for the faculty member conducting a specific course section. When the catalog refers to an instructor, it means the person who is teaching a specific course. The term does not refer to the person's official title. Instructors are assigned to course sections shortly before the beginning of each session and may be viewed on the Moodle site for the course.

## Times

All times of day in the catalog are U.S. Pacific Time (PT (<https://www.timeanddate.com/time/zones/pt/>)) unless otherwise indicated.

# ACADEMIC AND SUPPORT SERVICES

## University Libraries

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

LAPU students have access to professional tutors who assist with assignments in various subjects, writing support, technology, student success topics, and career help. Tutoring is available 24/7 and takes place in an online classroom with real-time interactive feedback between the tutor and the student. A limited number of these sessions is available at no cost.

## Accommodations for Individuals with Disabilities

Los Angeles Pacific University is committed to providing equal access for individuals with disabilities to LAPU programs, courses, educational materials, support resources, facilities, and events. This is accomplished by:

- Promoting a welcoming, diverse, and inclusive educational environment.
- Facilitating individualized, reasonable, and timely accommodations for students with disabilities through an interactive process.
- Providing institution-wide advisement, consultation, and training on disability awareness and other disability-related topics.
- Collaborating with all LAPU departments to identify and remove barriers to accessibility.
- Providing universal and inclusive design of all educational materials.
- Complying with legal and regulatory requirements.

LAPU complies with the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008 (ADAAA), Sections 504 & 508 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Family Educational Rights and Privacy Act (FERPA). The Accessibility Office is here to provide reasonable accommodations and resources to make education accessible for all students. Within the department of Student Success, the Accessibility Office is dedicated to encourage and empower students to achieve their academic goals by promoting self-advocacy and self-efficacy.

### Procedure to Request Student Disability Accommodation

1. Request Services: Download and complete the Academic Accommodations Application (<https://www.lapu.edu/wp-content/uploads/2021/01/LAPU-Request-for-Accommodations-6-2020-v1-2.pdf>). Please note that you may

need to install Acrobat Reader (<https://get.adobe.com/reader/>) or another PDF reader to submit the form electronically.

2. Submit Documentation: Please submit any supporting documentation that you may have to best inform the Accessibility Office of (1) the nature of your disability, (2) how it impacts your academic experience, and (3) any professional recommendations the Accessibility Office should take into consideration as disability accommodations are evaluated. Documentation is strongly recommended, however not required in all cases. Please do not let a lack of documentation deter you from pursuing the application process for accommodations.
3. Schedule Intake Appointment: Once your application materials have been received and reviewed for completion, you will be contacted within two business days by email or telephone to schedule an intake appointment with the Accessible Education Manager.
4. After accommodations have been approved, academic accommodations must be requested prior to each session by submitting a Session Request Accommodations ([https://docs.google.com/forms/d/e/1FAIpQLScI4t0oqdPC0G66p2dnQwgYcHgzPtREXZ\\_4HD2vMul6ocxq9Q/viewform/](https://docs.google.com/forms/d/e/1FAIpQLScI4t0oqdPC0G66p2dnQwgYcHgzPtREXZ_4HD2vMul6ocxq9Q/viewform/)) form.

The LAPU Academic Accommodations Application and documentation may be submitted by email to [accessibility@lapu.edu](mailto:accessibility@lapu.edu), or by fax to (626) 200-4738.

### Accessibility Grievance Process

#### Informal Process

If a student feels as though the accommodation they have been provided is not reasonable or has not been honored, they should contact the Accessible Education and Resource Manager as soon as possible at [accessibility@lapu.edu](mailto:accessibility@lapu.edu). Timeliness is critical in resolving these concerns promptly and effectively. The Accessible Education and Resource Manager will arrange for a time to discuss the matter directly with the student and work to resolve the concern as soon as possible.

#### Formal Process

In the event that the informal procedure fails to resolve the problem, the student can file a grievance by detailing in writing the nature of the grievance, the evidence upon which it is based, the redress sought, and submit the document(s) by email to the Director of Student Success at [avpstudentsuccess@lapu.edu](mailto:avpstudentsuccess@lapu.edu). The grievance procedure shall act as a vehicle for communication and decision-making between the student, staff, and faculty. Through prescribed procedures, it will provide a process through which a student-initiated grievance can be resolved internally in a timely manner.

## Student Support Services

With the goal of increasing academic success and student persistence, LAPU 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 or email.

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 educational 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

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

## Bookstore

Students can order books, digital textbooks, and class materials online from the Los Angeles Pacific University Bookstore (<https://lapu.textbookx.com/institutional/>) by either logging in with their LAPU credentials or by searching for the appropriate session and course.

## Counseling Services

Student support staff are available to provide a personal and responsive support system to every LAPU student. However, student support services do not provide psychological counseling services. With respect to psychological, emotional, social, and spiritual wellness, the LAPU Cares (<https://www.lapu.edu/resource/lapu-cares/>) page has resources available for all students. LAPU is able to offer both an immediate, 24/7 response service called TalkNow and a scheduled counseling service with a short-term number of free counseling sessions available to all degree-seeking students who are actively enrolled in class through TimelyCare. Additionally, LAPU students are encouraged to connect with their primary care physician, health service provider, local church, and/or Christian counseling and outreach services.

## Flexibility

LAPU 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

LAPU programs are offered in online format, giving students a convenient pathway 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) (<https://course.lapu.edu>). LAPU courses are delivered through Moodle, a media-rich virtual-learning environment.

## Moodle

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

## Student Address

The United States Department of Education regulations regarding state authorization provide in 34 CFR 600.9(c) that any institution receiving federal funding must have a defensible process for tracking the location of students. All students must provide their state of residence upon admission to the university and are required to submit a Change of Address ([https://studentservices.lapu.edu/ICS/My\\_Student\\_Profile/Forms\\_and\\_Petitions.jnz?portlet=Electronic\\_Forms&screen=FormView&screenType=change&form=4c4de9dd-b5a6-d1b2291c2fa7](https://studentservices.lapu.edu/ICS/My_Student_Profile/Forms_and_Petitions.jnz?portlet=Electronic_Forms&screen=FormView&screenType=change&form=4c4de9dd-b5a6-d1b2291c2fa7)) form advising of any change of address and confirm or update their addresses at the time of subsequent registration at least once per year.

# ADMISSION POLICIES

## 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 or equivalent, 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 minimum GPA requirement. 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 equivalent or other secondary school certifications (GED, homeschool certification, etc.) and/or official transcripts from each 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 (p. 15)" 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 Petition

There are two circumstances that require applicants to submit an admissions petition: applicants dismissed from LAPU or from another school, and applicants whose GPA falls significantly below the admission minimum (2.00).

- 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

### • 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 ISTU 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, including preparatory 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 PT on Friday of Week 1.

## Policy Regarding False Information

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

Applicants are responsible for submitting transcripts from either the high school from which they graduated or equivalent, or each college or university accredited by an organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation which they attended, or both. 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) that bears the official seal of that school. 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 year through the most recently completed 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 (p. 13)" section).

## Evidence of Proficiency

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. Official documentation 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) (<http://www.cvc.edu>)).

## 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 only accepts international students (1) through formal partnerships with other universities or organizations or (2) who are eligible to receive U.S. federal student aid and have a social security number. See Partnerships (p. 8) for a list of current partnerships. An international student is defined as any individual not holding permanent U.S. residency or citizenship.

All applicants who are not participants in a formal LAPU international partnership and are not U.S. citizens are required to submit current and unexpired documentation of permanent U.S. residency to determine admissions eligibility. In order for an admission and acceptance decision into a particular session to be made, the verification documents submitted must be valid (not expired) for the full duration of the semester. Please contact your enrollment counselor for specific instructions and a full list of approved verification documents.

## 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 admission or acceptance for that term.

## Transfer Applicants

Los Angeles Pacific University welcomes applications from transfer students.

Transfer students must submit official transcripts from all accredited 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 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 college accredited by an organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation 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 courses 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 Education 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 Education Core requirements as written in the catalog.

## International Institutions

In order to be included in a preliminary evaluation for academic credit, any transcripts must be translated by an agency that is a member of either the National Association of Credential Evaluation Services (NACES (<http://naces.org/members.html>)) or the Association of International Credential Evaluators, Inc. (AICE (<http://aice-eval.org/endorsed-members/>)) which will provide a Degree/Transcript Equivalency Report. These transcripts are not required for undergraduate admission.

Students seeking enrollment in the Multiple Subject Teaching Credential must follow the guidelines that the California Commission on Teaching Credentialing on Foreign Transcript Evaluations ([https://www.ctc.ca.gov/credentials/leaflets/foreign-transcript-evaluation-\(cl-635\)/](https://www.ctc.ca.gov/credentials/leaflets/foreign-transcript-evaluation-(cl-635)/)) has set forth.

## 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. Some courses must be taken at LAPU and cannot be met by transfer work. These courses are identified in each program's requirements.

## Multiple Subject Teaching Credential

The Multiple Subject Teaching Credential (p. 62) is open to California residents only.

Applicants must provide:

- Proof of a completed bachelors degree from an accredited institution (required for admission to the standalone program only).
- Proof of Certificate of Clearance (COC). Applicants are encouraged to begin this step as soon as possible to allow for processing by the California Commission on Teacher Credentialing.
- Proof of the Basic Skills Requirement (refer to the California Commission on Teacher Credentialing ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)) for options).
- Proof of subject matter preparation or proof of paid registration for the next appropriate California Subject Examinations for Teachers (CSET) Multiple Subject administration. Applicants possessing a conferred bachelor's degree in Liberal Studies from a regionally accredited college or university are not required to take and pass the CSET Multiple Subjects Examinations.

## Veterans

### 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:

1. The veteran has been academically dismissed.
2. The veteran has had more than 50% of credits attempted with a "W," "I," "NC," or "No Pass" for three consecutive semesters.
3. 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:

1. Intentions to maintain acceptable academic standing.
2. 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 the right to clear information about the value of the training. Are the credits transferable to other institutions you may attend in the future? Will the training satisfy requirements for employment, or is it necessary for the position you are seeking?
- You are entitled to clear data about the program's success rate. The institution will provide you with the completion and placement rates for the most recent years for which data is available. You will be given the definition of a "placement," including the length of time in the position. You will also be provided with the average starting salary.
- You are entitled to a clear statement of the total cost for completion of the program, including tuition, equipment and fees.
- You are entitled to a clear explanation, without coercion, of all financial aid options, before you sign up for any student loans.
- You are responsible for paying off a loan whether or not you complete the program. Failure to pay off a loan can lead to financial problems, including inability to get a future loan or grant for another training program, inability to get credit to buy a car or home, or garnishment of wages through the employer. You must begin repayment of the loan in accordance with the terms detailed within the financial aid documents.
- You have the right to read and understand the contract, and all other materials, before signing up.

- You are entitled to a clear explanation of the school's cancellation/ withdrawal policy and procedures, to understand how to withdraw or cancel, and be informed of any financial obligations you will incur.
- You are entitled to a clear explanation of the school's refund policy, which can vary greatly. If you withdraw from a course after the first day of class, an overpayment of VA benefits can result. It is not uncommon for schools to charge the entire tuition cost at the point when you have completed just 60 percent of the program. If an overpayment is assessed, the VA will send you a debt letter for the cost of the training you did not receive. For example, you may drop at the 60 percent point, and be asked by the VA to repay 40 percent of the cost of the tuition. A debt related to payment of the housing allowance may also be assessed. Ensure that you review the school's refund policy to understand the consequences of withdrawing before the end of the term.
- You have the right to contact the California State Approving Agency at [www.calvet.ca.gov/csaave](http://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.

## Non-Degree Seeking Options 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, high school students must have a minimum 3.0 GPA at their school (at least one full term must be completed to establish high school GPA) and complete the program criteria (Please contact [admissions@lapu.edu](mailto:admissions@lapu.edu) for more information).

## 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 wishes to enroll in a program, at which time the student will be subject to all admissions policies.

## Financial Aid

The only type of Financial Aid (p. 18) available for non-degree seeking options is Alternative/Private Loans.

## Re-Admission

### Re-admission and Re-enrollment

In the event that a student withdraws from Los Angeles Pacific University or leaves for any reason for more than one year (three full semesters), that student must reapply to the university. Students who are dismissed are eligible to 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.

# FINANCIAL INFORMATION

## Student Financial Services

Student Financial Services (SFS) at Los Angeles Pacific University assists students in answering questions related to financial aid and student accounts. Students may contact the office at (626) 495-2855. SFS office hours are Monday through Thursday, 8:30 AM PT to 6:30 PM PT, and Friday 8:30 AM PT to 5 PM PT. Questions can also be directed to [sfs@lapu.edu](mailto:sfs@lapu.edu).

## Cost of Attendance

### Cost of Attendance for 2022 - 2023

#### Tuition

Tuition	Cost
Undergraduate Courses	\$475 per credit
Undergraduate Courses - Military Rate	\$428 per credit

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

#### Special Fees <sup>1</sup>

Fee	Cost
Diploma Re-order	\$35
Graduation fee	\$75
Return Check Fee	\$30
Transcripts Fee (paper copy by mail)	\$10
Transcript Fee (electronic copy: PDF or ETX)	\$9
Transcript Fee (paper copy held for pickup)	\$15

<sup>1</sup> Additional transcript delivery fees will be charged for special services such as Certified Mail, Express Delivery, or International Delivery. See the transcript order page (<https://tsorder.studentclearinghouse.org/school/ficocode/04278800/>) for details.

Charges subject to change without notice.

## Military

### Military Discount

For the 2022-2023 academic year, a 10% tuition discount is available to military-connected students. This includes:

- Active duty<sup>1</sup>
- Veteran
- Military spouses and dependents

For the purposes of this tuition discount, active duty includes active duty status in the:

- U.S. Air Force, Air National Guard, Air Force Reserve
- U.S. Army, Army National Guard, Army Reserve
- U.S. Coast Guard, Coast Guard Reserve

- U.S. Marines, Marine Corps Reserve
- U.S. Navy, Naval Reserve

The military discount will not be applied retroactively.

<sup>1</sup> Active duty is defined as after basic training is complete.

### Compliance with 38 U.S.C. §3679(e)

For Post 9/11 GI Bill® (Ch 33) students and VA Veteran Readiness and Employment (Ch 31) students, our tuition policy complies with 38 USC 3679(e) which means Post 9/11® and Veteran Readiness and Employment students will not be charged or otherwise penalized due to a delay in VA tuition and fee payments. For eligibility consideration, a Post 9/11 GI Bill® student must submit a VA Certificate of Eligibility (COE) and a Veteran Readiness and Employment student must provide a VAF 28-1905 form. Please see 38 USC 3679(e) (<https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title38-section3679&num=0&edition=prelim>) for complete details.

### 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 U.S. Department of Veterans Affairs or visit [benefits.va.gov](https://benefits.va.gov) (<https://benefits.va.gov/benefits/>).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website (<https://www.benefits.va.gov/gibill/>).

### Military Tuition Assistance Return Policy

The Department of Defense Memorandum of Understanding requires that the university have an institutional policy that returns any unearned Tuition Assistance funds on a proportional basis.

Withdrawal Submitted	Funds Returned
Before or during Week 1	100% return of funds
During Week 2	90% return of funds
During Week 3	80% return of funds
During Week 4	70% return of funds
During Week 5	60% return of funds
During Week 6	0% return of funds
During Week 7	0% return of funds
During Week 8	0% return of funds

## Payment and Refunds

### Payments

Tuition and fees are due in full before the start of each session. Payments can be made online on Student Services (<https://studentservices.lapu.edu/ics/>).

### Due Dates

- Tuition charges are considered due on the Friday before the first day of class.
- Fees are due on the date that they are charged to a student's account.

### Payment Plans

LAPU offers a variety of payment plans so please reach out to your Student Account Specialist to hear about payment plan options. Please note that you can also view your payment plan options on the Nelnet portal on Student Services (<https://my.lapu.edu/>).

### Statements

Students with an outstanding balance will receive a monthly email directing them to view their balance online.

### Past Due Balances

- A charge is considered "past due" once the due date for the tuition or fee charge passes and the charge remains unpaid.
- A student with a charge that is past due by more than 30 days will not be able to register for future classes or receive a diploma.
- Students who have significantly past due charges (more than one semester old) on their account may be referred to internal or external collections.
- A student with a significant balance by the close of the add/drop period will be removed from the current courses, until balance is reduced.

### Refund Policy

The LAPU refund policy applies to all students who are residents of California and to most students who are residents of the United States. For states that require LAPU to use a different refund policy, see the Refund Policy Exceptions page (<https://www.lapu.edu/refund-policy/>) on the LAPU website.

- Students who drop a course before Noon PT on Friday of Week 1 will be issued a full refund for the course.
- Students who do not submit an assignment by 8 AM PT Wednesday of Week 2 are administratively dropped and refunded 100 percent.
- Students who withdraw after Noon PT on Friday of Week 1 will 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 Noon PT 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, a general petition may be submitted.

Students receiving federal aid including military benefits are subject to a proration of federal financial aid per regulations for all federal aid.

### Refund Policy Exceptions

Any exception to the stated policy must be requested in writing using the General Petition form.

### Financial Agreement

A student may not participate in graduation ceremonies, register for further sessions, or receive any diploma or certificate until all financial obligations (excluding NDSL/Perkins Loans) have been satisfied with a zero balance. Any diploma or certificate shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior, 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 costs, payment plans, and refund policies without notice.

## Financial Aid

### 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) (<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 complete 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 Student Aid (provided by the State of California)
3. Outside Scholarships (provided by organizations, businesses, etc.)
4. Company Reimbursement (provided by student's employer)
5. Private Education 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) (<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, or are enrolled in the Standalone Multiple Subject Teaching Credential
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
6. Does not have a Pell Grant Overpayment

#### Pell Grant Yearly Award Amounts

The Pell Grant amount varies based upon the EFC and the student's enrollment status. For the 2022-2023 award year, the maximum Pell Grant award amount is \$6,895. (Award amount is prorated if enrolled less than full time.)

#### Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Educational Opportunity Grant (FSEOG) provides assistance to exceptionally needy undergraduate students. Students are exceptionally needy if they have the lowest EFC's. Priority must be given to Pell Grant recipients (except those enrolled in the Standalone Multiple Subject Teaching Credential). For the 2022-2023 award year, the maximum FSEOG award amount is \$480.

#### Federal TEACH Grant

Los Angeles Pacific University offers the Teacher Education Assistance for College and Higher Education (TEACH) Grant to qualified students who are enrolled in a program that prepares them for a career in teaching.

Prior to receiving the grant, you must complete TEACH Grant Counseling and sign an Agreement to Service (ATS) at [studentaid.gov](https://studentaid.gov) (<https://studentaid.gov/teach-grant-program/>). By signing, you agree to teach for at least four academic years in a high-need field at a school that serves students from low-income families.

**Note:** If you do not finish your service obligation within eight years of completing (or ceasing enrollment in) your program, the TEACH Grant will convert to a Direct Unsubsidized Loan (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/types/loans/>) with interest charged from the date the grant was first disbursed.

Visit the Federal Student Aid site for more information about the TEACH Grant program (<https://studentaid.ed.gov/sa/types/grants-scholarships/teach/>).

If you are interested in receiving the TEACH Grant, please contact your Student Account Specialist in Student Financial Services (SFS) at (626) 495-2855 or [sfs@lapu.edu](mailto:sfs@lapu.edu).

#### TEACH Grant Eligibility

To be eligible for a TEACH Grant, you must:

- Meet the basic eligibility criteria (<https://studentaid.ed.gov/sa/eligibility/basic-criteria/>) for federal student aid programs.
- Complete the FAFSA (<https://studentaid.gov/h/apply-for-aid/fafsa/>).
- Be enrolled as an undergraduate, post-baccalaureate, or graduate student at a school that participates in the TEACH Grant Program, like LAPU.
- Be enrolled in a TEACH Grant-eligible program. See below for the eligible programs at LAPU.
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on one or more portions of a college admissions test or maintaining a cumulative GPA of at least 3.25%).
- Receive TEACH Grant counseling (<https://studentloans.gov/myDirectLoan/launchTeach.action/>) that explains the terms and conditions of the service obligation. You must complete counseling each year that you receive a TEACH Grant.
- Sign a TEACH Grant Agreement (<https://studentloans.gov/myDirectLoan/launchTeach.action/?>)

\_ga=2.157443130.1087267512.1506103639-250653930.1504134765) to college or university or career or technical school, as well as schools in other states.

### TEACH Grant-Eligible Programs

Multi-Subject Teaching Credential (<https://catalog.lapu.edu/undergrad/programs/bd/liberal-studies-ba/#teachingcredentialtext>)

#### 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
- Golden State Teacher Grant Program

#### 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.

#### Chafee Grant for Foster Youth

If you are or were in foster care for at least one day, between the ages of 16 and 18 as a dependent or ward of the court and have financial need, you may qualify for up to \$5,000 a year for career and technical training or college. You don't have to pay this money back. You may also be able to use your grant to help pay for child care, transportation and rent while you're in school. You can use your Chafee Grant at any eligible California

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).

#### Standalone Multiple Subject Teaching Credential

For students in the standalone multiple subject teaching credential please complete the 'Request for Cal Grant Teaching Credential Program Benefits' (G-44) form.

#### Golden State Teacher Grant Program

All applicants must be currently enrolled in a professional teacher preparation program, leading to a preliminary teaching credential, within an accredited California institution of higher education or through a local education agency, approved by the Commission on Teacher Credentialing (CTC).

One-time Golden State Teacher Grant funds of up to twenty thousand dollars (\$20,000) will be awarded if you commit to the following: You will teach in the "high-need field", at a priority school, as determined by the CTC, for four years, within five years after you receive the teaching credential.

- A "high-need field" means any of the following:
  1. Bilingual education.
  2. Mathematics or science, technology, engineering, and mathematics (STEM), including career technical education in STEM areas.
  3. Science.
  4. Special education.
  5. Multiple subject instruction.
  6. Transitional kindergarten
  7. Other subjects as designated annually by the Commission on Teacher Credentialing based on an analysis of the availability of teachers in California pursuant to Education Code Section 44225.6.
- A "priority school" means a school with 55 percent or more of its pupils being unduplicated pupils, as defined in subdivision (b) of California Education Code Section 42238.02. The CTC in consultation with the California Department of Education (CDE) will publish a list of priority schools, based on the most recent data available to the CTC and CDE.

The CTC list of priority schools is available here (<https://www.ctc.ca.gov/commission/notices/gs-teacher-list/>).

You will repay the Commission 25 percent of the total award annually, up to full repayment of the award, for each year if you fail to do one or more of the following:

- Be enrolled in or have successfully completed a teacher preparation program approved by the CTC.
- While enrolled in the teacher preparation program, maintain good academic standing.
- Complete the required teaching service following completion of your teacher preparation program.

Visit the California Student Aid Commission site for more information about the Golden State Teacher Grant program. (<https://www.csac.ca.gov/gstg/>)

If you are interested in receiving the Golden State Teacher Grant, please contact CSAC at California Student Aid Program (<https://www.csac.ca.gov/students/>).

## Loans

### Direct Subsidized and Unsubsidized Loans

Direct Subsidized Loans and Direct 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. The Financial Aid department 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 Direct Subsidized Loans while the student is enrolled in school at least half-time and during the six-month grace period.
- Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need. The Financial Aid department will determine the amount the student may borrow based on cost of attendance and other financial aid received. For a Direct 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: Fewer than 28 credits: \$5,500 (up to \$3,500 of which may be subsidized).
- Sophomores: 28–59 credits: \$6,500 (up to \$4,500 of which may be subsidized).
- Juniors and Seniors: 60+ credits: \$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

- Preparatory coursework for undergraduate admission: \$8,625 for Independent Students (up to \$2,625 of which may be subsidized) not to exceed 12 consecutive months. The student will be classified as Freshman.
- Preparatory coursework for undergraduate admission: \$4,625 for Dependent Students (up to \$2,625 of which may be subsidized) not to exceed 12 consecutive months. The student will be classified as Freshman.

If the student is dependent and the parent is denied a PLUS Loan, the student can take out an additional Stafford Unsubsidized Loan in the amount of \$4,000.

- Preparatory coursework for graduate admission: \$12,500 for Independent Students (up to \$5,500 of which may be

subsidized) not to exceed 12 consecutive months. The student will be classified as Fifth Year.

- Preparatory coursework for graduate admission: \$7,500 for Dependent Students (up to \$5,500 of which may be subsidized) not to exceed 12 consecutive months. The student will be classified as Fifth Year.

If the student is dependent and the parent is denied a PLUS Loan, the student can take out an additional Stafford Unsubsidized Loan in the amount of \$5,000.

### Standalone Teaching Credential

- Multiple Subject Teaching Credential (standalone): \$12,500 for Independent Students (up to \$5,550 of which may be subsidized). The student will be classified as Fifth Year.
- Multiple Subject Teaching Credential (standalone): \$7,500 for Dependent Students (up to \$5,550 of which may be subsidized). The student will be classified as Fifth Year.

If the student is dependent and the parent is denied a PLUS Loan, the student can take out an additional Stafford Unsubsidized Loan in the amount of \$5,000.

### Aggregate Loan Borrowing Limits

The maximum Direct Subsidized Loan an undergraduate student can borrow is \$23,000. The total combined Direct Subsidized Loans and Direct 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 (p. 32) at the time the award letter is sent. LAPU's policy is to evaluate a student's aid eligibility related to grade level annually at the time of awarding. If a student changes grade level mid-year, the student may request a recalculation and repackaging of direct loans limits.

### 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 Direct 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 Direct Parent PLUS Loan, the student is eligible to borrow an additional Direct Unsubsidized 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) (<http://www.studentloans.gov>).
2. New borrowers must complete the Parent PLUS Master Promissory Note at [studentloans.gov](http://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 [studentaid.ed.gov](https://studentaid.ed.gov) (<https://studentaid.ed.gov/sa/repay-loans/deferment-forbearance/#deferment-eligibility>) for repayment options and details of the William D. Ford Federal Direct Parent PLUS Loan Program.

### Private Education Loans

Private education loans, also known as alternative loans, are loans issued by a lender such as a bank or credit union. These loans are primarily used to supplement federal programs when federal aid and scholarships do not meet the cost of attendance. Private loans often have variable interest rates, require a credit check and a co-signer, and lack many of the benefits of federal student loans.

Federal Direct Loans generally have more favorable interest rates and repayment options than private loans. We recommend that you utilize all federal aid eligibility before turning to private loans.

LAPU will process a private loan from any lending institution. LAPU does not recommend any specific lender or lenders. However, LAPU has compiled a list of lenders (<https://choice.fastproducts.org/FastChoice/home/4278800/>) used by LAPU students in the past three years. The compiled list is offered as a tool to assist students as they consider their private lending options. Employees responsible for processing loans adhere to a strict Loan Code of Conduct (shown below).

### Outside Aid

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 [nslds.ed.gov](https://nslds.ed.gov) (<https://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 (including loans) 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 his or her 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.

Credits	Enrollment
12+	Full-time
9-11	3Q time
6-8	Half-time
1-5	Less than half-time

## Professional Judgement

Professional Judgment refers to the school's authority to make adjustments, on a case-by-case basis, to information reported on the Free Application for Federal Student Aid (FAFSA) so that the Department of Education can recalculate the Expected Family Contribution (EFC). The EFC is the number that the school uses to determine whether a student is eligible for need-based financial aid.

Eligibility for financial aid is determined by the FAFSA, which uses financial information from two years prior to estimate a household's current circumstances. The Office of Student Financial Services recognizes that households can experience changes in income or other finances that are not reflected in their information from two years prior. If you have experienced a change in income or other finances, please contact Student Financial Services (p. 16).

## 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 credits, 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 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 (even if another FERPA form has been submitted for another department at LAPU). The FERPA form is located in Student Services ([https://studentservices.lapu.edu/ICS/Registrar/Forms\\_and\\_Petitions.jnz?portlet=EX\\_FormFlow\\_-\\_Forms&screen=FormView&screenType=change&form=583c909c-d1ae-4d5b-b5b6-74b1b300320a](https://studentservices.lapu.edu/ICS/Registrar/Forms_and_Petitions.jnz?portlet=EX_FormFlow_-_Forms&screen=FormView&screenType=change&form=583c909c-d1ae-4d5b-b5b6-74b1b300320a)).

## 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 collection of information from the student (and family if applicable) to confirm the accuracy of information reported on the FAFSA.

If chosen for verification, students are required to create a StudentForms (<https://lapu-pm.campuslogic.com/signin/?auth=clsigin&clientid=a486774a-aa40-467f-86fe-082d21a931ea&productid=2cf72f8d-83d3-4dde-9d86-a90208b9d1fc&type=student&ctx=CF23901E2AF3BAE01084B8310BF1F850>) account and submit the required verification documents to StudentForms (<https://lapu-pm.campuslogic.com/signin/?auth=clsigin&clientid=a486774a-aa40-467f-86fe-082d21a931ea&productid=2cf72f8d-83d3-4dde-9d86-a90208b9d1fc&type=student&ctx=CF23901E2AF3BAE01084B8310BF1F850>).

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

## 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 university employee shall enter into any revenue-sharing arrangement with any lender which makes loans to students attending the institution.
2. No 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.
  - a. 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.
  - b. 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:
  - a. assign a lender to a first-time borrower through award packaging or any other method; or
  - b. 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 (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.), to students in exchange for the institution providing concessions or promises regarding providing the lender with:
  - a. a specific loan volume of such loans; or
  - b. a preferred lender arrangement for such loans.
6. LAPU shall not request or accept from any lender any assistance with call center staffing or financial aid office staffing.
7. Any university 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.

## SAP

### 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 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 credits in which they enroll from the beginning of their program. The policy applies to cumulative credits only. Thus, a student who successfully completes 18 credits without withdrawing from any classes, and then enrolls in 6 more credits but withdraws from all 6 credits would still make

satisfactory progress. The student would have completed 18 out of 24 total credits (18/24 total credits = 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 credits in the program, including credits that result from transfer credits and repeated courses. Students will not be eligible to receive aid once it becomes mathematically impossible to complete the degree without exceeding the number of credits listed below:

Program Type	Credits
Associate Degree Programs	90
Bachelor's Degree Programs	180
Credential Programs	51

### 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 towards the quantitative (pace requirement) measurement of SAP but not towards the qualitative (GPA requirement) measurement of SAP.

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 credits will still count toward the completion rate and maximum time frame. Students who pass a course (A-D) and choose to repeat it for a higher grade may receive financial aid for only one repetition (a total of two attempts) for that course. 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 and 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 is available at Student Services ([https://studentservices.lapu.edu/ICS/Registrar/Forms\\_and\\_Petitions.jnz](https://studentservices.lapu.edu/ICS/Registrar/Forms_and_Petitions.jnz)). A student may submit a SAP Appeal Form explaining why he or she failed to perform and what changes he or she plans to make to return to a status of SAP eligibility. In addition to the SAP Appeal Form, students must contact their Success Coach to complete a SAP Academic Plan. Once completed, your Success Coach will submit the completed SAP Suspension Appeal, Academic Plan and their endorsement to the SAP Committee for review.

### **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.

# ACADEMIC POLICIES

## 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, credit-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 LAPU 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 LAPU's mission 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 the instructor, but 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 and each student is responsible for understanding and upholding the Academic Integrity Policy. Students should familiarize themselves with the expectations specified by the instructor in each course 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, Seventh Edition (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 (APA, 2020). 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 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 an assignment previously written and resubmits it in another assignment or course without acknowledgement (APA, 2020). In reality a student

is academically 'double-dipping' by seeking to receive credit for work already submitted. Such unauthorized and uncited reuse of a student's academic work is self-plagiarism and carries the same consequences as other forms of plagiarism. Therefore, before reusing material from previous assignments, students must:

1. Receive prior written permission from the current 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 course requirements. Permission is inferred when the assignment instructions specify the use of previous work, such as when assignments build on previous work in the same course.
2. If permission is received, limit the reuse of previously submitted work to no more than 20 percent of the new assignment (i.e., it must include at least 80 percent new material). In special cases, students may exceed this limit with written permission from the instructor.
3. Cite the material previously used in the assignment in accordance with APA format. Students must cite themselves as the previous author and include a reference entry even though the general reader may not be able to access the source. Students should use this format when referencing their own 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 academic work.

### Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty. This includes, but is not limited to, uploading one's work to a third-party site or allowing someone else to represent your work as their own. Students may not share any course materials outside of an LAPU class without explicit permission. Course materials include, but are not limited to, assignments, discussion posts, quizzes, and exams. Uploading any LAPU course content on sites such as *Chegg* and *Course Hero* is prohibited. Sharing materials without permission violates the Academic Integrity Policy and is subject to disciplinary action.

By virtue of 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 assistant dean, if the violation is not flagrant, and may include an F in the course, an F on the assignment, or a less-severe action based on 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 dismissal from the university. All flagrant violations will be referred to the assistant dean. 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 discipline code, followed by a three-digit course number. The course number indicates:

Number	Definition
001-099	remedial (no degree credit)
100-299	lower division
300-499	upper division <sup>1</sup>

<sup>1</sup> Unless specified otherwise in the course description, upper-division courses are open only to students with sophomore classification (p. 32) or above.

The course discipline codes are as follows:

Abbreviation	Subject
ACCT	Accounting
ARTS	Art
BIBL	Biblical Studies
BIOL	Biology
BUSN	Business
CHEM	Chemistry
COMM	Communication Studies
CRJU	Criminal Justice
DMKT	Digital Marketing
ECON	Economics
EDUC	Education
ENGL	English
HIST	History
HMGT	Healthcare Management
HSCI	Health Sciences
ISTU	Interdisciplinary Studies
ISYS	Information Systems
MATH	Mathematics
NSCI	Natural Sciences
NURS	Nursing
ORGS	Organizational Studies
PHIL	Philosophy
PSYC	Psychology
RLGN	Religion
SCHM	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. Unless otherwise specified, all courses are eight weeks in length and carry three credits. The academic calendar can be accessed at [www.lapu.edu/resources/academic-calendar](http://www.lapu.edu/resources/academic-calendar) (<https://catalog.lapu.edu/undergrad/academic-calendar/>). The Academic Calendar is subject to change at any time.

## Registering for Courses

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

## Administrative Drop Policy

In order to stay enrolled in their courses, students must submit an assignment by 8 AM PT, Wednesday of Week 2. Those who fail to do so will be administratively dropped unless prior arrangements are made with the instructor and communicated to the student's success coach by 8 AM PT, Wednesday of Week 2.

Note: For information related to financial aid, please see "Refund Policy (<https://catalog.lapu.edu/grad/financial/#paymentandrefundstext>)" in the "Financial Information (p. 17)" section.

## Adds and Drops

1. Students who do not submit an assignment by 8 AM PT Wednesday of Week 2 are administratively dropped and refunded 100 percent.
2. Students who drop during Week 1 are refunded 100 percent. Drop requests must be received by Noon PT on Friday of Week 1.
3. Students may add courses up until 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 Noon PT on Friday of Week 1 will 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 received between Noon PT on Friday of Week 1 and Noon PT on Monday of Week 6 will be processed within one business day. Withdrawal requests will not be accepted after Noon PT Monday of Week 6.
5. Students requesting a drop after Noon PT on Friday of Week 1 must submit a General Petition requesting to do so by Noon PT on Friday of Week 3 and all supporting documentation must be received by 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 credit represents a minimum of 37.5 clock hours devoted to learning activities. This is an approximation of the 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-credit course will spend about 14 hours per week engaged in active learning (37.5 hours x 3 credits ÷ 8 weeks = 14 hours per week). Taking two courses simultaneously will require approximately 28 hours per week.

Laboratory courses are assigned one credit 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 credits per semester. Unless otherwise specified, a course carries three credits.

The maximum study load 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) is:

- 2 courses per session, and
- 4 courses per semester.

The maximum study load during subsequent semesters when the student's cumulative GPA is at least 3.00 and the student's academic status is Good Standing (GS) is:

- 3 courses per session, and
- 6 courses per semester.

Exceptions to the maximum study load policy require a general petition approved by the assistant dean. Students should consult with Student Financial Services regarding federal requirements for financial aid to determine the course load required for federal aid purposes.

## Concurrent Enrollment

Los Angeles Pacific University students wishing to take courses at another institution while enrolled must obtain prior approval from the registrar if the coursework is to be considered for transfer to LAPU. LAPU has developed articulation agreements with several colleges. Students can check Transferology (<https://www.transferology.com/>)<sup>TM</sup> for updated information regarding pre-approved courses. Students may submit a *Transfer Inquiry* form via Student Services (<https://studentservices.lapu.edu/ics/>) to inquire regarding transferability of a course that is not listed on Transferology<sup>TM</sup>. Without prior written approval from the registrar, transfer credits may be denied.

## Grading

Grades are based on the cumulative score of summative assessments for a course, which may include discussions, written assignments, projects, and examinations. Rounding applies to the cumulative score to determine the final grade (i.e., .00 - .49 rounds down and .50 - .99 rounds up). 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 an official course change has been approved by the university prior to the course being offered for a particular session. Credit 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	Points
A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points
C+	2.3 points
C	2.0 points
C-	1.7 points
D+	1.3 points
D	1.0 point
D-	0.7 points
F	0 points
FN (Not attended)	0 points
IP (In progress)	N.A.
CR (Credit)	N.A.
NC (No Credit)	N.A.
W (Withdrawal)	N.A.
IN (Incomplete)	N.A.

### Grade of CR or NC

The grades of CR and NC are not calculated into the GPA. The grade of CR indicates achievement equivalent to at least a grade of C- in an undergraduate-level course. The grade of NC is not a passing grade. All transfer work transcribed after December 31, 2020 is recorded with a grade of CR.

### Grade of FN

FN is a failing grade that indicates that the student stopped participating in the course. For students who have not attempted at least 50% of the coursework (based on the total possible points) and who also after week 5 have not submitted an assignment or discussion forum post or initiated contact with a faculty member to ask a course-related question about the subject matter, the appropriate timestamp from the last submission or contact will be used to determine the last date of participation and the student will receive an FN grade, which could impact financial aid for the current semester.

### Grade of IN

The grade Incomplete (IN) may be granted only under special circumstances such as a verifiable serious illness, provided at least

50% of the coursework (based on the total possible points) has been completed. To request a grade of IN, the student must complete an official Incomplete Grade Petition available in Student Services (<https://studentservices.lapu.edu/ics/>), and submit it by 11:59 PM PT on Wednesday of week 8. The petition may be approved and a grade of IN issued upon recommendation of the instructor and permission of the 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.

## Grade Point Average (GPA)

Except where otherwise specified, Grade Point Average (GPA) refers to the local GPA (courses attempted at LAPU) as opposed to the career GPA (courses attempted both at LAPU and elsewhere).

The GPA is determined by dividing the number of grade points the student has earned by the number of credits the student has attempted. Courses with the following grades are not included in the GPA calculation: CR, IN, IP, NC, and W. When a course is repeated only the last attempt is used in computing the GPA unless the course is designated as repeatable. See the Undergraduate Grading Policy (p. 27) and Graduate Grading Policy (<https://catalog.lapu.edu/grad/policy/grading/>) for the points associated with each grade.

## Late Work Policy

An assignment or discussion is considered late if it is not posted by the stated deadline. No late work will be accepted for quizzes or exams. A late assignment or discussion will receive a ten percent deduction for each 24-hour period it is late, with no credit given for work submitted after 72 hours from the original due date. A late discussion (initial post or peer response post) receives a ten percent deduction from the total score for the entire assignment for each day it is late, with a maximum deduction of thirty percent and no credit given for posts made after the close of the week when the discussion is due (Monday 8 AM PT). No late work is accepted after Friday of Week 8.

Technological issues are not considered acceptable reasons for submitting late work. Students should always back up their work and have a plan for submitting assignments even in the case of computer problems or lost Internet access.

### Request for Extension

Students experiencing life circumstances that impact their studies significantly, such as hospitalization, death in the family, or other types of critical life circumstances, may work with their instructor to submit a request for extension. An approved request for extension waives the late penalty and extends the assignment deadline.

The request for extension is sent in the form of an email to the instructor of the course from the student's LAPU email account and includes: (1) a rationale for the request (i.e. why the student is not able to submit on time); (2) supporting documentation; and (3) a list of the specific assignments the student is requesting to make up. Such requests and supporting documentation must be submitted within three weeks of the due date of the missed assignment. Requests are typically limited to one week's worth of assignments. The final decision associated with the assignments and deadlines is at the discretion of the instructor for each individual course. Instructors should maintain a record of the

email communication in reference to the approved or denied requests for extension.

Students who miss a discussion assignment do not receive any points for that discussion. However, with approval of a request for extension, students may be given the opportunity to write a 600- to 900-word replacement essay corresponding to a topic assigned by the instructor. Allowance of and performance criteria for such an essay will be at the discretion of the instructor.

Students experiencing life circumstances that extensively disrupt their studies should consult with their success coach to determine whether submitting an Incomplete Grade Petition is appropriate.

## Repeated Courses

Students may repeat courses at LAPU. All grades will remain on record but only the most recent grade will be calculated into the student's grade point average (GPA). The credits will be counted only once, which may impact financial aid. Students may not repeat a course more than twice at LAPU. The most recent graded course will be counted in the GPA calculation if taken at LAPU.

If a course is repeated at another institution, the grade and the credits of the repeated class will be transferred (providing the class meets the guidelines for transfer, see Transfer Work in the undergraduate (p. 13) or graduate (<https://catalog.lapu.edu/grad/admission/#transferworktext>) catalog); the original grade in the LAPU class will remain on the record but neither grade will be calculated into the student's GPA.

## Transfer Work

Los Angeles Pacific University accepts academic credits transferred from other colleges or universities based on the **source** of the credit, the academic **level** of credit, the **grade** earned, and the **applicability** of the content to the student's academic program. Credits will be converted to semester credits and grades to a 4.0 grading system.

### Source of credit:

1. Official transcripts from 4-year institutions accredited by an organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation - 90 credits maximum
2. Official transcripts from 2-year Institutions accredited by an organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation - 70 credits maximum
3. Official reports of evaluations by NACES (<http://naces.org/members.html>) or AICE (<http://aice-eval.org/endorsed-members/>) member organizations of official transcripts from international institutions with a status equivalent to accreditation - 90 credits maximum
4. Official JST (<https://jst.doded.mil/smart/signIn.do>) transcripts of educational experience in the armed services - 90 credits maximum
5. Official ACE transcripts from the CREDIT (<https://www2.acenet.edu/credit/>)@ Registry and Transcript system - 30 credits maximum as prior learning assessment
6. Official transcripts from NCCRS (<http://www.nationalccrs.org/course-credit-directory/>) member organizations - 30 credits maximum as prior learning assessment

7. Official standardized subject examination (p. 29) score reports - 30 credits maximum
8. LAPU assessment of prior learning - 30 credits maximum as prior learning assessment

Credits applied as prior learning assessment from all sources combined are subject to the 30-credit PLA maximum.

Credits from all above sources combined are limited to 90 credits total.

### **Academic level of credit**

Credit must be designated as freshman-level or higher.

### **Grade earned**

The minimum acceptable grade is C- for courses graded on an A-F scale or a "Pass" grade for courses graded as Pass/Fail.

### **Applicability of the content to the student's academic program**

Content of transfer courses must apply to an LAPU degree program as equivalents of required courses (providing a highly comparable knowledge base and/or competencies) or appropriate electives.

## **Graduate Courses Taken by Undergraduate Students**

Los Angeles Pacific University will accept into an undergraduate program up to 9 semester credits of graduate-level coursework and will accept into a graduate program up to 9 semester credits of graduate work that has been applied to an earned undergraduate degree.

Undergraduates with at least 108 earned credits toward their bachelor's degree and with a GPA of at least 3.0 may take up to 9 semester credits of graduate-level coursework at LAPU. Approval from the assistant dean of the graduate program is required. Students are advised to speak with both Student Financial Services and Student Success prior to registration. Up to 9 credits of graduate-level coursework, passed with a C- or better grade, may be applied to a future LAPU graduate degree.

The limitations in this policy do not apply to students enrolled in a program that utilizes both undergraduate and graduate courses.

## **Credit by Examination**

College credit may be earned through standardized subject examinations. Up to 30 undergraduate credits can be accepted from official standardized subject examination score reports.

Students will not receive dual credit for exams and courses in the same subject. If a student is eligible for credit from both a college course (taken at or transferable to LAPU) and from an exam, the exam credit will be forfeited.

National standardized examination programs include:

- Advanced Placement Program (AP (<https://ap.collegeboard.org/>)®) exams
- College Level Examination Program (CLEP (<https://clep.collegeboard.org/>)®) tests
- DANTES Subject Standardized Tests (DSST ([https://www.getcollegecredit.com/exam\\_fact\\_sheets/](https://www.getcollegecredit.com/exam_fact_sheets/))®)
- Excelsior (UExcel (<https://www.excelsior.edu/exams/uexcel/>)®) exams
- Foreign Language Achievement Testing Service (FLATS (<https://flats.byu.edu/flatsinfo.php>)) exam
- International Baccalaureate (IB (<https://www.ibo.org/>)®) exams

Additional details on exam applicability (<https://catalog.lapu.edu/undergrad/policy/credit-exam/exams/>) to programs are available from your Success Coach or Enrollment Counselor.

# Mathematics and English Preparation and Requirements

## Mathematics Requirement

LAPU offers Intermediate Algebra (MATH 099) C- (70 percent) or better must be earned in order to place into MATH 105, MATH 125, or STAT 280.

MATH 099 does not count toward degree credit.

### Math Placement

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. <sup>1</sup>
540-590	23-25	N/A	MATH 099 is met, register for your Math course.
500-530	21-22	N/A	Register for MATH 099
430-490	18-20	N/A	Study Elementary Algebra <sup>2</sup> before registering for MATH 099
420 or lower	17 or lower	N/A	Study both Pre-Algebra <sup>2</sup> and Elementary Algebra <sup>2</sup> before registering for MATH 099

<sup>1</sup> The waiver of the math requirement by SAT or ACT exam score opens up an additional 3 credits of electives.  
The fulfillment of the math requirement by CLEP score carries 3 credits as the equivalent of MATH 105 or MATH 125.

<sup>2</sup> Not offered at LAPU.

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

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

## Academic Research and Writing Requirement

LAPU offers ENGL 101 which prepares students for the ENGL 105 general education academic research and writing requirement.

### English Placement

If your SAT verbal score is...	If your ACT English score is...	Placement
540 or higher	23 or higher	ENGL 101 is waived, register for ENGL 105
530 or lower	22 or lower	Register for ENGL 101

## Flexible Learning Pathways

Los Angeles Pacific University acknowledges and values the formal and informal learning that adult students bring into the classroom. LAPU has established various opportunities for students to demonstrate proficiency in given areas. Universities commonly accept various pathways for credit which, when assessed properly, validate a student's mastery or proficiency in a given field of interest. LAPU endorses the following pathways for credit demonstration:

- National standardized exams in specific disciplines, e.g., Advanced Placement (AP (<https://apstudent.collegeboard.org/apcourse/>)) exams, College Level Examination Program (CLEP (<https://clep.collegeboard.org/exams/>)) tests, DANTES Subject Standardized Tests (DSST ([https://getcollegecredit.com/exam\\_fact\\_sheets/](https://getcollegecredit.com/exam_fact_sheets/))), or International Baccalaureate (IB (<https://www.ibo.org/programmes/diploma-programme/curriculum/>)) exams;
- Credit for formal training in workforce and military settings that takes place outside traditional degree programs as evaluated by the American Council on Education (ACE (<http://www2.acenet.edu/credit/>)) or the National College Credit Recommendation Service (NCCRS (<http://www.nationalccrs.org/course-credit-directory/>));
- Individualized assessments or other evaluations, such as those recommended by the Council for Adult Experiential Learning (CAEL (<https://www.cael.org/>));
- Industry standard certificates or workforce development training such as Peace Officers Standards and Training, Society of Human Resource Management (SHRM) certificates, State Fire Training Academies, and others normally based on industry recognized certificates. The granting of such credit is determined by the university.

PLA credit will be granted only for lower division coursework in bachelor's programs at LAPU. Credit granted through these credit opportunities does not count toward LAPU residency requirements. Specific discipline and prerequisite requirements must be followed. Contact the registrar 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 IB exams. Students may earn a maximum of 30 credits 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 (p. 29)" for additional information.

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

The American Council on Education (ACE) connects professional training to university credit. This benefits the adult student by facilitating and accelerating the "time to degree" completion process. ACE credit is typically accepted for General Education Core requirements, as well as for elective areas. The registrar will determine the number of ACE credits that will be accepted.

### Credit for Educational Experiences in the Armed Forces

LAPU will evaluate credit for both military service and military coursework shown on an official Joint Services Transcript (JST (<https://jst.doded.mil/>)) for academic credit using ACE guidelines. Accepted military service and military coursework can be awarded for General Education Core courses and electives. Military credit is recorded as transfer credit.

### Credit for Workforce Training

LAPU will evaluate credit for formal workplace training shown on an official ACE transcript for academic credit using ACE guidelines. Accepted workplace training can be awarded for General Education courses and electives. Credit in this category counts toward the 30-credit maximum for PLA credit.

## National College Credit Recommendation Service (NCCRS) Evaluations

The National College Credit Recommendation Service (NCCRS) evaluates training and education programs offered outside of the traditional college classroom setting and translates them into college credit equivalencies.

LAPU will evaluate NCCRS credit recommendations for courses or programs shown on an official transcript from the NCCRS member organization. Accepted credit can be awarded for General Education courses and electives. Credit in this category counts toward the 30-credit maximum for PLA credit.

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

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" (Pro/Tech) coursework 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 university deems whether the learning outcomes are worthy of credit.

A separate Pro/Tech submission is required for each learning experience or credential. The university will evaluate each submission, assessing whether the learning outcomes are worthy of credit. These credit hours are applicable for completion of a baccalaureate degree at LAPU and count toward the 30-credit maximum for PLA credit.

Awarded 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 their success coaches regarding documentation of their learning experiences.

### General Criteria Governing PLA

Credit for Prior Learning may be accepted from accredited institutions via official transcript. Students may also receive credit for programs approved by the American Council on Education (ACE) via an official transcript from the (ACE) CREDIT® Registry and Transcript system. Other learning may be accepted as credit for prior learning only where official policies or articulation agreements apply.

1. Students must be enrolled in a degree program to receive PLA credit.
2. Experiences and certifications must be officially documented.
3. If credit is awarded, a grade of CR (Credit) is recorded on the transcript; it is not included in the grade-point average (GPA).
4. The transcript will identify all successful Credit by Prior Learning Assessment as PLA.
5. PLA credit does not apply to the university's residency requirements.
6. The maximum number of PLA credits that can be applied to a bachelor's degree is 30. See transfer credit policy (p. 28) for further detail.

## Petition Process

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. *General Petition* forms are available in Student Services (<https://studentservices.lapu.edu/ics/>). Approval for petitions will be granted only in unusual cases where extenuating circumstances are evident and can be substantiated.

## Normal Progress toward Degree

The minimum number of credits for an associate degree is 60; and for a bachelor's degree is 120. Twelve (12) credits per semester constitute a minimum, full-time load and normal progress toward a degree. An associate degree student who successfully completes two courses per 8-week session would complete the degree in 2 years. Students could attain a bachelor's degree in 3.5 years by completing an average of 12 credits per semester.

## Classification of Students

The following system for student classification is used by the university for all students except those enrolled for preparatory coursework (p. )::

Class	Credits
Freshman	fewer than 28 credits
Sophomore	at least 28 credits
Junior	at least 60 credits
Senior	at least 90 credits

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. Unless specified otherwise in the course description, upper-division courses (p. 26) are open only to students with sophomore classification or above.

## Good Standing, Academic Probation, and Academic Dismissal

A student is designated with the academic status of Good Standing when making satisfactory progress, which is considered a 2.00 grade point average (GPA). If the student's local GPA drops below 2.00 at the end of a semester, the student will be placed on academic probation. Those who achieve a local GPA of 2.00 at the end of the subsequent semester will be restored to Good Standing, and students whose local GPAs remain below 2.00 will remain on probation for a second semester. Those who achieve a local GPA of 2.00 at the end of the subsequent semester will be restored to Good Standing, and students whose local GPAs remain below 2.00 will be dismissed.

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

## Re-application after Academic Dismissal

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 university, 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 grade-point average of 2.0 will result in disqualification from further study at LAPU.

## Minimum Grade Point Average

To earn an associate or bachelor's degree, students must earn a minimum cumulative GPA of 2.0 in all LAPU undergraduate coursework (and any LAPU graduate-level coursework applied to the degree) and a minimum GPA of 2.0 in the LAPU courses applied to the major. Individual programs may specify additional GPA requirements.

## Dean's List

In recognition of undergraduate students who demonstrate high levels of scholarship LAPU has established a Dean's List. Placement on the Dean's List requires:

- completion of all attempted credits in the semester as of the date academic status is determined (typically within two days of the grading due date (p. 119)),
- completion of at least a half-time (p. 27) credit load for the semester (6 credits or more), and
- a GPA of at least 3.50 for the semester.

Transcripts of students who have earned Dean's List recognition will show an academic status of "Dean's List" for each applicable semester.

## Latin Honors Criteria

A student with high academic achievement throughout his or her LAPU baccalaureate career may graduate with Latin Honors. To be eligible, the student must be in good standing and have a cumulative grade-point average calculated from all LAPU undergraduate-level courses (and any LAPU graduate-level coursework applied to the bachelor's degree) within the specific honors category. Latin Honors apply only to bachelor's degrees in which at least 30 degree-applicable credits have been earned at LAPU.

- **Summa Cum Laude:** 3.9 and above
- **Magna Cum Laude:** 3.75 to 3.89
- **Cum Laude:** 3.5 to 3.74

## Withdrawal from Courses

A student may withdraw from class without grade penalty at any time after the add/drop period (p. 26) until Noon PT, Monday of Week 6 of the session. The student must complete a *Withdrawal* form using their university email credentials.

A student requesting a late course withdrawal (after Noon PT on Monday of Week 6) must submit a General Petition, including all supporting documentation, by Noon PT on Friday of Week 7. Late course withdrawal petitions will only be considered due to extenuating circumstances and may result in financial aid adjustment.

Students are advised to contact student support services prior to withdrawing to discuss all ramifications of withdrawal. A grade of W is assigned to courses from which a student withdraws. 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 "Payment and Refunds" under Financial Information in the undergraduate (p. 17) or graduate (<https://catalog.lapu.edu/grad/financial/#paymentandrefundstext>) catalog.

## Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of the session must complete the university's *Withdrawal* form and must notify a student support staff member to complete the process. See "Payment and Refunds" under the "Financial Information" section of the undergraduate (p. 17) or graduate (<https://catalog.lapu.edu/grad/financial/#paymentandrefundstext>) catalog.

In matters of disciplinary action resulting in dismissal from the university, a written statement will be sent from the director of student success or the assistant dean 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

LAPU 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 leave of absence (LOA) under Title IV regulations. Students who take an academic LOA are not permitted to complete the coursework they began prior to the LOA without retaking their courses as mandated by 34 CFR 668.22(d)(1)(vii) (<https://www.ecfr.gov/cgi-bin/text-idx/?rgn=div8&node=34:3.1.3.1.34.2.39.12>). Students who take an LOA are reported as withdrawn from their coursework and are subject to R2T4 (<https://fsapartners.ed.gov/knowledge-center/library/fsa-assessments/2019-04-02/return-title-iv-funds/>) requirements. Students who do not attend for three full semesters or longer will need to reapply to the university.

## Student Records Policy

The Family Educational Rights and Privacy Act of 1974 (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 and Diplomas

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 (<https://tsorder.studentclearinghouse.org/school/ficocode/04278800/>).

Diplomas will not be released until all financial (p. 17) obligations to the university are met, the degree has been conferred (p. 41), and an Intent to Graduate (p. 41) form has been submitted. Diplomas will be delivered to the student's address on file in approximately 8-10 weeks.

## Disclosure of Student Records

With certain exceptions provided by law, the 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 former name(s), 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 awarded, 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 Notification of Rights under FERPA contains detailed information and procedures in regard to these rights. Any student alleging failure of the university to comply with FERPA may file a complaint with:

Family Education Rights and Privacy Act Office (FERPA)  
United States Department of Education  
4511 Switzer Building, 330 C St. SW  
Washington, D.C. 20201

## Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords 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.
2. The right to request amendment of the student's education records that the student believes is inaccurate, misleading, or in violation of privacy rights.
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.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by university to comply with the requirements of FERPA.

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.

## File a Complaint

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

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

## Inspect and Review

**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 may submit written requests that identify the record(s) they wish to inspect to the appropriate department (e.g., Registrar, Financial Aid). 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.

## Request Amendment

**The right to request amendment** of the student's education records. Students may ask the university to amend a record they believe is inaccurate, misleading, or in violation of privacy rights. Students may 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.

## Consent to Disclosure

**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

# Expectations for Student Behavior in the Learning Environment

## Instructor 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 the class. 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 instructor'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 instructor or classmates, either in public classroom discourse or in private communications. Conversely, LAPU instructors 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/or 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 discriminatory? 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 to every student. 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 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 that 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 veteran status 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 in writing within 72 hours of the initial post of the inappropriate behavior. 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 assistant dean, who will in turn notify the chief academic officer.

#### Step 2: Institutional Action

If the instructor has made a "good faith" attempt to correct the student, and the student did not respond in a timely manner or continued to display disruptive behavior toward the instructor or the class, the instructor will notify the assistant dean within 72 hours of notifying the student of the inappropriate behavior. The assistant dean will in turn notify the chief academic officer and the Director of Student Success. Depending on the severity of the infraction, the administration may choose to respond accordingly which may include any of the following:

- Require the student to initiate reparations with involved parties as specified by the Office of Academic Affairs. If the student is enrolled in any other course at LAPU with a different instructor, that instructor will be notified of the situation with the disruptive student. The assistant dean will determine whether the student will be allowed to enroll in any additional courses in the university. A write-up of the occurrence will be put in the student's file.
- Immediately remove the student from class and allow the student to complete the class in absentia. An alternate instructor will be designated, and that instructor's grade will be non-negotiable and binding to the student. If the student is enrolled in any other course at LAPU with a different instructor, that instructor will be notified of the situation with the disruptive student. The assistant dean will determine whether the student will be allowed to enroll in any additional courses in the university. A write-up of the occurrence will be put in the student's file.
- Immediately remove the student from class, without monetary refund and without opportunity to complete the coursework. A letter from the university will be sent to the student via email and Certified Mail reiterating relevant findings. If the student is enrolled in any other

course at LAPU with a different instructor, that instructor will be notified of the situation with the disruptive student. The assistant dean will determine whether to the student will be allowed to enroll in any additional courses in the university. A write-up of the occurrence will be put in the student's file.

- Immediately dismiss the student from the university. A letter from the university will be sent to the student via email and Certified Mail reiterating relevant findings. A write-up of the occurrence will be put in the student's file. The student may petition to re-enroll only after no enrollment for at least one full semester.
- 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. In addition, the San Dimas Police Department and the disruptive student's local police authorities will also be alerted.

### Appeal

See the "Grievance Policy."

## Grade Appeal

Grade appeals can occur for the following three reasons: computational error, arbitrariness or capriciousness, unlawful discrimination. Students who believe that they have the basis to appeal a final grade must follow the grade appeal procedures and deadlines within the time constraints outlined below.

A grade appeal must be submitted by Friday, Week 2 of the following session.

### Grounds for Appeal

#### 1. Computational Error

An instructor who discovers an error in calculating a student's grade will submit a *Change of Grade* form to the Registrar's office. The instructor will notify the student of the error and resulting change; the student has the right to question or appeal this grade following the procedures outlined below.

When a student believes that a grade calculation error has been made, he or she must first speak with the instructor. If the instructor agrees, the instructor will complete a *Change of Grade* form. If the instructor does not agree, the student may then follow the procedures within the time constraints outlined below.

#### 2. Arbitrariness or Capricious Grading Practices

The student alleges that the grade was based on something other than performance in a course (i.e., non-academic criteria); or the grade reflects standards different from those applied to other students in the course; or the grade departs from the standards of evaluation set forth in the syllabus in a substantial, unreasonable, and unannounced way. In this case, the student may then follow the procedures within the time constraints outlined below.

#### 3. Discrimination

The student alleges that the grade reflects a violation of LAPU's non-discrimination policy as stated in the university catalog. In this case, the student may then follow the "grievance procedures" for bringing a claim of unlawful discrimination as outlined in the university catalog.

### Grade Appeal Procedures and Deadlines

#### First Step: Informal Resolution with Course instructor

If the student believes an incorrect grade has been applied, the student must first attempt to resolve the matter directly with the instructor

who assigned the grade. The instructor will confer with the student to consider the student's reasons for believing the final grade to be incorrect. If the instructor does not believe there is merit for a grade change, the instructor will notify the student. The student may then proceed to the second step below. If the instructor believes there is reason to change the grade, the instructor will complete the *Change of Grade* form and submit it to the registrar's office.

#### Second Step: Informal Resolution with Assistant Dean

If the student continues to believe that the grade was unfairly assigned, the student may meet with the assistant dean who oversees the course. The student should provide all supporting course materials. The assistant dean will confer with the instructor. If the instructor, after discussion with the assistant dean, agrees that the grade should be changed, the instructor will complete a *Change of Grade* form and submit it to the registrar's office.

#### Third Step: Chief Academic Officer's Review

If, after seeking informal resolution with the assistant dean, the student continues to believe that the assigned grade is unfair and wishes to pursue the appeal, the student may submit a formal written grievance and Grade Appeal form to the registrar's office. The written statement includes the student's reasons for appealing the grade and any supporting materials. The Chief Academic Officer (CAO) shall confer with the student and the instructor and may ask for a written statement from the instructor. Additionally, the CAO will confer with the assistant dean. If the CAO's review determines that there is no merit to the grade appeal, the CAO will inform the student that the final grade stands. The grade appeal process concludes at this point.

#### Fourth Step: Faculty Grade Appeal Committee

If the CAO's review determines that there is merit to the grade appeal, the CAO will refer the appeal to the Faculty Grade Appeal Committee. The Faculty Grade Appeal Committee will take the necessary next steps, including communication with the student about the conclusion of the process.

Please note that although individual assignments become part of a course grade appeal, only the final grade in a course is open to appeal under this process. As a result of the grade appeal process, the final grade may be raised, lowered, or unchanged.

Upon conclusion of the grade appeal process, if the student believes there is justifiable cause per LAPU's Grievance Policy, the student may submit a formal letter of grievance to the CAO as outlined in 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 is to 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 instructor of the given course. To dispute a final grade in a course, see the Grade Appeal policy. Failure to resolve the matter at that point may require a meeting with the assistant dean.

In the event that the informal procedures, including meeting with the assistant dean, fail 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 instructor or staff member, or any 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, administration, and instructors, and provides, through prescribed procedures, a process through which a student-initiated grievance can be resolved internally.

## Organization

1. Membership:
  - a. Assistant dean
  - b. Instructor
  - c. Director of Student Success
2. Chair: For academic grievances, the assistant dean shall preside. For nonacademic grievances, the Director of Student Success shall preside.
3. Impartial Representative: The chair shall ensure that at least one of the other two committee members involved is an impartial representative of the institution who has not been directly involved in the complaint.
4. 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.
5. Meeting Time: The meeting will be scheduled within seven working days following the filing of a written petition.

## Committee Guidelines and Meeting Format

1. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, assistant dean, or staff member as appropriate). 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 (whichever is later) in which to file his or her written petition. The formal procedure must be initiated within these time limits. The time limit may be extended by the assistant dean, at his or her sole discretion, upon presentation of good cause.
2. The grievance petition must include:
  - a. Names of the parties involved
  - b. A clear statement of the nature of the grievance
  - c. A narrative of the incident including
    - What occurred
    - When it occurred
    - Where it occurred
    - Who was present
  - d. The evidence on which the grievance is based
    - Why this constitutes capricious or arbitrary action on behalf of a staff member or instructor
    - What has been done to resolve the grievance
    - The desired outcome(s)
    - Any supporting documentation

3. 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, and to the instructor or staff members involved.
4. 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, instructor, or staff member may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify either in person or electronically.
5. Either party may invite an advisor. 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.
6. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance and their advisors, 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.
7. 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.
8. Except for communications with the involved student(s) and involved instructor(s) or staff member(s), advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
9. 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.
10. 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 involved party, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may disqualify him/herself and be replaced with a substitute committee member, selected by the chair, of comparable station to the extent possible under the circumstances.
11. The chair of the committee may request testimony from additional witnesses having information pertinent to the grievance.
12. 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

LAPU takes complaints and concerns regarding the institution very seriously. If a student has a complaint regarding LAPU, the university has established the following complaint process for students.

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

- The Director of Student Success at [avpstudentsuccess@lapu.edu](mailto:avpstudentsuccess@lapu.edu).
- The Chief Academic Officer at [academicaffairs@lapu.edu](mailto:academicaffairs@lapu.edu).
- The Office of the General Counsel at [legal@lapu.edu](mailto:legal@lapu.edu).

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

If a complaint is associated with the institution's compliance with academic program quality and accrediting standards, and the student believes that her/his complaint warrants further attention after having exhausted all the steps and appeals outlined by the Director of Student Success, Chief Academic Officer, or the Office of the General Counsel, the student may present the complaint to the Western Association of Schools and Colleges Senior College and University Commission (WSCUC) at [wascsenior.org/comments](https://wascsenior.org/comments) (<https://wascsenior.org/comments/>). WSCUC is the agency that accredits Los Angeles Pacific University.

If a student believes that a complaint continues to warrant further consideration after exhausting the review of either administrators at Los Angeles Pacific University or WSCUC, the student 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](https://bppe.ca.gov) (<https://bppe.ca.gov>)  
(916) 431-6924 (phone)  
(916) 263-1897 (fax)

The Student Complaint Information document (<https://www.lapu.edu/wp-content/uploads/2021/02/Student-Complaint-Process-2021-LAPU.pdf>) 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:*

Chief Academic Officer  
Los Angeles Pacific University  
300 North Lone Hill Avenue #200  
San Dimas, CA 91773

## Time Limit for Completing Degrees

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 LAPU, students must complete all required coursework within 10 years (fulfilling graduation requirements from the catalog to which they are currently assigned, which must be one of the 10 most recent annual catalogs).

This edition is the 2022-2023 catalog. Students must complete the catalog requirements of this catalog by no later than Summer Semester 2032.

## Requirements for Graduation

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.

## Bachelor's Degree Upper Division Requirement

The minimum number of upper-division (p. 26) credits required for a bachelor's degree is 30.

## Residency Requirements

To fulfill residency requirements, students must complete the following at Los Angeles Pacific University.

### Associate Degrees

- At least 18 credits
- Any required courses designated as "Must be taken at LAPU."

### Bachelor's Degrees

- At least 30 credits
- At least 18 of the credits in the major field, 15 of which must be upper-division credits.
- Any required courses designated as "Must be taken at LAPU."

### Credential or Certificate

- A minimum of two-thirds of the credits for a 500-level credential or certificate program must be completed at LAPU (excluding prerequisite requirements).
- For the Multiple Subject Teaching Credential, a minimum of 22 credits.
- Any required courses designated as "Must be taken at LAPU."

Transfer credit, credit by exam, PLA credit, and courses numbered below 100 do not count toward the residency requirement.

## Catalog Year Assignment

A student's academic program<sup>1</sup> requirements are defined by the student's catalog year assignment.

Students are assigned to the catalog that is current at the time of their initial enrollment at LAPU.

Students are reassigned to the catalog that is current at the time of any subsequent readmission to LAPU.

Students may also request to be voluntarily reassigned to the current catalog year by submitting a General Petition. Students are encouraged to confer with their success coach in order to understand the full implications of a voluntary catalog year reassignment before submitting a General Petition.

Students who change their major are reassigned to the catalog that is current at the time they begin their new major.

Changes to catalog year assignments due to readmission, voluntary reassignment, or change of major are not reversible.

<sup>1</sup> See Undergraduate (p. 42) and Graduate (<https://catalog.lapu.edu/grad/programs/>) Academic Programs.

## Changes in Catalog Degree Requirements

Statements in the catalog are for informational purposes and should not be considered as the basis of a contractual agreement between the student and the university. The catalog contains prescriptive catalog requirements as well as descriptive catalog information.

## Catalog Requirements

Within this catalog, the Academic Programs section is prescriptive and applies to all students while enrolled under this year's catalog requirements. The student is responsible to fulfill the academic degree requirements of the catalog, as determined by the Catalog Year Assignment policy. Students may opt at a later time to fulfill the program degree requirements of the current catalog by submitting a General Petition.

## Catalog Information

All other sections of the catalog are descriptive and apply during the academic year covered by the catalog; any changes to General Information, Academic and Support Services, Admission Policies, Financial Information, Academic Policies, Course Descriptions (including prerequisites), and Academic Calendar are effective in accordance with the most recent catalog printing until it is superseded by the next edition. The 2022-2023 edition is in effect from September 6, 2022 through September 4, 2023.

## Double Major

In most cases a student meets graduation requirements for a degree in a single major. 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 for both majors.
2. Not more than six upper-division courses may be common to both majors.
3. 24 credits must be unique to the second major, of which at least 18 credits must be upper division.
4. Both majors must be housed under the same degree designation (B.A. or B.S.).

## Possible Double Majors

Under the policy specified above, the following double majors are possible:

- B.A. in Applied Psychology and Liberal Studies
- B.A. in Applied Psychology and Organizational Leadership
- B.A. in Liberal Studies and Organizational Leadership
- B.S. in Criminal Justice and Digital Marketing
- B.S. in Criminal Justice and Health Sciences
- B.S. in Criminal Justice and Information Systems
- B.S. in Criminal Justice and Nursing
- B.S. in Criminal Justice and Supply Chain Management
- B.S. in Digital Marketing and Health Sciences
- B.S. in Digital Marketing and Information Systems
- B.S. in Digital Marketing and Nursing
- B.S. in Digital Marketing and Supply Chain Management
- B.S. in Health Sciences and Information Systems
- B.S. in Health Sciences and Nursing
- B.S. in Health Sciences and Supply Chain Management
- B.S. in Information Systems and Nursing
- B.S. in Information Systems and Supply Chain Management
- B.S. in Nursing and Supply Chain Management

## Second Bachelor's Degree

Los Angeles Pacific University will award a maximum of two bachelor's degrees to a student under the following conditions:

1. Candidates for additional degrees must meet all graduation requirements including residency requirements, minimum GPA, and time limit for completing degrees.
2. A minimum of 150 credits 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.
5. Thirty credits must be unique to the second degree, of which at least 18 credits must be upper division.
6. Core courses completed for one degree may be applied toward the second degree.

## Application for Graduation

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. The intent to graduate fee is non-refundable.

A degree is granted based on the completion of all requirements. Students must complete those requirements in accordance with the "Time Limit for Completing Degrees" policy and within one year of the final semester of their enrollment.

## Commencement

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 (<https://www.lapu.edu/resource/commencement/>). The university president, by the authority of the board of trustees and on the recommendation of the faculty, awards the degrees.

Details regarding possible participation in commencement are made available to graduates approximately eight weeks prior to commencement. Undergraduate students may participate in commencement exercises if they are within 12 credits of degree completion, not including in-progress credits. Graduate students may participate in commencement exercises if they are within 6 credits of degree completion, not including in-progress credits. Exceptions to these guidelines may be requested by a student via a General Petition.

## Degree Posting Dates

The university confers degrees six times each year, regardless of the specific date on which final work is completed. All degree requirements must be met prior to the conferral date; processing will be complete within four weeks of receiving the final grade. The degree conferral dates are at the end of each session, approximately early March, late April, late June, late August, late October, and late December. If all financial (p. 17) obligations to the university are met and an Intent to Graduate (p. 41) form has been submitted, diplomas will be delivered to the student's address on file in approximately 8-10 weeks.

# ACADEMIC PROGRAMS

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The Academic Programs section of the catalog constitutes the catalog requirements which remain applicable to all students as long as they are assigned to this catalog. This edition is the 2022-23 catalog.

- Core Requirements (p. 43)
- Associate Degrees (p. 44)
- Bachelor's Degrees (p. 50)
- Concentrations (p. 94)
- Credentials (p. 103)

## Core Requirements

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education Requirements

Where a selection is shown, some programs require specific options to be selected; some general education courses also apply to requirements or requisites for certain degree programs. See the Core requirements under your specific degree program for details.

Requirement	Title	Credits
<i>English Communication</i>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<i>Arts</i>		
ARTS 110	Introduction to Art	3
<i>Humanities</i>		
ENGL 115	Introduction to Literature	3
or PHIL 205	Introduction to Philosophy	
or PHIL 210	Introduction to Ethics	
<i>Quantitative Reasoning</i>		
MATH 105	Survey of College Mathematics	3
or MATH 125	College Algebra	
or STAT 280	Applied Statistics	
<i>Behavioral Sciences</i>		
ECON 203	Principles of Microeconomics	3
or PSYC 105	Introduction to Psychology	
<i>Social Sciences</i>		
HIST 202	World Civilizations	3
or HIST 204	U.S. History from 1865	
or HIST 420	United States History and the Constitution	
<i>Physical and Biological Sciences</i>		
BIOL 230	Anatomy and Physiology I/Lab	4
or BIOL 240	Anatomy and Physiology II/Lab	
or CHEM 115	Chemistry for Health Sciences/Lab	
or NSCI 150	Introduction to Astronomy/Lab	
<b>Total Credits</b>		<b>25</b>

<sup>1</sup> B.A. Liberal Studies students are strongly encouraged to choose MATH 125.

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> 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 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-credit associate programs offer students a broad and integrative foundation in the liberal arts or discipline-specific skills. Informed by an explicitly Christian worldview the curriculum lays the foundation for knowledge of biblical concepts and ideas, human cultures, the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning.

The 60-credit associate degree curriculum includes the following categories of coursework:

- 34 credits of LAPU Core Requirements
- 26 credits in the discipline (which include 1-8 credits of electives):
  - **Current degree offerings**
    - Health Science (A.S.) (p. 48)
    - Humanities (A.A.) (p. 45)

## General Requirements for an Associate Degree

**Associate of Arts (A.A.), Associate of Science (A.S.)**

- A cumulative local GPA (p. 33) of 2.0.
- A minimum of 60 semester credits (p. 32).
- Satisfaction of LAPU residency (p. 39) requirements by completing the following in residence:
  - At least 18 credits.
  - Any required courses designated as "Must be taken at LAPU".
- Completion of the LAPU Core (p. 43) which includes
  - The general education curriculum requirements.
  - The LAPU Distinctives.
- Completion of the requirements of an associate degree program (p. 44).
- Submission of the Intent (p. 41) *to Graduate* form.

## Associate of Arts in Humanities

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

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

Graduates of the Associate of Arts degree program will be able to:

- **PLO 1:** Demonstrate the ability to articulate contextually informed interpretations of biblical texts.
- **PLO 2:** Demonstrate competency in quantitative reasoning.
- **PLO 3:** Apply critical thinking skills through the development of analytical reasoning.
- **PLO 4:** Critically evaluate political, social, economic, or cultural issues through a historical perspective to develop as knowledgeable global citizens.
- **PLO 5:** Demonstrate effective written communication skills.
- **PLO 6:** Demonstrate effective oral communication skills.
- **PLO 7:** Analyze diversity as expressed in literature, the fine arts, religious traditions, or language.

## Core

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115 or PHIL 205	Introduction to Literature (Recommended) Introduction to Philosophy	3
<b>Quantitative Reasoning</b>		
MATH 105 or MATH 125 or STAT 280	Survey of College Mathematics (Recommended) College Algebra Applied Statistics	3
<b>Behavioral Sciences</b>		
ECON 203 or PSYC 105	Principles of Microeconomics Introduction to Psychology	3
<b>Social Sciences</b>		
HIST 204 or HIST 202 or HIST 420	U.S. History from 1865 (Recommended) World Civilizations United States History and the Constitution	3
<b>Physical and Biological Sciences</b>		
BIOL 230 or BIOL 240 or CHEM 115 or NSCI 150	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab Introduction to Astronomy/Lab	4
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

### Requirements for the A.A. in Humanities

Requirement	Title	Credits
<b>LAPU Core</b>		
Core Requirement		34
<b>Humanities (A.A., 26 credits) <sup>1</sup></b>		
<i>English Composition</i>		
ENGL 101	Introduction to Composition	3
<i>Ethics</i>		
PHIL 210	Introduction to Ethics	3
<i>Foreign Language</i>		
SPAN 121	Beginning Spanish I	3
SPAN 122	Beginning Spanish II	3
<i>God's Word and the Christian Response</i>		
RLGN 100	Introduction to Global Religious Studies	3
RLGN 220	Foundations for Christian Life	3
<i>Electives <sup>2</sup></i>		
<b>Total Credits</b>		<b>60</b>

<sup>1</sup> 18 credits of humanities courses complete an Associate of Arts degree by preparing students for further academic studies or employment. The program rounds out a liberal arts education by including English composition, ethics, foreign language, Christian heritage, and spiritual formation.

<sup>2</sup> 8 credits of electives offer students the opportunity to explore areas of interest beyond the required coursework.

# Associate of Science in Health Sciences

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

Graduates of the Associate of Science degree program will be able to:

- **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.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
PHIL 210	Introduction to Ethics	3
<b>Quantitative Reasoning</b>		
STAT 280	Applied Statistics	3
<b>Behavioral Sciences</b>		
PSYC 105	Introduction to Psychology	3
<b>Social Sciences</b>		
HIST 202	World Civilizations	3
or HIST 204	U.S. History from 1865	
or HIST 420	United States History and the Constitution	
<b>Physical and Biological Sciences</b>		
CHEM 115	Chemistry for Health Sciences/Lab	4
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

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

Requirement	Title	Credits
<b>LAPU Core</b>		
Core Requirement		34
<b>Health Sciences (A.S., 26 credits) <sup>1</sup></b>		
BIOL 225	Microbiology/Lab	4
BIOL 230	Anatomy and Physiology I/Lab	4
BIOL 240	Anatomy and Physiology II/Lab	4
PSYC 295	Human Growth and Development	3
<b>Select three of the following:</b>		<b>9</b>
HSCI 100	Introduction to Health and Disease (3 credits)	
HSCI 105	Nutrition and Wellness (3 credits)	
HSCI 110	U.S. Healthcare Systems (3 credits)	
MATH 125	College Algebra (3 credits) <sup>2</sup>	
<i>Electives</i> <sup>3</sup>		2
<b>Total Credits</b>		<b>60</b>

<sup>1</sup> 24 credits of Health Science courses complete an Associate of Science degree by preparing students in the areas of science education, leadership, and the healthcare industry.

<sup>2</sup> MATH 125 is included for students who need College Algebra for admission to an RN program.

<sup>3</sup> 2 credits of electives offer students the opportunity to explore an area of interest beyond the required coursework.

## Bachelor's Degrees

Los Angeles Pacific University offers bachelor's degrees in applied psychology (p. 54), business administration (p. 67), criminal justice (p. 71), digital marketing (p. 75), health sciences (p. 79), information systems (p. 83), interdisciplinary studies (p. 51), liberal studies (p. 58), nursing (p. 87), organizational leadership (B.A.) (p. 64), and supply chain management (p. 90).

## General Requirements for a Bachelor's Degree

**Bachelor, Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), Bachelor of Science (B.S.)**

- A cumulative local GPA (p. 33) of 2.0 and a 2.0 GPA in one's major. The major GPA includes all courses applied to the major requirements.
- A minimum of 120 semester credits (p. 32), 30 of which must be upper division (p. 39).
- Satisfaction of LAPU residency (p. 39) requirements by completing the following in residence:
  - At least 30 credits.
  - At least 18 credits of the major requirements, 15 of which must be upper division.
  - Any required courses designated as "Must be taken at LAPU".
- Completion of the LAPU Core (p. 43) which includes
  - The general education curriculum requirements.
  - The LAPU Distinctives.
- Completion of the requirements of a major (p. 50).
- Submission of the Intent (p. 41) to *Graduate* form.

## Bachelor in Interdisciplinary Studies

The Bachelor's degree in Interdisciplinary Studies (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 two 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 two concentrations and two capstone courses comprise the 36-credit major.

The BIS program 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 Bachelor's Degree in Interdisciplinary Studies

Graduates of the Bachelor's degree in Interdisciplinary Studies program will be able to:

- **PLO 1:** Demonstrate the ability to integrate biblical concepts and principles with inter-concentration specific topics and domains.
- **PLO 2:** Develop professional competencies in two concentrations and in the integration of those 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.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115 or PHIL 205 or PHIL 210	Introduction to Literature Introduction to Philosophy Introduction to Ethics	3
<b>Quantitative Reasoning</b>		
MATH 105 or MATH 125 or STAT 280	Survey of College Mathematics College Algebra Applied Statistics	3
<b>Behavioral Sciences</b>		
ECON 203 or PSYC 105	Principles of Microeconomics Introduction to Psychology	3
<b>Social Sciences</b>		
HIST 202 or HIST 204 or HIST 420	World Civilizations U.S. History from 1865 United States History and the Constitution	3
<b>Physical and Biological Sciences</b>		
BIOL 230 or BIOL 240 or CHEM 115 or NSCI 150	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab Introduction to Astronomy/Lab	4
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

To earn the Bachelor's degree in Interdisciplinary Studies, students must complete the degree components listed below:

Requirement	Title	Credits
Core		34
Two Concentrations		30
Capstone		6
Electives		50
<b>Total Credits</b>		<b>120</b>

In order to earn the Bachelor's degree in Interdisciplinary Studies, students create a personalized study focus by completing two compatible concentrations (comprising at least 30 credits) and two capstone courses, while achieving a minimum cumulative grade point average (GPA) of 2.0 in the combined 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.

Requirement	Title	Credits
<b>Core</b>		
Core Requirement		34
<b>Major Requirements</b>		
<i>Concentrations Requirement</i> <sup>1</sup>		30
<i>Capstone Courses</i>		
ISTU 490	Interdisciplinary Studies Capstone I	3
ISTU 495	Interdisciplinary Studies Capstone II	3
<b>Electives</b>		
Electives Requirement <sup>2</sup>		50
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> Please consult a success coach to determine an appropriate pairing of concentrations.

<sup>2</sup> Students may choose from any course in the catalog.

## Concentrations

- Concentration in Applied Pastoral Counseling (p. 95)
- Concentration in Child and Adolescent Psychology (p. 95)
- Concentration in Clinical Psychology (p. 96)
- Concentration in Criminal Behavior (p. 96)
- Concentration in Cultural Psychology (p. 97)
- Concentration in Educational Psychology (p. 97)
- Concentration in General Psychology (p. 98)
- Concentration in Health Education (p. 98)
- Concentration in Healthcare Leadership (p. 99)
- Concentration in Healthcare Management (p. 99)
- Concentration in Human Services (p. 100)
- Concentration in Industrial/Organizational Psychology (p. 100)
- Concentration in Organizational Dynamics (p. 101)
- Concentration in Organizational Leadership (p. 101)
- Concentration in Psychology in the Healthcare Profession (p. 102)
- Concentration in Public Administration (p. 102)
- Concentration in Public Health (p. 103)
- Concentration in Supply Chain Management (p. 103)
- Customized Concentration (p. 103)

## 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, recommended concentrations, and electives. The program promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal relationships in diverse settings. The BAAP program is unique in that it not only provides a broad liberal arts foundation for lifelong learning, but incorporates applied psychological training and development approaches that are experiential, applicable, and practical, utilizing theoretical constructs from researchers in the field. The BAAP program provides students the experience of exploring applied psychology from accomplished instructors, successful practitioners, and cooperating institutions.

The BAAP program prepares students for career opportunities in industries such as social services, government agencies, justice departments, nonprofits, and a variety of areas of ministry, along with the ability to advance to graduate education. The job possibilities include 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. Some courses in the program require self-examination and/or public discussion regarding sexual history; history of abuse and neglect; psychological treatment; and relationships with parents, peers, and spouses or significant others. Please consult your instructor or an appropriate treatment provider should you have concerns or experience any difficulties.

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

Graduates of the Bachelor of Arts degree in Applied Psychology program will be able to:

- **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.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115	Introduction to Literature	3
or PHIL 205	Introduction to Philosophy	
or PHIL 210	Introduction to Ethics	
<b>Quantitative Reasoning</b>		
STAT 280	Applied Statistics	3
<b>Behavioral Sciences</b>		
ECON 203	Principles of Microeconomics	3
or PSYC 105	Introduction to Psychology	
<b>Social Sciences</b>		
HIST 202	World Civilizations	3
or HIST 204	U.S. History from 1865	
or HIST 420	United States History and the Constitution	
<b>Physical and Biological Sciences</b>		
BIOL 230	Anatomy and Physiology I/Lab	4
or BIOL 240	Anatomy and Physiology II/Lab	
or CHEM 115	Chemistry for Health Sciences/Lab	
or NSCI 150	Introduction to Astronomy/Lab	
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

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

Requirement	Title	Credits
Core <sup>1</sup>		28
Program Requisites		12
Major Requirements		45
Electives		35
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 34 credits total; 6 credits are counted below in Program Requisites.

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

Requirement	Title	Credits
<b>Core</b>		
Core Requirement <sup>1</sup>		28
<b>Program Requisites</b>		
PSYC 105	Introduction to Psychology	3
PSYC 285	Abnormal Psychology	3
PSYC 295	Human Growth and Development	3
STAT 280	Applied Statistics	3
<b>Major Requirements</b>		
PSYC 085	Capstone Orientation	0
PSYC 300	Research Methods in Psychology	3
PSYC 315	Integration of Psychology and Christianity	3
PSYC 320	Personality Theory	3
PSYC 325	Learning Theory	3
PSYC 330	Cognition	3
PSYC 335	Fundamentals of Testing and Assessment	3
PSYC 340	Interviewing and Counseling Techniques	3
PSYC 350	Social Psychology	3
PSYC 370	Topics in Psychology: Psychopharmacology	3
or PSYC 465	Topics in Psychology: Marriage	
or PSYC 466	Topics in Psychology: Grief	
PSYC 405	Physiological Psychology	3
PSYC 410	Psychology of Emotions	3
PSYC 430	Cultural Psychology	3
PSYC 475	Professional and Ethical Issues in Psychology	3
PSYC 485	Undergraduate Applied Psychology Capstone I	3
PSYC 490	Undergraduate Applied Psychology Capstone II	3
<b>Electives</b>		
Electives Requirement <sup>2</sup>		35
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 6 credits of the 34-credit Core are fulfilled within the Program Requisites and Applied Psychology Major Requirements.

<sup>2</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## **Concentrations**

### **Recommended Concentrations**

- Applied Pastoral Counseling (p. 95)
- Child & Adolescent Psychology (p. 95)
- Clinical Psychology (p. 96)
- Criminal Behavior (p. 96)
- Cultural Psychology (p. 97)
- Educational Psychology (p. 97)
- General Psychology (p. 98)
- Healthcare Management (p. 99)
- Human Services (p. 100)
- Industrial/Organizational Psychology (p. 100)
- Organizational Dynamics (p. 101)

## 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). A maximum of 30 credits may be earned through Prior Learning Assessment (PLA).

Organized to capture the essence of an integrated curriculum and capitalize on the students' work/classroom experiences, the LIBS 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 to encourage qualified interested members of other professions to consider the teaching profession a viable career change

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

Graduates of the Bachelor of Arts degree in Liberal Studies program will be able to:

- **PLO 1:** Demonstrate subject matter competency in major subject areas (Language Arts, Math, Science, Art, Physical Education, Human Development, History) in educational contexts.
- **PLO 2:** Demonstrate a commitment to professional development, research, and life-long learning.
- **PLO 3:** Analyze problems representing a variety of perspectives through skillful oral and written communication.
- **PLO 4:** Demonstrate the ability to integrate biblical concepts and principles in the role of teacher, including the ethical implications of working with children in a classroom setting.
- **PLO 5:** Create unit and lesson plans aligned to content standards and objectives, and scaffolded to reflect student learning needs and background characteristics.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts and Humanities</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115	Introduction to Literature	3
<b>Quantitative Reasoning</b>		
MATH 125	College Algebra <sup>1</sup>	3
<b>Behavioral Sciences</b>		
ECON 203 or PSYC 105	Principles of Microeconomics Introduction to Psychology	3
<b>Social Sciences</b>		
HIST 202	World Civilizations	3
<b>Physical and Biological Sciences</b>		
BIOL 230 or BIOL 240 or CHEM 115 or NSCI 150	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab Introduction to Astronomy/Lab	4
<b>Total Credits</b>		<b>25</b>

<sup>1</sup> MATH 105 or STAT 280 will also fulfill Quantitative Reasoning, but B.A. Liberal Arts students are strongly encouraged to complete MATH 125.

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

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

Requirement	Title	Credits
Core <sup>1</sup>		31
LIBS Major requirements		42
Electives		47
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 34 credits total; 3 credits are counted below in Liberal Studies Major Requirements.

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

Requirement	Title	Credits
<b>Core</b>		
Core Requirement <sup>1</sup>		31
<b>Major Requirements</b>		
ARTS 400	Visual Arts for the Elementary Teacher	3
ARTS 410	Performing Arts for the Elementary Teacher	3
EDUC 300	Introduction to Elementary Education	3
EDUC 310	Human Growth and Development for Educators	3
EDUC 410	P.E., Health, and Safety for Elementary Teachers	3
ENGL 420	Principles of Language	3
ENGL 450	Children's Literature	3
HIST 202	World Civilizations	3
HIST 420	United States History and the Constitution	3
HIST 440	California History	3
MATH 301	Math for the Elementary Teacher I	3
MATH 302	Math for the Elementary Teacher II	3
NSCI 301	Life Science	3
NSCI 325	Physical, Earth, and Space Sciences	3
<b>Electives</b>		
Electives Requirement <sup>2</sup>		47
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 3 credits of the 34-credit Core are fulfilled within the Liberal Studies Major Requirements.

<sup>2</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## **Concentrations**

### **Recommended Concentrations**

- Child and Adolescent Psychology (p. 95)
- Cultural Psychology (p. 97)
- Educational Psychology (p. 97)
- Customized Concentration (p. 103)

## Multiple Subject Teaching Credential

The Multiple Subject Teaching Credential course sequence can be taken as an embedded component of the Bachelor of Arts degree in Liberal Studies or as a 34-credit standalone post-baccalaureate credential. This credential program is only open to California residents as the Student Teaching must take place in a California public school.

When embedded into the Bachelor of Arts degree program in Liberal Studies, completing the Multiple Subject Teaching Credential courses reduces elective credits needed for the degree from 47 to 13 credits. Students must maintain a 3.0 GPA in the credential program coursework, and have no more than three grades below a B- in the credential program coursework (500-level courses).

500-level courses carry graduate credit.

Subject Matter requirements must be met 90 days prior to the start of the student teaching semester.

### Program Learning Outcomes (PLO) for the Multiple Subject Teaching Credential

Candidates who successfully complete the Multiple Subject Teaching Credential program will be able to:

1. Integrate perspectives of diversity and learning needs into a teaching philosophy and classroom practices, in order to demonstrate cultural-responsiveness.
2. Articulate a philosophy of education, based on current research in cognitive, physical, socio-emotional, behavioral, and spiritual development.
3. Design assessment plans that reflect evaluative best practices and contain a variety of assessments (formative, summative, informal, and formal).
4. Demonstrate competency in differentiating instruction, including accommodations and modifications, based on the learning needs of individual and groups of students.
5. Design a classroom management strategy, including routines and procedures, expectations for behavior and achievement, and a plan for progressive discipline.

### Requirements for Multiple Subject Teaching Credential

The same requirements apply if taken as an embedded component of the Bachelor of Arts degree in Liberal Studies.

The following must be complete prior to registration for Program Requirement courses:

- Proof of Certificate of Clearance (COC). Students are encouraged to begin this step as soon as possible to allow for processing by the California Commission on Teacher Credentialing.
- Proof of the Basic Skills Requirement (refer to the California Commission on Teacher Credentialing ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/)) for options).
- Proof of subject matter preparation or proof of paid registration for the next appropriate California Subject Examinations for Teachers (CSET) Multiple Subjects administration.

#### Program Requisite

Requirement	Title	Credits
HIST 420	United States History and the Constitution <sup>1</sup>	3

<sup>1</sup> Also fulfills a requirement for the Liberal Studies major. Must be passed with a C or better grade. Must be completed prior to enrollment in EDUC 580/581 and EDUC 590/591.

#### Program Requirements

Requirement	Title	Credits
EDUC 501	Introduction to Teaching and Learning	3
EDUC 505	Diversity and Inclusive Schooling	3
EDUC 515	Learning Theory and Instructional Strategies	3
EDUC 530	Methods in Teaching Language and Literacy (K-8) I	3
EDUC 535	Methods in Teaching Language and Literacy (K-8) II	3
EDUC 550	Methods in Teaching Arts and Social Sciences (K-8)	3
EDUC 560	Methods in Teaching Mathematics (K-8)	3
EDUC 570	Methods in Teaching the Sciences (K-8)	3
EDUC 580	Teaching Practicum I - Elementary <sup>2</sup>	2
EDUC 581 or EDUC 582	Student Teaching I - Multiple Subjects <sup>2</sup> Intern Teaching I - Multiple Subjects	3
EDUC 590	Teaching Practicum Seminar II - Elementary <sup>2</sup>	2

EDUC 591	Student Teaching II - Multiple Subjects <sup>2</sup>	3
or EDUC 592	Intern Teaching II - Multiple Subjects	
<b>Total Credits</b>		<b>34</b>

<sup>2</sup> Must be taken at LAPU

# Bachelor of Arts in Organizational Leadership

The Bachelor of Arts degree in Organizational Leadership program (BAOL) focuses on the development of inclusive leadership skills that are foundational for success in increasingly diverse and global settings. The program integrates key concepts including organizational innovation and change management; individual, team, and group behavior; and inclusive leadership principles. Students will develop communication, relational, and ethical decision-making skills necessary for effective leadership in for-profit and non-profit sectors. Students learn to lead with passion and purpose while gaining real-world, practical knowledge that they can apply immediately in current roles or for future career advancement.

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

Graduates of the Bachelor of Arts degree in Organizational Leadership program will be able to:

- **PLO 1:** Apply leadership theories and models in personal, professional, and global settings.
- **PLO 2:** Integrate principles of Christian faith, ethics, morals, and values in resolving leadership dilemmas.
- **PLO 3:** Demonstrate the fundamentals of effective written interpersonal and business communication.
- **PLO 4:** Demonstrate the fundamentals of effective oral interpersonal and business communication.
- **PLO 5:** Propose data-driven change in an organization through a systematic process of inquiry, analysis, and evidence-based decision making.
- **PLO 6:** Propose a strategic plan for fostering diversity, inclusion, and belonging in an organizational setting.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<i>English Communication</i>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<i>Arts</i>		
ARTS 110	Introduction to Art	3
<i>Humanities</i>		
ENGL 115 or PHIL 205 or PHIL 210	Introduction to Literature Introduction to Philosophy Introduction to Ethics	3
<i>Quantitative Reasoning</i>		
MATH 105 or MATH 125 or STAT 280	Survey of College Mathematics College Algebra Applied Statistics	3
<i>Behavioral Sciences</i>		
ECON 203 or PSYC 105	Principles of Microeconomics Introduction to Psychology	3
<i>Social Sciences</i>		
HIST 202 or HIST 204 or HIST 420	World Civilizations U.S. History from 1865 United States History and the Constitution	3
<i>Physical and Biological Sciences</i>		
BIOL 230 or BIOL 240 or CHEM 115	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab	4

or NSCI 150

Introduction to Astronomy/Lab

<b>Total Credits</b>	<b>25</b>
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## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

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

Requirement	Title	Credits
Core		34
Major Requirements		45
Electives		41
<b>Total Credits</b>		<b>120</b>

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

Requirement	Title	Credits
<b>Core</b>		
Core Requirement		34
<b>Major Requirements</b>		
BUSN 340	Introduction to Business Analytics	3
BUSN 395	Project Management	3
BUSN 485	Management and Organizational Behavior	3
ORGS 300	Dynamics of Group Behavior	3
ORGS 335	Leadership Theory and Practice	3
ORGS 340	Managerial Communication	3
ORGS 350	Leadership Ethics	3
ORGS 375	Organizational Development	3
ORGS 400	Leading Disruptive Innovation	3
ORGS 440	Diversity in the Workplace	3
ORGS 460	Leadership and Change	3
ORGS 475	Global Issues in Leadership	3
ORGS 480	Financial Management and Resource Allocation in Orgs	3
ORGS 485	Systems Thinking and Management	3
ORGS 490	Organizational Leadership Capstone	3
<b>Electives</b>		
Electives Requirement <sup>1</sup>		41
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## **Concentrations**

### **Recommended Concentrations**

- Applied Pastoral Counseling (p. 95)
- Healthcare Leadership (p. 99)
- Industrial/Organizational Psychology (p. 100)
- Organizational Dynamics (p. 101)
- Customized Concentration (p. 103)

## Bachelor of Business Administration

The LAPU Bachelor of Business Administration (BBA) degree program equips students with a theoretical framework, practical skills, and ethical values essential for success as a business professional.

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 BBA degree equips students with professional knowledge and practical skills in strategic leadership, management, operations, 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 BBA program also provides students with a broad liberal arts foundation for lifelong learning. The online BBA program enables students to apply their learning immediately in the workplace.

The BBA program prepares students for service in a variety of public and private sector organizations, including first-line management, retail and sales, commercial banking, marketing, big data, information systems, human resource management, healthcare administration, government service, and nonprofits. Students complete the BBA degree program to gain promotions, change careers, or prepare for MBA studies. Some graduates may begin new ventures, operate small companies, launch new products, or return to the family business.

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

Graduates of the Bachelor of Business Administration degree program will be able to:

- **PLO 1:** Apply management theory and principles in culturally diverse, global business contexts.
- **PLO 2:** Integrate biblical concepts and principles in the management decision-making process.
- **PLO 3:** Utilize data-driven decision-making strategies to propose solutions to complex business problems.
- **PLO 4:** Effectively communicate business concepts through oral and written forms utilizing 21<sup>st</sup> century communication skills and technology.
- **PLO 5:** Demonstrate the technical skills and competencies required to effectively manage the functional areas of global business operations.
- **PLO 6:** Demonstrate the ability to evaluate and implement ethically sound and legal decisions in dynamic business environments.

### Transition to a Master's Degree Program

LAPU strives to encourage and prepare students to seek graduate degrees. The BBA curriculum is designed to meet the general admissions requirements of accredited graduate-level programs, including the M.B.A. program offered at LAPU. Students should seek advisement regarding additional admissions requirements from the selected graduate programs.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts and Humanities</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115 or PHIL 205 or PHIL 210	Introduction to Literature Introduction to Philosophy Introduction to Ethics	3
<b>Quantitative Reasoning</b>		
STAT 280	Applied Statistics	3
<b>Behavioral Sciences</b>		
ECON 203	Principles of Microeconomics	3
<b>Social Sciences</b>		
HIST 202 or HIST 204 or HIST 420	World Civilizations U.S. History from 1865 United States History and the Constitution	3
<b>Physical and Biological Sciences</b>		
BIOL 230 or BIOL 240 or CHEM 115 or NSCI 150	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab Introduction to Astronomy/Lab	4
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

To earn the Bachelor of Business Administration degree, students must complete the following degree components:

Requirement	Title	Credits
Core <sup>1</sup>		28
Program Requisites		15
Major Requirements		45
Electives		32
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 34 credits total; 6 credits are counted below in Program Requisites.

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

Requirement	Title	Credits
<b>Core</b>		
Core Requirement <sup>1</sup>		28
<b>Program Requisites</b>		
ACCT 210	Financial Accounting	3
ACCT 220	Managerial Accounting	3
ECON 203	Principles of Microeconomics	3
ECON 204	Principles of Macroeconomics	3
STAT 280	Applied Statistics	3
<b>Major Requirements</b>		
BUSN 270	Business Law and Ethics	3
BUSN 310	Statistical Analysis for Business Decisions	3
BUSN 320	Financial Management and Markets	3
BUSN 340	Introduction to Business Analytics	3
BUSN 350	Marketing and E-Commerce	3
BUSN 395	Project Management	3
BUSN 415	Operations Management	3
BUSN 450	International Business	3
BUSN 460	Leadership and People	3
BUSN 480	Strategic Management and Policy	3
BUSN 485	Management and Organizational Behavior	3
ECON 440	International Economics and Trade	3
ISYS 380	Information Systems Management	3
ORGS 400	Leading Disruptive Innovation	3
SCHM 300	Global Supply Chain Management	3
<b>Electives</b>		
Electives Requirement <sup>2</sup>		32
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 6 credits of the 34-credit Core are fulfilled within the Program Requisites.

<sup>2</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## **Concentrations**

### **Recommended Concentrations**

- Cultural Psychology (p. 97)
- Healthcare Management (p. 99)
- Human Services (p. 100)
- Industrial/Organizational Psychology (p. 100)
- Organizational Leadership (p. 101)
- Public Administration (p. 102)
- Supply Chain Management (p. 103)

## 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 (BSCJ) 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 to include a 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, public administration, or related fields.

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

Graduates of the Bachelor of Science degree in Criminal Justice program will be able to:

- **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 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.
- **PLO 7:** Demonstrate effective oral communication skills.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115 or PHIL 205 or PHIL 210	Introduction to Literature Introduction to Philosophy Introduction to Ethics	3
<b>Quantitative Reasoning</b>		
STAT 280	Applied Statistics	3
<b>Behavioral Sciences</b>		
ECON 203 or PSYC 105	Principles of Microeconomics Introduction to Psychology	3
<b>Social Sciences</b>		
HIST 202 or HIST 204 or HIST 420	World Civilizations U.S. History from 1865 United States History and the Constitution	3
<b>Physical and Biological Sciences</b>		
BIOL 230 or BIOL 240 or CHEM 115 or NSCI 150	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab Introduction to Astronomy/Lab	4
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

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

Requirement	Title	Credits
Core <sup>1</sup>		31
Program Requisites		12
Major Requirements		45
Electives		32
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 34 credits total; 3 credits are counted below in Program Requisites.

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

Requirement	Title	Credits
<b>Core</b>		
Core Requirement <sup>1</sup>		31
<b>Program Requisites</b>		
CRJU 105	Introduction to Criminal Justice	3
CRJU 280	Crime and Criminology	3
CRJU 290	The Police Function	3
STAT 280	Applied Statistics	3
<b>Major Requirements</b>		
CRJU 300	Criminal Justice Research Methodology	3
CRJU 320	Criminal Law, Substantive	3
CRJU 330	Crime and Delinquency	3
CRJU 340	Critical Issues in Criminal Justice	3
CRJU 350	Criminal Justice Ethics	3
CRJU 370	The Adjudication Function	3
CRJU 380	Professional Writing	3
CRJU 390	Criminal Investigation	3
CRJU 410	Corrections	3
CRJU 420	Terrorism and Homeland Security	3
CRJU 430	Principles of Public Administration	3
CRJU 440	Constitutional Law	3
CRJU 450	Forensics	3
CRJU 460	Risk Analysis and Security	3
CRJU 490	Criminal Justice Capstone/Senior Project	3
<b>Electives</b>		
Electives Requirement <sup>2</sup>		32
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 3 credits of the 34-credit Core are fulfilled within the Program Requisites.

<sup>2</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## **Concentrations**

Criminal Justice students are encouraged to explore concentrations that will bring a unique value to their degree program.

## **Recommended Concentrations**

- Clinical Psychology (p. 96)
- Criminal Behavior (p. 96)
- Cultural Psychology (p. 97)
- Human Services (p. 100)

## Bachelor of Science in Digital Marketing

The Bachelor of Science degree in Digital Marketing (BSDM) program prepares business professionals to leverage the latest digital tools and technologies to target consumer audiences and create brand loyalty while promoting products and services to consumers. Students learn to use tools and technologies that will prepare them to solve real-world problems including harvesting customer data through analytic reports, analyzing the buyer's journey, understanding and tracking consumer behaviors, identifying expectations of consumers and creating digital touchpoints, identifying underperforming content leading to wrong keywords, and optimizing the marketing investment and the impact on company goals.

Students who complete the BSDM program are likely to pursue a variety of marketing-related careers, including advertising account executive, brand manager, digital content manager, market researcher, and marketing account executive. Graduates may also pursue graduate degrees in marketing or a related field.

### Program Learning Outcomes (PLO) for the B.S. Degree in Digital Marketing

Graduates of the Bachelor of Science degree in Digital Marketing program will be able to:

**PLO 1:** Develop an integrated digital marketing strategy for global business operations.

**PLO 2:** Integrate a Christian worldview and values for ethically sound decision making.

**PLO 3:** Utilize analytics for strategic decision making.

**PLO 4:** Communicate business concepts through oral forms utilizing 21st-century communication skills and technology.

**PLO 5:** Communicate business concepts through written forms utilizing 21st-century communication skills and technology.

**PLO 6:** Demonstrate digital marketing skills and professional competencies for increasing customer engagement through an online presence.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115 or PHIL 205 or PHIL 210	Introduction to Literature Introduction to Philosophy Introduction to Ethics	3
<b>Quantitative Reasoning</b>		
STAT 280	Applied Statistics	3
<b>Behavioral Sciences</b>		
ECON 203	Principles of Microeconomics	3
<b>Social Sciences</b>		
HIST 202 or HIST 204 or HIST 420	World Civilizations U.S. History from 1865 United States History and the Constitution	3
<b>Physical and Biological Sciences</b>		
BIOL 230 or BIOL 240 or CHEM 115 or NSCI 150	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab Introduction to Astronomy/Lab	4
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

In order to earn the Bachelor of Science degree in Digital Marketing, students must complete the following degree components:

Requirement	Title	Credits
Core <sup>1</sup>		28
Program Requisites		15
Major Requirements		45
Electives		32
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 34 credits total; 6 credits are counted below in Program Requisites.

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

Requirement	Title	Credits
<b>Core</b>		
Core Requirements <sup>1</sup>		28
<b>Program Requisites</b>		
BUSN 250	Business Communications	3
BUSN 270	Business Law and Ethics	3
ECON 203	Principles of Microeconomics	3
ECON 204	Principles of Macroeconomics	3
STAT 280	Applied Statistics	3
<b>Major Requirements</b>		
BUSN 310	Statistical Analysis for Business Decisions	3
BUSN 340	Introduction to Business Analytics	3
BUSN 350	Marketing and E-Commerce	3
BUSN 395	Project Management	3
BUSN 480	Strategic Management and Policy	3
DMKT 300	Social Media Marketing	3
DMKT 320	Digital Marketing Analytics	3
DMKT 340	Mobile Marketing	3
DMKT 360	Consumer Messaging	3
DMKT 380	Search Engine Optimization	3
DMKT 400	Consumer Behavior	3
DMKT 420	Customer Relationship Management	3
DMKT 440	Content Creation	3
DMKT 460	Brand and Product Management	3
DMKT 490	Digital Marketing Capstone	3
<b>Electives</b>		
Electives Requirement <sup>2</sup>		32
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 6 credits of the 34-credit Core are fulfilled within the Program Requisites.

<sup>2</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## Concentrations

### Recommended Concentrations

- Concentration in Organizational Leadership (p. 101)
- Customized Concentration (p. 103)

## Bachelor of Science in Health Sciences

The Bachelor of Science degree in Health Sciences (BSHS) is a foundational degree for those students desiring to enter the healthcare industry in the areas of healthcare management and healthcare advocacy. This program, with recommended concentrations in healthcare leadership and management, psychology, organizational dynamics, etc., helps students 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 courses in lab sciences, health sciences, and a recommended concentration which 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 degree in Health Sciences, which promotes Christian values, ethical principles, a General Education Core, and scientific laboratory skills which are transferable to private and public clinical settings. This 120-credit Bachelor of Science degree in Health Sciences 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 and leadership skills, or prepare for graduate-level studies. The BSHS degree contains the prerequisite coursework for the Azusa Pacific University Entry-Level Master's in Nursing (ELM (<https://www.apu.edu/nursing/programs/entry-level-masters-in-nursing/>)) program. ELM does not guarantee admission to BSHS graduates but does conduct priority admission review for applicants who complete the BSHS program.

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

Graduates of the Bachelor of Science degree in Health Sciences program will be able to:

- **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.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115 or PHIL 205 or PHIL 210	Introduction to Literature Introduction to Philosophy Introduction to Ethics	3
<b>Quantitative Reasoning <sup>1</sup></b>		
STAT 280	Applied Statistics	3
<b>Behavioral Sciences <sup>1</sup></b>		
PSYC 105	Introduction to Psychology	3
<b>Social Sciences</b>		
HIST 202 or HIST 204 or HIST 420	World Civilizations U.S. History from 1865 United States History and the Constitution	3
<b>Physical and Biological Sciences <sup>1</sup></b>		
BIOL 230 or BIOL 240 or CHEM 115	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab	4
<b>Total Credits</b>		<b>25</b>

<sup>1</sup> Also meets a requirement within the BS Health Sciences major; this increases allowed electives.

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

To earn the Bachelor of Science degree in Health Sciences, students must complete the following degree components:

Requirement	Title	Credits
Core <sup>1</sup>		24
Program Requisites		12
Major Requirements		46
Electives		38
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 34 credits total; 10 credits are counted below in Program Requisites and Health Sciences Major Requirements.

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

Requirement	Title	Credits
<b>Core</b>		
Core Requirement <sup>1</sup>		24
<b>Program Requisites</b>		
HSCI 100	Introduction to Health and Disease	3
HSCI 110	U.S. Healthcare Systems	3
PSYC 105	Introduction to Psychology	3
STAT 280	Applied Statistics	3
<b>Major Requirements</b>		
BIOL 225	Microbiology/Lab	4
BIOL 230	Anatomy and Physiology I/Lab	4
BIOL 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 320	Medical Sociology	3
HSCI 400	Health Education Programming	3
HSCI 491	Senior Seminar: Health Sciences Capstone	3
HSCI 497	Undergraduate Health Science Culminating Experience	3
PSYC 295	Human Growth and Development	3
PSYC 300	Research Methods in Psychology	3
PSYC 350	Social Psychology	3
PSYC 430	Cultural Psychology	3
<b>Electives (38 credits) <sup>2</sup></b>		
Lower or Upper Level Electives		32
Upper Level Electives		6
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 10 credits of the 34-credit GS Core are fulfilled within the Program Requisites and Health Sciences Major Requirements.

<sup>2</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## Concentrations

### Recommended Concentrations

- Health Education (p. 98)<sup>1</sup>
- Healthcare Leadership (p. 99)<sup>2</sup>
- Healthcare Management (p. 99)<sup>2</sup>
- Psychology for the Healthcare Profession (p. 102)<sup>2</sup>
- Public Health (p. 103)<sup>3</sup>

- <sup>1</sup> Recommended for students preparing for careers in
- Personal Health Coach
  - School Health Director
  - Workplace Wellness Coordinator
  - Community Health Educator
  - Leading Personal and Public Exercise and Wellness Initiatives

- <sup>2</sup> Recommended for students preparing for careers in
- facilitating communication between healthcare organizations and partners.
  - healthcare office management.
  - management roles in hospitals, private practices, or specialty service organizations.
  - patient relations, staffing, or health organization human resources.
  - quality improvement, control, and assurance within organizations.

- <sup>3</sup> Recommended for students preparing for careers in
- community public health programs
  - epidemiology
  - health data analysis
  - health services administration
  - nonprofit health agencies
  - social work organizations

Requires an approved course substitution for PSYC 430.

## 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 Bachelor of Science degree in Information Systems (BSIS) program 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 a 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. Degree in Information Systems

Graduates of the Bachelor of Science degree in Information Systems program will be able to:

- **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.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115 or PHIL 205 or PHIL 210	Introduction to Literature Introduction to Philosophy Introduction to Ethics	3
<b>Quantitative Reasoning</b>		
MATH 105 or MATH 125 or STAT 280	Survey of College Mathematics College Algebra Applied Statistics	3
<b>Behavioral Sciences</b>		
ECON 203 or PSYC 105	Principles of Microeconomics Introduction to Psychology	3
<b>Social Sciences</b>		
HIST 202 or HIST 204 or HIST 420	World Civilizations U.S. History from 1865 United States History and the Constitution	3
<b>Physical and Biological Sciences</b>		
BIOL 230 or BIOL 240 or CHEM 115 or NSCI 150	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab Introduction to Astronomy/Lab	4
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

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

Requirement	Title	Credits
Core		34
Program Requisites		9
Major Requirements		45
Electives		32
<b>Total Credits</b>		<b>120</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:

Requirement	Title	Credits
<b>Core</b>		
Core Requirement		34
<b>Program Requisites</b>		
ISYS 150	Applied Math for Information Systems	3
ISYS 200	Introduction to Information Systems	3
ISYS 210	Hardware and Software	3
<b>Major Requirements</b>		
BUSN 395	Project Management	3
ISYS 220	Object-Oriented Programming	3
ISYS 230	Introduction to Systems Analysis	3
ISYS 310	Server Management	3
ISYS 320	Business Communication Systems	3
ISYS 330	Network Administration	3
ISYS 340	Database Design and Administration	3
ISYS 380	Information Systems Management	3
ISYS 400	Web Development	3
ISYS 410	Operating Systems Analysis and Design	3
ISYS 420	Enterprise Architecture	3
ISYS 440	Data Analysis and Warehousing	3
ISYS 450	Mobile Applications and Computing in Business	3
ISYS 465	Business Information Systems Ethics	3
ISYS 490	Information Systems Capstone	3
<b>Electives</b>		
Electives Requirement <sup>1</sup>		32
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## Concentrations

Concentrations

- Concentration in Applied Pastoral Counseling (p. 95)
- Concentration in Child and Adolescent Psychology (p. 95)
- Concentration in Clinical Psychology (p. 96)
- Concentration in Criminal Behavior (p. 96)
- Concentration in Cultural Psychology (p. 97)
- Concentration in Educational Psychology (p. 97)
- Concentration in General Psychology (p. 98)

- Concentration in Health Education (p. 98)
- Concentration in Healthcare Leadership (p. 99)
- Concentration in Healthcare Management (p. 99)
- Concentration in Human Services (p. 100)
- Concentration in Industrial/Organizational Psychology (p. 100)
- Concentration in Organizational Dynamics (p. 101)
- Concentration in Organizational Leadership (p. 101)
- Concentration in Psychology in the Healthcare Profession (p. 102)
- Concentration in Public Administration (p. 102)
- Concentration in Public Health (p. 103)
- Concentration in Supply Chain Management (p. 103)
- Customized Concentration (p. 103)

## Bachelor of Science in Nursing (RN to BSN)

Research over the past decade has consistently shown that registered nurses with baccalaureate-level nursing degrees are able to provide higher-level skills than those with an associate degree in nursing. The Bachelor of Science in Nursing (RNBSN) program is designed to enhance the knowledge and skills of registered nurses in critical areas such as evidence-based practice, assessment, data analysis, nursing leadership, and public and community health. This program is for those who are already licensed as registered nurses and desire to complete the BSN degree.

Students who complete the RNBSN program are typically already working as nurses but are seeking career advancement opportunities in the form of advanced nursing practice skills or nursing leadership roles. Graduates of the program may also pursue advanced studies in nursing or a related field.

Applicants are required to submit a copy of their valid RN licenses and to maintain the licenses in an unexpired status with the state in which they intend to complete the practicum experiences throughout the program. The program is open to registered nurses with an associate degree in nursing from an accredited institution or with an RN diploma from a hospital school of nursing.

There are five requisite courses for the program. In most cases, these requirements will have been met in the process of completing the associate degree in nursing. If students do not have the requisite courses completed at the time of admission, then they must pass these courses prior to registering for the program courses for which these courses are prerequisites. Students must complete each of the following courses, or their equivalents, with grades of C- or higher:

Requirement	Title	Credits
BIOL 225	Microbiology/Lab	4
BIOL 230	Anatomy and Physiology I/Lab	4
BIOL 240	Anatomy and Physiology II/Lab	4
CHEM 115	Chemistry for Health Sciences/Lab	4
STAT 280	Applied Statistics	3

In most cases, these requirements will have been met in the process of completing the associate degree in nursing.

## Program Learning Outcomes (PLO) for the B.S. Degree in Nursing

Graduates of the Bachelor of Science degree in Nursing program will be able to:

- **PLO 1:** Integrate a Christian worldview, professional values, and ethics to make informed care decisions; caring for the whole person (body, mind, spirit).
- **PLO 2:** Apply health promotion strategies and prevention principles in the planning of care and education for individual patients, families, and communities.
- **PLO 3:** Analyze data, research, nursing theory, and models in relation to patient care planning and nursing practice.
- **PLO 4:** Apply information and medical technology tools and processes to deliver quality patient care.
- **PLO 5:** Evaluate effective inter-professional communication and collaboration to improve quality, patient-centered care.
- **PLO 6:** Plan for ongoing contribution to one's nursing practice through lifelong learning and demonstrated competence in the nursing profession.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115 or PHIL 205 or PHIL 210	Introduction to Literature Introduction to Philosophy Introduction to Ethics	3
<b>Quantitative Reasoning</b>		
STAT 280	Applied Statistics	3
<b>Behavioral Sciences</b>		
ECON 203 or PSYC 105	Principles of Microeconomics Introduction to Psychology	3
<b>Social Sciences</b>		
HIST 202 or HIST 204 or HIST 420	World Civilizations U.S. History from 1865 United States History and the Constitution	3
<b>Physical and Biological Sciences</b>		
CHEM 115	Chemistry for Health Sciences/Lab	4
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

In order to earn the Bachelor of Science degree in Nursing, students must complete the following degree components:

Requirement	Title	Credits
Core <sup>1</sup>		27
Program Requisites		19
Major Requirements		36
Electives		38
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 34 credits total; 7 credits are counted below in Program Requisites.

In order to earn the Bachelor of Science degree in Nursing, students must complete the following required courses while achieving a minimum cumulative grade-point average (GPA) of 2.0 in their major courses and grades of C- or higher in the program requisites.

Requirement	Title	Credits
<b>Core</b>		
Core Requirements <sup>1</sup>		27
<b>Program Requisites</b>		
BIOL 225	Microbiology/Lab	4
BIOL 230	Anatomy and Physiology I/Lab	4
BIOL 240	Anatomy and Physiology II/Lab	4
CHEM 115	Chemistry for Health Sciences/Lab	4
STAT 280	Applied Statistics	3
<b>Major Requirements</b>		
NURS 320	Health Assessment	3
NURS 330	Nursing Research and Evidence Translation	3
NURS 350	Pathophysiology	3
NURS 360	Ethical and Spiritual Decision Making in Healthcare	3
NURS 400	Evidence-Based Thinking and Informatics in Nursing	3
NURS 410	Patient Outcomes: Quality Care and Safety	3
NURS 420	Healthcare Communication and Collaboration	3
NURS 430	Cultural and Spiritual Diversity in Healthcare	3
NURS 470	Nursing Leadership and Management Planning	3
NURS 475	Nursing Leadership and Management Strategies	3
NURS 480	Community and Public Health Nursing	3
NURS 485	Community and Public Health Nursing Practicum	3
<b>Electives</b>		
Electives Requirement <sup>2</sup>		38
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 7 credits of the 34-credit GS Core are fulfilled within the Program Requisites.

<sup>2</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## Concentrations

### Recommended Concentrations

- Healthcare Leadership (p. 99)
- Healthcare Management (p. 99)
- Psychology for the Healthcare Profession (p. 102)
- Public Health (p. 103)

# Bachelor of Science in Supply Chain Management

A successful supply chain management career requires an understanding of the major elements of supply chain management processes and technologies. The Bachelor of Science degree in Supply Chain Management (BSSCM) program provides a practical and theoretical foundation within the field in accordance with the university's Christian heritage and mission. The BSSCM program will provide a systematic analysis of the core components of supply chain operations across varying types of industries and will 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. Students 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. Degree in Supply Chain Management

Graduates of the Bachelor of Science degree in Supply Chain Management program will be able to:

- **PLO 1:** Demonstrate the ability to integrate biblical concepts and principles with discipline-specific topics and domains.
- **PLO 2:** Demonstrate professional competencies in supply chain management, including practical and analytical skills required of the field.
- **PLO 3:** Demonstrate effective visual, written, and oral communication skills.
- **PLO 4:** Demonstrate the practical application of 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.

## Core

The Los Angeles Pacific University Core comprises the General Education requirements and the LAPU Distinctives. Students are encouraged to complete the Core before beginning their major requirements. General Education requirements may be met by transfer work. The LAPU Distinctives are required for all undergraduate degrees at LAPU.

Requirement	Title	Credits
<b>General Education Requirements</b>		<b>25</b>
<b>LAPU Distinctives</b>		<b>9</b>
<b>Total Credits</b>		<b>34</b>

## General Education

Requirement	Title	Credits
<b>English Communication</b>		
COMM 105	Public Communication	3
ENGL 105	Introduction to Academic Research and Writing	3
<b>Arts</b>		
ARTS 110	Introduction to Art	3
<b>Humanities</b>		
ENGL 115 or PHIL 205 or PHIL 210	Introduction to Literature Introduction to Philosophy Introduction to Ethics	3
<b>Quantitative Reasoning</b>		
STAT 280	Applied Statistics	3
<b>Behavioral Sciences</b>		
ECON 203	Principles of Microeconomics	3
<b>Social Sciences</b>		
HIST 202 or HIST 204 or HIST 420	World Civilizations U.S. History from 1865 United States History and the Constitution	3
<b>Physical and Biological Sciences</b>		
BIOL 230 or BIOL 240 or CHEM 115 or NSCI 150	Anatomy and Physiology I/Lab Anatomy and Physiology II/Lab Chemistry for Health Sciences/Lab Introduction to Astronomy/Lab	4
<b>Total Credits</b>		<b>25</b>

## LAPU Distinctives

Requirement	Title	Credits
BIBL 100	Introduction to Biblical Literature: Exodus/Deuteronomy	3
BIBL 230	Introduction to Biblical Literature: Luke/Acts	3
ISTU 101	Success in the University <sup>1</sup>	3
<b>Total Credits</b>		<b>9</b>

<sup>1</sup> Must be taken at LAPU.

## Program Requirements

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

Requirement	Title	Credits
Core <sup>1</sup>		28
Program Requisites		15
Major Requirements		45
Electives		32
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 34 credits total; 6 credits are counted below in Program Requisites.

In order to earn the Bachelor of Science degree 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.

Requirement	Title	Credits
<b>Core</b>		
Core Requirement <sup>1</sup>		28
<b>Program Requisites</b>		
ACCT 210	Financial Accounting	3
ACCT 220	Managerial Accounting	3
ECON 203	Principles of Microeconomics	3
ECON 204	Principles of Macroeconomics	3
STAT 280	Applied Statistics	3
<b>Major Requirements</b>		
BUSN 250	Business Communications	3
BUSN 270	Business Law and Ethics	3
BUSN 310	Statistical Analysis for Business Decisions	3
BUSN 350	Marketing and E-Commerce	3
BUSN 395	Project Management	3
BUSN 415	Operations Management	3
ECON 440	International Economics and Trade	3
ISYS 380	Information Systems Management	3
SCHM 300	Global Supply Chain Management	3
SCHM 310	Quality Management	3
SCHM 320	Transportation and Distribution Management	3
SCHM 400	Strategic Warehouse Management	3
SCHM 410	Procurement and Strategic Sourcing	3
SCHM 420	Consumer Value Ecosystem	3
SCHM 490	Supply Chain Management Capstone	3
<b>Electives</b>		
Electives Requirement <sup>2</sup>		32
<b>Total Credits</b>		<b>120</b>

<sup>1</sup> 6 credits of the 34-credit Core are fulfilled within the Program Requisites.

<sup>2</sup> Students may choose from any course in the catalog. If students wish to complete a concentration, they may complete a maximum of two concentrations.

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

## **Concentrations**

### **Recommended Concentrations**

- Cultural Psychology (p. 97)
- Healthcare Management (p. 99)
- Organizational Leadership (p. 101)

## 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 or allowed concentrations with specific majors. Students have the option of choosing a 15-credit concentration or choosing 15 credits of free electives.

In order for any concentration to be declared and transcribed, it must consist of five unique courses (courses that do not also apply to another concentration or major that the student is enrolled in or has completed). For a concentration that has a one-course overlap with another concentration or major that the student is enrolled in or has completed, the concentration can be declared and completed by substituting an approved alternate course for the overlapping course. The substitute course must be approved by the assistant dean. A concentration that has a two-or-more course overlap with another concentration or major that the student is enrolled in or has completed cannot be paired with that concentration or major. Such disallowed pairings are noted in the concentration details.

## Concentrations

- Concentration in Applied Pastoral Counseling (p. 95)
- Concentration in Child and Adolescent Psychology (p. 95)
- Concentration in Clinical Psychology (p. 96)
- Concentration in Criminal Behavior (p. 96)
- Concentration in Cultural Psychology (p. 97)
- Concentration in Educational Psychology (p. 97)
- Concentration in General Psychology (p. 98)
- Concentration in Health Education (p. 98)
- Concentration in Healthcare Leadership (p. 99)
- Concentration in Healthcare Management (p. 99)
- Concentration in Human Services (p. 100)
- Concentration in Industrial/Organizational Psychology (p. 100)
- Concentration in Organizational Dynamics (p. 101)
- Concentration in Organizational Leadership (p. 101)
- Concentration in Psychology in the Healthcare Profession (p. 102)
- Concentration in Public Administration (p. 102)
- Concentration in Public Health (p. 103)
- Concentration in Supply Chain Management (p. 103)
- Customized Concentration (p. 103)

## Concentration in 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 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.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
PSYC 425	Crisis Counseling and Intervention	3
PSYC 450	Family Systems	3
PSYC 455	Conflict Management	3
PSYC 460	Motivation	3
PSYC 470	Positive Psychology	3

<b>Total Credits</b>		<b>15</b>
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*The Applied Pastoral Counseling concentration cannot be paired with the Child and Adolescent Psychology, Clinical Psychology, Cultural Psychology, Educational Psychology, General Psychology, Human Services, Industrial/Organizational Psychology, or Psychology in the Healthcare Profession concentrations.*

## Concentration in Child and Adolescent Psychology

The Child and Adolescent Psychology concentration prepares students for working with children and adolescents, as distinct from 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.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
PSYC 425	Crisis Counseling and Intervention	3
PSYC 440	Child Psychology	3
PSYC 445	Adolescent Psychology	3
PSYC 450	Family Systems	3
PSYC 455	Conflict Management	3

<b>Total Credits</b>		<b>15</b>
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*The Child and Adolescent Psychology concentration cannot be paired with the Applied Pastoral Counseling, Clinical Psychology, Criminal Behavior, Cultural Psychology, Educational Psychology, or Human Services concentrations.*

## Concentration in Clinical Psychology

The Clinical Psychology concentration targets those desiring to be mental health professionals. Equipping students for graduate education, this concentration also provides the necessary foundation for future licensure as a counselor through a master's degree 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.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
PSYC 400	Introduction to Clinical Psychology	3
PSYC 425	Crisis Counseling and Intervention	3
PSYC 450	Family Systems	3
PSYC 455	Conflict Management	3
PSYC 480	Group Processes	3
<b>Total Credits</b>		<b>15</b>

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

## Concentration in 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.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
PSYC 345	Criminal Behavior	3
PSYC 415	Forensic Psychology	3
PSYC 445	Adolescent Psychology	3
PSYC 455	Conflict Management	3
PSYC 480	Group Processes	3
<b>Total Credits</b>		<b>15</b>

*The Criminal Behavior concentration cannot be paired with the Child and Adolescent Psychology, Clinical Psychology, Cultural Psychology, Human Services, or Industrial/Organizational Psychology concentrations.*

## Concentration in 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.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
BUSN 485	Management and Organizational Behavior	3
PSYC 435	Gender Issues in Psychology	3
PSYC 450	Family Systems	3
PSYC 455	Conflict Management	3
PSYC 480	Group Processes	3
<b>Total Credits</b>		<b>15</b>

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

## Concentration in 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.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
PSYC 360	Special Education and Rehabilitation Services	3
PSYC 440	Child Psychology	3
PSYC 445	Adolescent Psychology	3
PSYC 450	Family Systems	3
PSYC 460	Motivation	3
<b>Total Credits</b>		<b>15</b>

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

## Concentration in 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.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
PSYC 400	Introduction to Clinical Psychology	3
PSYC 450	Family Systems	3
PSYC 460	Motivation	3
PSYC 470	Positive Psychology	3
PSYC 480	Group Processes	3
<b>Total Credits</b>		<b>15</b>

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

## Concentration in Health Education

The Health Education concentration is recommended for students preparing for a careers as personal health coaches, school health directors, workplace wellness coordinators, community health educators, leaders of personal and public exercise and wellness initiatives, and related occupations.

### Prerequisites

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
HSCI 400	Health Education Programming	3
PSYC 420	Wellness Coaching and Development	3
PSYC 460	Motivation	3
PSYC 470	Positive Psychology	3
PSYC 480	Group Processes	3

*The Concentration in Health Education cannot be combined with the Applied Pastoral Counseling, General Psychology, Human Services, or Industrial/Organizational Psychology concentrations.*

## Concentration in 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.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
BUSN 395	Project Management	3
HMGT 420	Healthcare Organizational Management	3
ORGS 300	Dynamics of Group Behavior	3
ORGS 335	Leadership Theory and Practice	3
PSYC 470	Positive Psychology	3
<b>Total Credits</b>		<b>15</b>

## Concentration in Healthcare Management

The Healthcare Management concentration is designed specifically to prepare students 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.

### Requirements

Requirement	Title	Credits
HMGT 300	Healthcare Laws and Regulations	3
HMGT 310	Healthcare Delivery Systems	3
HMGT 320	Healthcare Financial Management	3
HMGT 410	Healthcare Ethics and Quality Control	3
HMGT 420	Healthcare Organizational Management	3
<b>Total Credits</b>		<b>15</b>

## Concentration in Human Services

The Human Services concentration creates opportunities for a wide range of jobs in the helping professions such as social work, healthcare, ministry, justice, and business. Rather than narrowly focusing on a specific industry or cultural group, students gain the knowledge and perspectives needed to successfully adapt to multiple career fields. Students will be well prepared and uniquely suited for multiple jobs within the helping professions.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
PSYC 425	Crisis Counseling and Intervention	3
PSYC 435	Gender Issues in Psychology	3
PSYC 445	Adolescent Psychology	3
PSYC 460	Motivation	3
PSYC 480	Group Processes	3
<b>Total Credits</b>		<b>15</b>

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

## Concentration in Industrial/Organizational Psychology

The Industrial/Organizational 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 a master's program in business.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
BUSN 485	Management and Organizational Behavior	3
PSYC 455	Conflict Management	3
PSYC 460	Motivation	3
PSYC 470	Positive Psychology	3
PSYC 480	Group Processes	3
<b>Total Credits</b>		<b>15</b>

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

## Concentration in 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.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
BUSN 350	Marketing and E-Commerce	3
BUSN 395	Project Management	3
ISYS 380	Information Systems Management	3
ORGS 360	Organizational Analysis	3
PSYC 460	Motivation	3
<b>Total Credits</b>		<b>15</b>

*The Organizational Dynamics concentration may not be paired with the Bachelor of Business Administration degree or with the Bachelor of Science degrees in Digital Marketing, Information Systems, or Supply Chain Management.*

## Concentration in Organizational Leadership

The Organizational Leadership concentration provides students with skills, knowledge, and competencies essential for serving in leadership roles in for-profit, nonprofit, or governmental institutions. Domestic and multinational enterprises require leaders who possess the acumen to move organizations forward in a globally competitive marketplace. Students study theories of leadership and implement strategies designed to produce long-term sustainability with integrity and authenticity. The coursework prepares students to implement organization-wide change and position a firm to build competitive advantage with its people.

### Requirements

Requirement	Title	Credits
ORGS 335	Leadership Theory and Practice	3
ORGS 350	Leadership Ethics	3
ORGS 400	Leading Disruptive Innovation	3
ORGS 420	Human Resource Strategy	3
ORGS 440	Diversity in the Workplace	3
<b>Total Credits</b>		<b>15</b>

*The Organizational Leadership concentration may not be paired with the Organizational Leadership major or the Public Administration concentration.*

## Concentration in 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 behavioral and social factors to determine how they influence patients and providers in healthcare professions.

### Prerequisite

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3

### Requirements

Requirement	Title	Credits
PSYC 285	Abnormal Psychology	3
PSYC 425	Crisis Counseling and Intervention	3
PSYC 315	Integration of Psychology and Christianity	3
or PSYC 350	Social Psychology	
or PSYC 410	Psychology of Emotions	
PSYC 435	Gender Issues in Psychology	3
PSYC 470	Positive Psychology	3
<b>Total Credits</b>		<b>15</b>

*The Psychology in the Healthcare Professions concentration cannot be paired with the Applied Pastoral Counseling or Human Services concentrations.*

## Concentration in 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 leadership theory, finance, risk management, change management, and human resources. Particular attention is paid to the relationship of various departments and agencies within a governmental structure.

### Requirements

Requirement	Title	Credits
CRJU 430	Principles of Public Administration	3
CRJU 460	Risk Analysis and Security	3
ORGS 350	Leadership Ethics	3
ORGS 420	Human Resource Strategy	3
ORGS 460	Leadership and Change	3
<b>Total Credits</b>		<b>15</b>

The Public Administration concentration cannot be paired with the Criminal Justice or Organizational Leadership majors or with the Organizational Leadership concentration.

## Concentration in Public Health

The Public Health concentration introduces students to the LAPU Master of Public Health (<https://catalog.lapu.edu/grad/programs/md/public-health/>) (MPH) degree program and helps to prepare them for entry into the MPH degree program. The concentration includes three graduate-level courses. The graduate-level courses carry graduate-level credit and graduate-level tuition. Subject to minimum grade requirements for graduate degrees, the graduate-level courses are applicable to the MPH degree.

### Prerequisites

Requirement	Title	Credits
PSYC 105	Introduction to Psychology	3
STAT 280	Applied Statistics	3

### Requirements

Requirement	Title	Credits
HMG 420	Healthcare Organizational Management	3
PSYC 430	Cultural Psychology	3
PUBH 500	Foundations of Public Health	3
PUBH 520	Biostatistics	3
PUBH 540	Epidemiology	3

<b>Total Credits</b>		<b>15</b>
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## Concentration in Supply Chain Management

The concentration in Supply Chain Management provides a specialization for students in majors such as Business Administration and Organizational Leadership. Large and small logistics companies seek analysts, business process engineers, and scheduling managers who can develop more effective supply chains to improve profitability. Logistics decision making is key to updating global supply chains which can quickly become outdated due to the constantly changing business environment.

### Requirements

Requirement	Title	Credits
SCHM 310	Quality Management	3
SCHM 320	Transportation and Distribution Management	3
SCHM 400	Strategic Warehouse Management	3
SCHM 410	Procurement and Strategic Sourcing	3
SCHM 420	Consumer Value Ecosystem	3

*The Supply Chain Management concentration cannot be paired with the Bachelor of Science degree in Supply Chain Management.*

## 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. None of the courses can 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 assistant dean to determine whether they can be approved as a customized concentration.

## Credentials

Los Angeles Pacific University offers a Multiple Subject Teaching Credential (p. 62).

# COURSE DESCRIPTIONS

Syllabi for courses can be accessed at [my.lapu.edu](https://my.lapu.edu) (<https://lapu.campusconcourse.com/search/>). Course introduction videos for many courses can be accessed at the LAPU Course Introduction YouTube channel (<https://www.youtube.com/channel/UC9ctPPw2nIX1P0K0EGI6C4Q/>).

## ACCT • Accounting

### ACCT 210 • Financial Accounting 3 Credits

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.

### ACCT 220 • Managerial Accounting 3 Credits

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: ACCT 210.*

### ACCT 300 • Intermediate Accounting I 3 Credits

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: ACCT 220.*

### ACCT 320 • Intermediate Accounting II 3 Credits

This course continues the study begun in ACCT 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: ACCT 300.*

### ACCT 340 • Cost Accounting, Analysis and Budgeting 3 Credits

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: ACCT 320.*

### ACCT 410 • Tax Accounting 3 Credits

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: ACCT 320.*

### ACCT 430 • Auditing 3 Credits

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: ACCT 320.*

## ARTS • Art

### ARTS 110 • Introduction to Art 3 Credits

Introduction to the varying genres of literature—fiction, poetry, drama, and cinema—while examining and exploring the historical, critical, and social significance of literary expression.

### ARTS 400 • Visual Arts for the Elementary Teacher 3 Credits

Examination of visual arts, and its role in an elementary school classroom. Emphasizes the value of creative expression, and focuses on developing artistic literacy. Candidates learn how to create and respond to the visual arts, and how to integrate the arts into other academic disciplines.

### ARTS 410 • Performing Arts for the Elementary Teacher 3 Credits

Exploration of the performing arts (including music, drama, and dance) and their importance in elementary school classrooms. The course emphasizes foundational concepts of music, movement, and drama and the integration of these concepts into any age classroom.

## BIBL • Biblical Studies

### BIBL 100 • Introduction to Biblical Literature: Exodus/Deuteronomy 3 Credits

Introduction to Old Testament biblical literature, interpretation, and application for personal faith formation. Students explore the scope and structure of the overarching Old Testament biblical narrative, and study the specific people, events, context, and theology of the books of Exodus and Deuteronomy. Students 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 Credits

Introduction to New Testament biblical literature, interpretation, and application for personal faith formation. Students explore the scope and structure of the overarching biblical narrative, and study the specific people, events, context, and theology of the books of Luke and Acts. Students interpret individual texts within each book and study how those texts are relevant for faithful Christian living.

## BIOL • Biology

### BIOL 225 • Microbiology/Lab 4 Credits

Fundamental microbiological principles and laboratory techniques. The course focuses on disease-causing microorganisms, new and old methods of disease treatment and prevention, and host immune responses. Students demonstrate an understanding of these principles through a variety of lab experiments.

*Prerequisite: BIOL 230 or BIOL 240. Lecture, 3 credits; Lab 1 credit.*

### BIOL 230 • Anatomy and Physiology I/Lab 4 Credits

A systematic exploration of the integration of structure and functions of the human body for students pursuing careers as healthcare professionals. The anatomy and physiology of the integumentary, skeletal, nervous and muscular systems are topics that this course covers.

*Lecture, 3 credits; Lab 1 credit.*

### BIOL 240 • Anatomy and Physiology II/Lab 4 Credits

A systematic exploration of the integration of the structure and functions of the human body for students pursuing careers as healthcare professionals. This course is a continuation of the body systems started in BIOL 230 and includes the study of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

*Prerequisite: BIOL 230. 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 credits; Lab 1 credit.*

## BUSN • Business

### BUSN 250 • Business Communications 3 Credits

Development of business communication techniques for formal and informal forms of communication to both internal and external audiences across multicultural channels. Students learn how to adapt communication forms, styles, and processes to appeal to diverse audiences. Students apply essential communication skills for building positive relationships and for working collaboratively in a diverse environment.

### BUSN 270 • Business Law and Ethics 3 Credits

Examination of the legal, regulatory, ethical and moral principles and guidelines that impact business transactions. The course provides an in depth study of business and sales contracts, intellectual property, property law, constitutional principles, criminal law, and various business organization types. It also focuses on the interaction of ethical and moral principles from a Christian Worldview perspective and how these concepts guide the decision-making process in a business context.

### BUSN 310 • Statistical Analysis for Business Decisions 3 Credits

Application of statistical methods and techniques for informed strategic decision making. Students use business applications and analytics to recommend solutions for improved organizational performance.

*Prerequisite: STAT 280.*

### BUSN 320 • Financial Management and Markets 3 Credits

Examination of financial management principles and practices. Students analyze concepts related to corporate finance, investments, and capital markets within a global business context. The course also focuses on financial statement analysis, long-term financial planning, and implementation of organizational performance measures.

*Prerequisite: ACCT 210. Students cannot earn credit for both ORGS 330 and BUSN 320.*

### BUSN 340 • Introduction to Business Analytics 3 Credits

Analysis of data for strategic and informed decision making. Students utilize data analytics to make customer-driven, profit-maximizing business decisions.

### BUSN 350 • Marketing and E-Commerce 3 Credits

Examination of 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 of how social media has changed advertising and the distribution of products and services. Students examine the concept of global homogenization and consumer behavior.

### BUSN 370 • Cross-Cultural Communication and Negotiations 3 Credits

Examination of the theories and practices of cross-cultural communication and the process of negotiating with members and teams from other cultures. The course prepares student to lead a negotiations process, address conflicts, view diverse ethical paradigms, problem solve, create innovative alternatives, summarize and clarify points, gain consensus, and view their interactions from another's perspective.

### BUSN 395 • Project Management 3 Credits

Examination of the processes, best practices, and tools used for effective project management. Students evaluate project requirements and plan for a project implementation using industry standard methods, analyze implementation requirements for global project management, and examine project management roles across disciplines.

### BUSN 415 • Operations Management 3 Credits

Decision-making and control of the allocation of personnel, materials, and machine utilization in a manufacturing environment. The course addresses issues related to the handling and control of materials, inventory, purchasing, and quality control.

### BUSN 450 • International Business 3 Credits

Survey of issues in international business. Students investigate major topics in globalization. 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. Students evaluate trade, global institutions, political structures, supply chain processes, and cross-cultural interactions.

### BUSN 460 • Leadership and People 3 Credits

Examination of the primary theories and principles of leadership within culturally diverse business contexts. Students develop a personal philosophy of leadership, evaluate how to motivate employees, and develop strategies to inspire leadership qualities in others through the creation of a shared vision.

*Students cannot earn credit for both ORGS 450 and BUSN 460.*

### BUSN 480 • Strategic Management and Policy 3 Credits

Examination of strategic planning, policies, and implementation processes. Students engage in organizational analysis to assess the alignment of organizational vision, goals, processes, and strategies. Students will evaluate the organization's strategic direction through a Christian values framework.

### BUSN 485 • Management and Organizational Behavior 3 Credits

Introduction to the management of individual and group behavior within organizations. Key topics include organizational culture and structure, interpersonal communications, and a Christ-centered approach to management.

**BUSN 499 • Directed Study****1 Credit**

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.*

## CHEM • Chemistry

**CHEM 115 • Chemistry for Health Sciences/Lab****4 Credits**

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

*Lecture: 3 credits; Lab: 1 credit.*

## COMM • Communication

**COMM 105 • Public Communication****3 Credits**

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 • Criminal Justice

**CRJU 105 • Introduction to Criminal Justice****3 Credits**

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 Credits**

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 Credits**

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 Credits**

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.*

**CRJU 320 • Criminal Law, Substantive****3 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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 Credits**

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.

## DMKT · Digital Marketing

**DMKT 300 · Social Media Marketing 3 Credits**

Examination of marketing channels and platforms for creating social media presence. Students leverage online tools and apply creative thinking and data analysis skills to develop an integrated, strategic approach to social media marketing.

**DMKT 320 · Digital Marketing Analytics 3 Credits**

Application of data analytic tools and techniques. Students learn to track and interpret user data as well as evaluate the effectiveness of digital marketing campaigns and strategies.

**DMKT 340 · Mobile Marketing 3 Credits**

Examination of mobile marketing techniques for reaching large audiences through instant and text messages, social media, email, and mobile applications. Students acquire the skills necessary to evaluate, develop, and implement mobile marketing strategies and tactics.

**DMKT 360 · Consumer Messaging 3 Credits**

Application of digital tools used to communicate messaging across multiple channels throughout the customer life cycle. Students acquire the skills necessary to automate marketing processes and workflow and manage customer engagement.

**DMKT 380 · Search Engine Optimization 3 Credits**

Examination of website structure, basic principles of search engine algorithms, search criteria, and Google search results. Students engage in keyword research and master optimization techniques to increase website traffic, generate leads, and enhance competitive strategy.

**DMKT 400 · Consumer Behavior 3 Credits**

Study of consumer behavior and decision-making. Students develop a theoretical and practical understanding of consumer behaviors, including topics related to motivation, persuasion, and influence, as well as how consumers form perceptions about a brand, product, or service.

**DMKT 420 · Customer Relationship Management 3 Credits**

Examination of customer relationship management (CRM) systems, processes, messaging, and organizational needs through a Christian worldview. Students will explore how CRM is used to build and sustain a customer relationship to reach a global audience.

**DMKT 440 · Content Creation 3 Credits**

Development of skills for creating compelling content for improving customer engagement and brand awareness with a specific emphasis on storytelling. This course prepares students to implement cross-channel messaging that provides seamless customer encounters through blogs, podcasts, email, newsletters, and social media.

**DMKT 460 · Brand and Product Management 3 Credits**

Examination of branding strategies and tactics of product management. Topics include strategic factors related to product management and product development. This course also investigates the consumer's psychological response to brand equity, brand positioning, and brand promise.

**DMKT 490 · Digital Marketing Capstone 3 Credits**

Application of real-world knowledge and skills for the development of a comprehensive digital marketing strategy across multiple platforms. Students apply strategies, tactics, and principles to develop a creative, fully integrated, digital marketing strategy.

## ECON · Economics

**ECON 203 · Principles of Microeconomics 3 Credits**

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 or STAT 280.*

**ECON 204 · Principles of Macroeconomics 3 Credits**

Introduction to concepts and tools for macroeconomic analysis. Primary topics include inflation, unemployment, economic growth determinants, and the effects of monetary and fiscal policies on the economy.

**ECON 440 · International Economics and Trade 3 Credits**

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.

*Prerequisites: ECON 203, ECON 204.*

## EDUC • Education

### EDUC 300 • Introduction to Elementary Education 3 Credits

Study of historical and philosophical foundations of education in America, and how those foundations shape current practices and policies. Students reflect on modern purposes and practices within education, the pathway to becoming a teacher, and what role education fulfills in our society.

### EDUC 310 • Human Growth and Development for Educators 3 Credits

Exploration of human growth and development from the integrated perspectives of psychology, physiology, and sociology. Coursework gives special attention to those areas which impact the classroom including personality, motivation, learning styles, diversity, and physical development. The course utilizes a thematic approach to address the treatment of mental, emotional, social, and physical health practices with an emphasis on issues impacting children and adolescents.

### EDUC 410 • P.E., Health, and Safety for Elementary Teachers 3 Credits

Exploration of the modern practice of physical education, including a developmental approach to physical activity and its relation to learning. The course introduces movement concepts and focuses on the benefits of physical activity and safe practices as contributors to lifelong health, safety, and wellness. Based on the state-adopted content standards for health and physical education, this course equips future teachers to teach a student population with diverse needs and abilities.  
*Formerly EDUC 510.*

### EDUC 501 • Introduction to Teaching and Learning 3 Credits

Exploration of the foundational concepts of how people learn, and application of those concepts to a modern classroom. Topics include motivation, connecting learning to prior experiences, learning styles, instructional technology, and designing learning for the needs of the individual learner. Students are introduced to standards-based learning segments, and design lessons that reflect best practices in teaching methodology.

*Carries graduate-level credit.*

### EDUC 505 • Diversity and Inclusive Schooling 3 Credits

Exploration of the methodology and rationale for differentiated instruction, as well as how to design learning experiences suited to the needs of the individual learner within a general education classroom. Students explore diversity of needs (including language, culture, learning styles, special needs, development, and interests), and apply that information to learning experiences and assessment plans.

*Carries graduate-level credit.*

### EDUC 515 • Learning Theory and Instructional Strategies 3 Credits

Examination of advanced learning theory, synthesizing current research on foundational learning theory and instruction. Students/candidates apply current research as they develop unit plans, assessment plans, and learning experiences for a diverse group of learners.

*Carries graduate-level credit.*

### EDUC 530 • Methods in Teaching Language and Literacy (K-8) I 3 Credits

A focus on early literacy instruction with emphasis on foundational skills for building a lifetime of literacy. Candidates apply the content standards for English/Language Arts and discuss how those standards can be applied in dynamic and engaging learning experiences.

*Requires Fieldwork. Carries graduate-level credit.*

### EDUC 535 • Methods in Teaching Language and Literacy (K-8)

II

3 Credits

Exploration of reading comprehension, language and literacy development for a diverse student group, and a holistic view of English language development. This course extends “literacy” to include content area literacy, literacy and language assessments, developing literacy in a wide variety of texts, as well as encouraging literacy outside the classroom.

*Requires Fieldwork. Carries graduate-level credit. Prerequisite: EDUC 530.*

### EDUC 550 • Methods in Teaching Arts and Social Sciences (K-8) 3 Credits

Examination of teaching and learning practices in the arts and social sciences, and their importance in modern elementary school classrooms. The course focuses on ways to integrate the arts and social sciences through dynamic, engaging, and innovative learning experiences.

*Requires Fieldwork. Carries graduate-level credit.*

### EDUC 560 • Methods in Teaching Mathematics (K-8) 3 Credits

Exploration of best practices in teaching and learning mathematics, emphasizing teaching and assessment strategies that build understanding of math skills and concepts for a diverse group of learners. Course topics include aligning instruction to content standards, integrating instructional technology and online tools, and ways to make learning about math fun and engaging.

*Requires Fieldwork. Carries graduate-level credit.*

### EDUC 570 • Methods in Teaching the Sciences (K-8) 3 Credits

Exploration of best practices in teaching and learning science in elementary school classrooms. The course emphasizes ways to encourage scientific inquiry in relevant and engaging practices, teaching to content and Next Generation Science Standards, and designing learning for diverse student groups.

*Requires Fieldwork. Carries graduate-level credit.*

### EDUC 580 • Teaching Practicum I - Elementary 2 Credits

Support for candidates while completing the student teaching assignment. This is a seminar-type course, in which students can discuss relevant issues faced in the classroom and explore various ways to enhance their practice during student teaching. Subject Matter requirements must be met 90 days prior to the start of the student teaching semester.

*Prerequisites: EDUC 501, EDUC 505, EDUC 515, EDUC 530, EDUC 535, EDUC 550, EDUC 560, EDUC 570, and HIST 420 with a C or better. Corequisite: EDUC 581. Carries graduate-level credit.*

### EDUC 581 • Student Teaching I - Multiple Subjects 3 Credits

Candidate placement with a master teacher for one full term (full school days) in an elementary classroom. Candidates are responsible for designing learning experiences and assessment plans, and for teaching students using best practices. Subject Matter requirements must be met 90 days prior to the start of the student teaching semester.

*Prerequisites: EDUC 501, EDUC 505, EDUC 515, EDUC 530, EDUC 535, EDUC 550, EDUC 560, EDUC 570, and HIST 420 with a C or better. Corequisite: EDUC 580. Graded on a CR/NC basis. Carries graduate-level credit.*

### EDUC 590 • Teaching Practicum Seminar II - Elementary 2 Credits

Support for candidates while completing the student teaching assignment. This is a seminar-type course, in which candidates can discuss relevant issues faced in the classroom and explore various ways to enhance their practice during student teaching.

*Prerequisites: EDUC 580 and EDUC 581. Corequisite: EDUC 591. Carries graduate-level credit.*

**EDUC 591 · Student Teaching II - Multiple Subjects 3 Credits**

Candidate placement with a master teacher for one full term (full school days) in an elementary classroom. Candidates are responsible for designing learning experiences and assessment plans, and for teaching students using best practices.

*Prerequisites: EDUC 580 and EDUC 581. Corequisite: EDUC 590. Graded on a CR/NC basis. Carries graduate-level credit.*

**ENGL • English****ENGL 101 · Introduction to Composition 3 Credits**

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 ENGL 101 after passing ENGL 105 or equivalent.*

**ENGL 105 · Introduction to Academic Research and Writing 3 Credits**

Introduction 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: ENGL 101.*

**ENGL 115 · Introduction to Literature 3 Credits**

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: ENGL 105.*

**ENGL 420 · Principles of Language 3 Credits**

Introduction to the overall nature of language to equip 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 overview of language acquisition, development, and change, as well as an analysis of the technical aspects and societal impact of language use. Candidates examine morphology, phonology, pragmatics, semantics, and syntax.

*Prerequisite: ENGL 105.*

**ENGL 450 · Children's Literature 3 Credits**

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, and understanding and experiencing the genres of literature, with special attention to multicultural literature.

*Prerequisite: ENGL 105.*

**HIST • History****HIST 202 · World Civilizations 3 Credits**

In-depth analysis of global historical trends which have transformed world civilization, such as the emergence of world systems; formation of ethnic, racial, and national identities; capitalism, colonialism, and development; ecological imperialism; religious movements; industrialization; and modernization.

*Prerequisite: ENGL 105.*

**HIST 204 · U.S. History from 1865 3 Credits**

Major developments of U.S. history from the Reconstruction Era through recent times. Coursework emphasizes the ideas, groups, and events that helped form American culture. Students develop critical reading and writing skills through analyzing primary documents of this era and by considering how past movements have shaped our country in the present day.

*Prerequisite: ENGL 105. Students who have successfully completed HIS 201 will not receive credit for this course.*

**HIST 420 · United States History and the Constitution 3 Credits**

Exploration of United States history from pre-colonization until the Industrial Revolution. Candidates reflect on the importance of democracy and the Constitution as a lens for understanding democratic principles that serve as the foundation of our political system.

*Prerequisite: ENGL 105. Students cannot earn credit for both HIS 203 and HIST 420.*

**HIST 440 · California History 3 Credits**

Exploration of the factors contributing to California's development as a region, including agriculture, immigration, religion, arts, technology, and geography. This course acquaints the student with the major developments of California history from the Native American period, European exploration period, Spanish colonial period, Mexican period, and statehood in the United States to present.

*Prerequisite: ENGL 105.*

**HMGT • Healthcare Management****HMGT 300 · Healthcare Laws and Regulations 3 Credits**

Examination of the principles and practical applications of the laws that affect the operational decisions of healthcare providers, payers, and managers. The course examines the social, moral, and ethical issues associated with healthcare policy decisions and regulations.

**HMGT 310 · Healthcare Delivery Systems 3 Credits**

Examination of 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. Students explore a broad range of opportunities regarding healthcare career options.

**HMGT 320 · Healthcare Financial Management 3 Credits**

Examination of healthcare financial management, financial statement analysis, budgeting, and healthcare IT compliance. Students develop practical skills related to financial statement analysis and financial management for solving problems and making decisions that promote ethical stewardship of resources and financial sustainability of healthcare organizations.

**HMGT 410 · Healthcare Ethics and Quality Control 3 Credits**

Examination of quality improvement systems, ethical principles, and decision-making models related to the healthcare industry. Students analyze quality and ethical issues, apply ethics theories and principles to specific problems, and examine factors that influence quality assurance decisions in the healthcare delivery system.

**HMGT 420 · Healthcare Organizational Management 3 Credits**

Examination of the day-to-day operations and management of healthcare organizations including hospitals, private practices, ambulatory settings, and specialty services. Students focus on key issues that influence the administration of healthcare organizations.

## HSCI • Health Sciences

### HSCI 100 • Introduction to Health and Disease 3 Credits

Introductory examination of the causes and consequences of disease and the promotion of individual, family, and community health. The course covers public health, social science, and behavioral science findings. Examples of topics covered include major chronic and infectious diseases, mental health, reproductive health, and drug and alcohol use and misuse. Coursework emphasizes identification of healthy personal behaviors that promote wellness and minimize unhealthy lifestyle.

### HSCI 105 • Nutrition and Wellness 3 Credits

Nutrition and its specific impact on wellness and health risks. Topics explored are dietary-related disease (e.g., coronary heart disease, diabetes, high cholesterol, gluten allergies), obesity in the U.S., malnutrition among the youth and the elderly, nutrition-based interventions, and others.

### HSCI 110 • U.S. Healthcare Systems 3 Credits

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; best practices for healthcare providers; informatics; gerontology and long-term care; and healthcare reform and policy.

### HSCI 300 • Bioethics 3 Credits

Focus on human choices and actions that typically occur in medical practice. The 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 Credits

Focus 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 Credits

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 400 • Health Education Programming 3 Credits

Exploration of health sciences career pathways. The course prepares the student with career readiness skills related to increasing awareness of occupational opportunities within the health sciences industry, career development, and career decision making process.

### HSCI 491 • Senior Seminar: Health Sciences Capstone 3 Credits

Capstone course completing the BSHS program. Drawing on the health sciences core and concentration, students conceive and design a healthcare project in collaboration with project sponsors.

*Prerequisites: PSYC 300, HSCI 300, HSCI 400, and senior standing.*

### HSCI 497 • Undergraduate Health Science Culminating Experience 3 Credits

The culminating experience course for the BSHS program. Students choose to conduct professional interviews, create a research paper, or complete further professional development in the field. All three options result in a final reflection paper connecting the student's culminating experience to his/her future professional goals.

*Prerequisites: PSYC 300, HSCI 300, HSCI 400, and senior standing; or assistant dean permission.*

## ISTU • Interdisciplinary Studies

### ISTU 101 • Success in the University 3 Credits

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.

### ISTU 490 • Interdisciplinary Studies Capstone I 3 Credits

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 Credits

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.

## ISYS • Information Systems

### ISYS 150 • Applied Math for Information Systems 3 Credits

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.

### ISYS 200 • Introduction to Information Systems 3 Credits

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.

### ISYS 210 • Hardware and Software 3 Credits

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.

- ISYS 220 · Object-Oriented Programming** **3 Credits**  
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.
- ISYS 230 · Introduction to Systems Analysis** **3 Credits**  
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.
- ISYS 310 · Server Management** **3 Credits**  
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.
- ISYS 320 · Business Communication Systems** **3 Credits**  
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.
- ISYS 330 · Network Administration** **3 Credits**  
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.
- ISYS 340 · Database Design and Administration** **3 Credits**  
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.
- ISYS 350 · Ethical Hacking** **3 Credits**  
Exploration of the hacker mindset and use of various hacker tools. Due to today's rapidly changing security landscape, by ethically applying hacker tools and techniques, students propose practical information technology defenses for the purpose of safeguarding and protecting legitimate resources.
- ISYS 370 · Principles of Digital Forensics** **3 Credits**  
Introduction to the application of forensic science principles including topics from the legal, forensic, and information technology fields. Students explore practices of collecting, preserving, examining, and presenting digital evidence.
- ISYS 380 · Information Systems Management** **3 Credits**  
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.
- ISYS 400 · Web Development** **3 Credits**  
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.
- ISYS 410 · Operating Systems Analysis and Design** **3 Credits**  
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.
- ISYS 420 · Enterprise Architecture** **3 Credits**  
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.
- ISYS 440 · Data Analysis and Warehousing** **3 Credits**  
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 overcome these challenges. Particular focus is given to the development of efficient data storage and retrieval methods designed for large datasets.  
*Prerequisite: ISYS 340.*
- ISYS 450 · Mobile Applications and Computing in Business** **3 Credits**  
Concepts, trends, and roles of mobile computing in business. Students examine usability, platform transferability, and ease of deployment. The course exposes students to development tools for mobile applications. Coursework emphasizes mobile development platform, frameworks, and tools for designing, constructing, and testing mobile applications.
- ISYS 460 · Data Analytics and Business Intelligence** **3 Credits**  
Examination of data analytics and business intelligence technologies and how they inform decision making across a variety of business sectors. Students analyze how these tools provide business leaders with the information they need to shape business strategies, corporate policies, and performance optimization. Students focus on business intelligence concepts, tools, and applications, and the use of data warehousing for business reporting and online analytical processing, for creating visualizations and dashboards, and for business performance management and descriptive analytics.  
*Prerequisite: ISYS 340.*
- ISYS 465 · Business Information Systems Ethics** **3 Credits**  
Exploration of ethical issues related to business information systems, 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.

**ISYS 470 • Information Security and Compliance** **3 Credits**

Introduction to the basics of information security in the workplace with an emphasis on the role of compliance with regulatory bodies. Students explore how information technology assets are protected to meet the growing demand for information security and compliance.

**ISYS 480 • Advanced Data Management** **3 Credits**

Information and skills needed for understanding business information needs, practicing data cleaning methods, and formulating robust algorithms for analyzing data. Students explore methods for optimizing data structures, indices, queries, and stored procedures for rapid data retrieval.

*Prerequisite: ISYS 340.*

**ISYS 485 • Data Modeling and Architecture** **3 Credits**

Examination of various data modeling and architecture options available to database administrators. Students will identify the best options for particular business information needs, taking into consideration complex factors such as performance, scalability, adaptability and database platforms.

**ISYS 490 • Information Systems Capstone** **3 Credits**

Cumulative information systems project. 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.

*Prerequisites: BUSN 395, ISYS 230, ISYS 310, ISYS 320, ISYS 330, ISYS 340, ISYS 380, ISYS 400, ISYS 410, ISYS 420, ISYS 440, ISYS 450, and ORGS 350; or assistant dean permission.*

**ISYS 495 • Enterprise Risk Management** **3 Credits**

Application of risk management principles to protect the organization's information security assets. Students acquire the skills necessary to identify and analyze information security risk, develop risk management processes and remediation plans, and explore models used in information security risk management practice.

## MATH • Math

**MATH 099 • Intermediate Algebra** **3 Credits**

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.

*Course carries no degree credit. Students must earn a grade of C- or better in order to fulfill a prerequisite.*

**MATH 105 • Survey of College Mathematics** **3 Credits**

A math course 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: MATH 099 with a grade of C- or better, or SAT 540/ACT 23 math score.*

**MATH 125 • College Algebra** **3 Credits**

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: MATH 099 with a grade of C- or better, or SAT 540/ACT 23 math score.*

**MATH 301 • Math for the Elementary Teacher I** **3 Credits**

One of two mathematics course requirements for students studying to be an elementary school teacher. Focus on the development of proficiencies in number sense, algebra, and functions. Emphases include relationships among numbers, number systems, computational tools, procedures, strategies, patterns and functional relationships, and linear and quadratic equations and inequalities.

*The two mathematics content courses are not sequential; students can take MATH 301 and 302 in either order. Prerequisite: MATH 099 with a grade of C- or better, or SAT 540/ACT 23 math score.*

**MATH 302 • Math for the Elementary Teacher II** **3 Credits**

One of two mathematics course requirements for students studying to be an elementary school teacher. Standard instruction will include algebraic thinking, use of variables, graphing algebraic equations, geometry, measurement, data analysis, statistics, and probability.

*The two mathematics content courses are not sequential; students can take MATH 301 and 302 in either order. Prerequisite: MATH 099 with a grade of C- or better, or SAT 540/ACT 23 math score.*

## NSCI • Natural Sciences

**NSCI 100 • General Physics for Health Sciences/Lab** **4 Credits**

Introductory exploration of mechanics, waves, fluids, thermodynamics, electromagnetism, optics, and assorted topics in modern physics.

*Lecture, 3 credits; Lab, 1 credit.*

**NSCI 114 • A to Z Laboratory Course** **1 Credit**

Overview of science including 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 education requirements for science when paired with a 3-credit science lecture course. This course is for non-science majors and carries no credit towards a science major or concentration.*

**NSCI 150 • Introduction to Astronomy/Lab** **4 Credits**

Introduction to the history of astronomy, the solar system, stellar systems, galactic systems, and cosmology. Students apply inductive and deductive thinking as they relate to astronomical concepts. This course also focuses on the scientific method of identifying, analyzing, and solving problems.

*Lecture, 3 credits; Lab, 1 credit.*

**NSCI 301 • Life Science** **3 Credits**

Examination of the fundamental concepts of life science and its applications. Topics include the structure and function of living organisms, ecology, genetics, and evolution. Students evaluate how a variety of factors (pollution, temperature, resource consumption, and conservation) impact life and apply theoretical concepts to real-life applications.

**NSCI 325 • Physical, Earth, and Space Sciences** **3 Credits**

Examination of the fundamental concepts of earth, space, and physical sciences. The course provides an exploration of the Earth's structure and composition, atmosphere, and geographical attributes. It also focuses on the study of the solar system, the universe and the structure and properties of matter, and the principles of motion and energy. Students will also conduct appropriate scientific investigations using the scientific inquiry process.

## NURS • Nursing

### NURS 320 • Health Assessment

3 Credits

Methods of health history-taking, data collection, physical exam, identification of alterations in health, and documentation of findings.

The course helps students develop health promotion strategies, professional communication and interviewing techniques, and an advanced understanding of the responsibilities of the Registered Nurse in assessment, reporting, documentation, and patient education when performing health assessments.

*Prerequisite: Nursing major.*

### NURS 330 • Nursing Research and Evidence Translation

3 Credits

Preparation to interpret and critically appraise research findings, and translate current evidence into nursing practice. Students accomplish this through the exploration of statistical analysis concepts and the evaluation of qualitative and quantitative research literature, considering the relevance to nursing practice and clinical practice guidelines.

*Prerequisite: Nursing major.*

### NURS 350 • Pathophysiology

3 Credits

Exploration of pathophysiological processes of disease as they affect clients across the lifespan. Knowledge of the role of disease, risk factors, genetics and other dysfunction of the body systems, and occurrence type (acute, chronic, genetic) guides patient care planning. This foundational knowledge prepares the student to assess clinical manifestations, critically evaluate the rationale behind treatment protocols, and provide health promotion and prevention education to optimize patient outcomes.

*Prerequisite: Nursing major.*

### NURS 360 • Ethical and Spiritual Decision Making in Healthcare

3 Credits

Exploration of the foundational Christian worldview as it applies to nursing care and ethical decision making. Students analyze situations that have potential to present the nurse or patient with a legal, ethical, or spiritual conflict. Students evaluate the appropriateness of holistic and culturally competent interventions while considering the risk versus benefit in a specific plan of care which considers a person's mental, physical, and spiritual well being throughout the lifespan.

*Prerequisite: Nursing major.*

### NURS 400 • Evidence-Based Thinking and Informatics in Nursing

3 Credits

Introduction to various informatics systems and the meaningful use of these systems for quality of care and promotion of patient safety. Students evaluate implications for nursing practice, privacy, access to care, education, research, and administration in relation to risk or benefit to the patient. Students examine developments in care technologies such as telehealth, e-health, and electronic health records to evaluate their contribution to improved patient outcomes. The course addresses legal and ethical issues associated with the use of these systems.

*Prerequisite: Nursing major.*

### NURS 410 • Patient Outcomes: Quality Care and Safety

3 Credits

Examination of the process of quality improvement through the implementation of quality measures and safety mechanisms in clinical practice. In their effort to plan patient-centered, whole-person care, students will integrate the use of technological resources available in the field and utilize national standards for quality and safety in health care, as they examine initiatives necessary to improve patient outcomes. Students will exhibit leadership, professional communication, teamwork, and collaboration in plans for implementation.

*Prerequisite: Nursing major.*

### NURS 420 • Healthcare Communication and Collaboration

3 Credits

Development of skills such as mentoring, team leading, delegating, and serving as support within a team, as a means for nurses to advocate for patients and lead from within their field. Students investigate how these skills lead to positive care outcomes through collaboration and effective communication between persons and professions. Students utilize these skill sets in collaboration and communication with patients, families, communities, and organizations to achieve shared goals for health and wellness.

*Prerequisite: Nursing major.*

### NURS 430 • Cultural and Spiritual Diversity in Healthcare

3 Credits

Exploration of how to integrate the diverse cultural spiritual, physical, social, and psychological needs of patients into a plan of care that will meet their medical needs. This course focuses on patients in different stages of life and how a Christian worldview provides spiritual support in varying health decision situations. Students consider how one's belief system around spirituality, culture and health can provide insight as to how best to optimize care for every patient.

*Prerequisite: Nursing major.*

### NURS 470 • Nursing Leadership and Management Planning

3 Credits

Application of gained knowledge regarding leadership, management, collaboration, safety, professional practice, and legal issues in the nursing field through a student-identified evidence-based project. Leadership skills, effective communication, and interpretation of research aid the student in assessing the need and rationale for the project using experiential learning strategies to influence healthcare outcomes. Students plan an evidence-based project for implementation for an appropriate forum (e.g., healthcare facility, community clinic, non-profit healthcare-based outreach) as approved by the instructor.

*Prerequisites: NURS 330, NURS 360, NURS 400, NURS 410, NURS 420, NURS 430.*

### NURS 475 • Nursing Leadership and Management Strategies

3 Credits

Emphasis on further development of the professional nurse role as the students continue to develop their quality improvement projects started in NURS 470. Students implement their projects including interaction with stakeholders and the population for which the project was intended, and evaluate their project showing pre- and post-state of the issue and the perspective of those whom the project impacted.

*Prerequisite: NURS 470. Nursing major.*

### NURS 480 • Community and Public Health Nursing

3 Credits

Examination of population-centered health education for community and public health nursing in the students' immediate region and throughout the United States. Students utilize the Healthy People 2020 Health Objectives to develop an intervention at the community level that promotes health and prevention of disease. Students identify and assess a need, plan for, and then implement, an educational intervention aimed to improve the identified gap in health or wellness in the community.

*Prerequisite: Nursing major.*

### NURS 485 • Community and Public Health Nursing Practicum

3 Credits

Focus on public health issues to help nursing students develop a global perspective. The promotion of health and prevention of disease at the global level challenges the traditional population-focused methods, rationales, and evidence the student may have applied in addressing regional public health issues. Students relate issues such as sociopolitical factors, climate, natural disasters, terrorism, and communicable disease recurrence to care initiatives at the global level. Students consider the nurses role and ability to affect change at this level.

*Prerequisite: NURS 480. Nursing major.*

## ORGS • Organizational Studies

### ORGS 300 • Dynamics of Group Behavior 3 Credits

Examination of group behavior and how group functioning affects organizational effectiveness. Coursework emphasizes the principles of group dynamics, problem solving, decision making, diagnosis and resolution of conflict, and managing meetings.

### ORGS 310 • Adult Development and Learning Assessment 3 Credits

Examination of 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 and learning styles and how temperaments impact the workplace. Students explore a strengths-based orientation toward workforce development. The coursework introduces students to the process of identifying sources of life and work experience that might be applicable to earning college credit through “flexible learning pathways.”

### ORGS 320 • Introduction to Research Methodology 3 Credits

The purpose and value of research as a problem-solving tool in organizations. Coursework emphasizes approaches for identifying, analyzing, and researching organizational problems as students select and review an appropriate organizational problem for their applied research projects.

### ORGS 335 • Leadership Theory and Practice 3 Credits

Evaluation of the major theories and practices of leadership within various sectors. Emphasis is on applying a Christian worldview to leadership practice and the development of a personal philosophy of leadership.

### ORGS 340 • Managerial Communication 3 Credits

Refinement of both written and oral presentation skills. The course’s primary goal is the clear and concise presentation of ideas, reports, and proposals.

### ORGS 350 • Leadership Ethics 3 Credits

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.

### ORGS 360 • Organizational Analysis 3 Credits

Analysis of the organization in relation to competitors in the global industry. Students learn how leaders evaluate the driving forces of the industry and develop key strategies to provide the organization with a competitive advantage. Students evaluate how leaders forecast technological and environmental changes and implement initiatives enabling organizations to positively leverage the changes.

### ORGS 375 • Organizational Development 3 Credits

Evaluation of organizational systems, processes, procedures, cultures, and structures for identifying and promoting positive change. Students will conduct an organizational analysis, apply organizational development models and concepts, and make recommendations for improving organizational effectiveness.

### ORGS 400 • Leading Disruptive Innovation 3 Credits

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.

### ORGS 410 • Data-Driven Decision Making I 3 Credits

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.

*Prerequisite: ORGS 320.*

### ORGS 411 • Data-Driven Decision Making II 3 Credits

Research using business databases 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.

*Prerequisite: ORGS 410.*

### ORGS 420 • Human Resource Strategy 3 Credits

Key components of human resources (HR) in organizations, such as workforce planning, recruitment, selection, staffing, performance evaluation, training, and compensation. The primary focus of the course is on the leader’s perspective in relation to HR functions.

### ORGS 430 • Introduction to Data Analysis 3 Credits

Exploration of how quantitative and qualitative data analysis contributes to making decisions and solving organizational problems. Students explore basic methods of summarizing, analyzing, and presenting secondary research data. Students interpret and communicate findings as a rationale for making organizationally impactful decisions.

### ORGS 440 • Diversity in the Workplace 3 Credits

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.

### ORGS 450 • Theory and Practice of Leadership 3 Credits

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 ORGS 450 and BUSN 460.*

### ORGS 460 • Leadership and Change 3 Credits

Exploration of the essential aspects of transformational leadership and examination of 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. The course emphasizes principles of servant leadership and Christian leadership and development of a personal leadership philosophy.

**ORGS 470 • Emotional Intelligence & Leaders** 3 Credits

A study of social interaction processes and human behavior from the concept of emotional intelligence, as it focuses on intrapersonal and interpersonal attributes of the leader. Students explore the positive juxtaposition of authentic leadership, emotional intelligence, and emotional contagion.

**ORGS 475 • Global Issues in Leadership** 3 Credits

Exploration of global leadership challenges including how to lead in cross-cultural, global settings. Students evaluate the complexity of leading in global settings and methods for improving organizational performance and the human condition from a Christian worldview.

**ORGS 480 • Financial Management and Resource Allocation in Orgs** 3 Credits

Management and allocation of resources for strategic decision making. Students apply the corporate budgeting and financial planning process and evaluate its role in prioritizing the deployment of resources for implementing strategic goals and initiatives.

**ORGS 485 • Systems Thinking and Management** 3 Credits

Application of systems thinking methodologies for solving problems in environments characterized by constant change, technological innovation, and increasing complexity. Students will learn to use a holistic approach to problem solving and optimizing performance within organizations.

**ORGS 490 • Organizational Leadership Capstone** 3 Credits

Application of organizational leadership theories and practices for transforming organizational systems and cultures. Students will identify an organization and take on the role of a consultant, identify an opportunity for improving the organization's culture or performance, and present a comprehensive recommendation for enhancing organizational effectiveness.

## PHIL • Philosophy

**PHIL 205 • Introduction to Philosophy** 3 Credits

Introduction to the discipline of philosophy by means of developing and articulating a worldview that addresses worldview questions from a philosophical perspective. The course introduces the philosophical disciplines of epistemology, ethics, metaphysics, and philosophy of religion. Students discover the role and relevance of philosophical responses to worldview issues in popular conversation and culture.

**PHIL 210 • Introduction to Ethics** 3 Credits

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.

*PREQ BIOL.*

## PSYC • Psychology

**PSYC 085 • Capstone Orientation** 0 Credits

An in-depth preview of the Capstone courses. The Capstone experience provides opportunities for the senior psychology student to demonstrate applied and integrated knowledge of psychological concepts, theories, and practices. Students demonstrate proficiency in learning through experiences in psychology-informed settings such as social organizations, education, business, and government or by developing psychoeducation to present to their peers and instructors.

*Prerequisites: PSYC 105; senior standing or assistant dean permission.*

*Recommended: Prior completion of PSYC 300, PSYC 315, PSYC 320, PSYC 325, PSYC 330, PSYC 335, PSYC 340, PSYC 350, PSYC 405, PSYC 410, PSYC 430, and PSYC 475. Note: This course must be completed in conjunction with PSYC 485 & PSYC 490; failure to successfully complete PSYC 485 & PSYC 490 in the immediately following sessions will require repeating PSYC 085. Grading type: CR/NC.*

**PSYC 105 • Introduction to Psychology** 3 Credits

A broad introduction to the study of the mind and human behavior through the review of multiple perspectives within psychology. Students examine relationships between brain and behavior, perception, cognition, development, social behavior, personality, learning, psychopathology, and psychotherapy.

**PSYC 285 • Abnormal Psychology** 3 Credits

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.

**PSYC 295 • Human Growth and Development** 3 Credits

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.

**PSYC 300 • Research Methods in Psychology** 3 Credits

Introduction to theoretical and practical application of psychological research. Coursework emphasizes planning, conducting, reporting, and evaluating research. Topics include experimental design, quantitative and qualitative procedures, ethical considerations, and critical analysis and scrutiny of published research. Students will plan, propose, and present research using APA guidelines and writing standards.

*Prerequisites: PSYC 105, STAT 280.*

**PSYC 315 • Integration of Psychology and Christianity** 3 Credits

Constructive exploration of psychology and the Christian faith. Students critically analyze the relationships among theology, faith, and psychology while developing a personal philosophy of the integration of personal worldview and psychology.

*Prerequisite: PSYC 105.*

**PSYC 320 • Personality Theory** 3 Credits

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: PSYC 105.*

- PSYC 325 • Learning Theory** **3 Credits**  
 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: PSYC 105.*
- PSYC 330 • Cognition** **3 Credits**  
 An in-depth exploration of human cognition focusing on both classic and current theories, problems, paradigms, methods, and measurement.  
*Prerequisite: PSYC 105.*
- PSYC 335 • Fundamentals of Testing and Assessment** **3 Credits**  
 An appraisal of the construction, administration, interpretation, and evaluation of psychological tests and measurements. Students evaluate validity, reliability, applicability, cultural and ethical uses. Students are involved in the administration and interpretation of select instruments.  
*Prerequisite: PSYC 105, STAT 280.*
- PSYC 340 • Interviewing and Counseling Techniques** **3 Credits**  
 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: PSYC 105.*
- PSYC 345 • Criminal Behavior** **3 Credits**  
 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: PSYC 105.*
- PSYC 350 • Social Psychology** **3 Credits**  
 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. Coursework includes pertinent research, ethical principles, and cultural aspects of social psychology.  
*Prerequisite: PSYC 105.*
- PSYC 360 • Special Education and Rehabilitation Services** **3 Credits**  
 Application of evidence-based practices, theories, and research to design effective learning interventions for individuals with mild/moderate and moderate/severe disabilities. Coursework addresses advocating for special education and rehabilitation services from a Christian worldview.  
*Prerequisite: PSYC 105.*
- PSYC 370 • Topics in Psychology: Psychopharmacology** **3 Credits**  
 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: PSYC 105.*
- PSYC 400 • Introduction to Clinical Psychology** **3 Credits**  
 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: PSYC 105.*
- PSYC 405 • Physiological Psychology** **3 Credits**  
 Comprehensive study of the physiological and neurological correlates of human behavior. Potential topics include physiological mechanisms in perception, learning, emotion, and motivation.  
*Prerequisite: PSYC 105.*
- PSYC 410 • Psychology of Emotions** **3 Credits**  
 Analysis of theoretical and empirical issues in the domain of emotions, incorporating current approaches and interactions between emotion and cognition.  
*Prerequisite: PSYC 105.*
- PSYC 415 • Forensic Psychology** **3 Credits**  
 Investigation of the application of the science and profession of psychology to issues relating to law and the legal system. Coursework addresses related psychological research, legal issues and processes, and cultural and ethical issues in forensic psychology.  
*Prerequisite: PSYC 105.*
- PSYC 420 • Wellness Coaching and Development** **3 Credits**  
 Examination of the personal, professional, and societal constructs of wellness. Students discuss how to cultivate whole-person wellness, develop skills to integrate wellness into personal and professional settings, as well as communicate this process to others in their sphere of influence.  
*Prerequisite: PSYC 105.*
- PSYC 425 • Crisis Counseling and Intervention** **3 Credits**  
 An examination of the knowledge, skills, and practices specific to crisis counseling and intervention. This course focuses on applying appropriate methods to crisis situations, while considering cultural and ethical issues. Loss, crisis, trauma, suicide, and inventory of personal losses are addressed.  
*Prerequisite: PSYC 105.*
- PSYC 430 • Cultural Psychology** **3 Credits**  
 Research and perspectives on the psychology of culture. Coursework examines diversity including age, race, ethnicity, religion, nationality, disability, language, sexual orientation, socioeconomic status, and gender. Students explore the relationship between cultural factors and bias, prejudice, discrimination, privilege, and oppression. Students apply knowledge and principles for effective interaction and service in a diverse society.  
*Prerequisite: PSYC 105.*
- PSYC 435 • Gender Issues in Psychology** **3 Credits**  
 Critically examination of 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: PSYC 105.*
- PSYC 440 • Child Psychology** **3 Credits**  
 Exploration of different aspects of psychological issues in children emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Students examine cultural, ethical, and legal issues related to the treatment of children.  
*Prerequisite: PSYC 105.*
- PSYC 445 • Adolescent Psychology** **3 Credits**  
 Exploration of the different aspects of psychological issues in adolescents emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Students examine cultural, ethical, and legal issues related to the treatment of adolescents.  
*Prerequisite: PSYC 105.*

**PSYC 450 · Family Systems****3 Credits**

An overview of the development of the family system, including functional and dysfunctional family relationships and cultural and spiritual implications. Coursework introduces psychological interventions and techniques which promote development and change.

*Prerequisite: PSYC 105.*

**PSYC 455 · Conflict Management****3 Credits**

Examination of the diagnosis, analysis, and resolution of conflict between individuals and in organizations. Students also discuss the applications of different types of negotiation strategies based on rational and emotional elements in approaching negotiation, cultural contexts, and individual differences.

**PSYC 460 · Motivation****3 Credits**

Exploration of research and perspectives on experimental and applied analyses of behavior that impacts motivation. Coursework addresses the application of methods for effective motivation in a variety of settings.

*Prerequisite: PSYC 105,*

**PSYC 465 · Topics in Psychology: Marriage****3 Credits**

Marriage in the context of multiple issues facing couples today. Students explore practical skills and resources that are pertinent to individual spouses and the marriage system based on field research and unique needs of couples. Students build professional skills by conducting interviews with married couples and developing hypothetical plans for marriage enrichment.

*Prerequisite: APSY 105.*

**PSYC 466 · Topics in Psychology: Grief****3 Credits**

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. Students investigate special populations and issues and 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.

*Prerequisite: APSY 105.*

**PSYC 470 · Positive Psychology****3 Credits**

Investigation of 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: PSYC 105.*

**PSYC 475 · Professional and Ethical Issues in Psychology****3 Credits**

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: PSYC 105.*

**PSYC 480 · Group Processes****3 Credits**

Study of research and perspectives regarding human interaction in groups. Students examine the impact of various individual, social, and cultural dynamics and how to successfully influence and interact in group settings.

*Prerequisite: PSYC 105.*

**PSYC 485 · Undergraduate Applied Psychology Capstone I****3 Credits**

Opportunity for the senior psychology student to demonstrate applied and integrated knowledge of psychological concepts, theories, and practices. Students demonstrate proficiency of learning through experiences in psychology-informed settings such as social organizations, education, business, and government or by developing psychoeducation to present to classmates and instructor.

*Prerequisites: PSYC 085 in the immediately preceding session, PSYC 300, PSYC 340, PSYC 475, and senior standing; or assistant dean permission.*

*Recommended: Prior completion of PSYC 315, PSYC 320, PSYC 325, PSYC 330, PSYC 335, PSYC 350, PSYC 405, PSYC 410, and PSYC 430. Note: This course must be completed in conjunction with PSYC 490; failure to successfully complete PSYC 485 or PSYC 490 in the immediately following session will require repeating PSYC 085 and PSYC 485. In order to move on to PSYC 490 students must submit certificates for identified trainings, have their proposal approved by the instructor, submit a standard affiliation agreement if identified by the instructor, submit informed consents if identified by the instructor, and successfully pass the class.*

**PSYC 490 · Undergraduate Applied Psychology Capstone II****3 Credits**

Opportunity for the senior psychology student to demonstrate applied and integrated knowledge of psychological concepts, theories, and practices. Students demonstrate proficiency of learning through experiences in psychology-informed settings such as social organizations, education, business, and government or by developing psychology psychoeducation to present to classmates and instructor. Students conducting service learning must complete 56 hours of service in the field, with at least 28 of those hours being direct service (confirmed by site-supervisor).

*Prerequisites: PSYC 085 and PSYC 485 in the immediately preceding sessions, PSYC 300, PSYC 315, PSYC 320, PSYC 325, PSYC 330, PSYC 335, PSYC 340, PSYC 350, PSYC 410, PSYC 430, PSYC 475, and senior standing; or assistant dean permission.*

## RLGN • Religion

**RLGN 100 · Introduction to Global Religious Studies****3 Credits**

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.

**RLGN 220 · Foundations for Christian Life****3 Credits**

Introduction to the historical, theological, and practical foundations for Christian faith and living. Students examine the establishment of the Christian faith from the ancient creeds, through the growth of the Roman Catholic, Eastern Orthodox, and Protestant traditions, to present day, diverse expressions of Christian faith around the world. Students apply concepts of Christian spirituality and core Christian beliefs to contemporary settings in their lives.

## SCHM • Supply Chain Management

**SCHM 300 · Global Supply Chain Management****3 Credits**

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.

**SCHM 310 • Quality Management****3 Credits**

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.

**SCHM 320 • Transportation and Distribution Management****3 Credits**

Principles for the selection of systems that control transportation costs and reduce inventory, warehousing, and distribution costs. Students examine transportation modes and utilization, logistics regulations, industry trends, distribution, storage, and warehouse optimization.

**SCHM 400 • Strategic Warehouse Management****3 Credits**

Emphasis on warehousing principles to optimize supply chain management key performance indicators. Students explore lean warehousing principles that eliminate waste in a supply chain system. Students discuss the latest technologies in warehousing for creating a supply chain that achieves operational excellence.

**SCHM 410 • Procurement and Strategic Sourcing****3 Credits**

Emphasis on the importance of negotiations and contract management. Students examine the role of procurement within the supply chain process as well as the selection, evaluation, and leverage of supplier relationships for the most cost effective, optimal procurement solutions.

**SCHM 420 • Consumer Value Ecosystem****3 Credits**

Role of the supply chain and various marketing elements to create value for the consumer. Students consider alternatives to achieve supply chain sustainability and apply advanced communication techniques to foster operational success.

**SCHM 490 • Supply Chain Management Capstone****3 Credits**

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.

## STAT • Statistics

**STAT 280 • Applied Statistics****3 Credits**

Introductory statistics with an emphasis on the application of statistical knowledge. Students learn sampling techniques for data collection, summarize statistical information using numeric values and graphical displays, and analyze and interpret data using appropriate statistical methods.

*Prerequisite: MATH 099 with a grade of C- or better, or SAT 540/ACT 23 math score.*

## SPAN • Spanish

**SPAN 121 • Beginning Spanish I****3 Credits**

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 Credits**

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.*

# ACADEMIC CALENDAR

## Current Year

### 2022-2023 Academic Calendar

#### Fall Semester 2022

##### September 5, 2022 - December 23, 2022

Date	Event	Time
<b>Fall Session 1</b>	<b>September 5, 2022 - October 28, 2022</b>	
Monday, September 5, 2022	Offices closed in observance of Labor Day	
Tuesday, September 6, 2022	Session starts; classes begin	
Friday, September 9, 2022	Last day to add/drop	Noon PDT
Monday, October 10, 2022	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, October 28, 2022	Classes end	
Wednesday, November 2, 2022	Final grades due	Noon PDT
<b>Fall Session 2</b>	<b>October 31, 2022 - December 23, 2022</b>	
Monday, October 31, 2022	Session starts; classes begin	
Friday, November 4, 2022	Last day to add/drop	Noon PDT
Thursday, November 24, 2022	Offices closed in observance of Thanksgiving	
Friday, November 25, 2022	Offices closed in observance of Thanksgiving; classes resume	
Monday, December 5, 2022	Last day to withdraw with a grade of "W"	8 AM PST
Saturday, December 17, 2022	Commencement (Tentative)	
Friday, December 23, 2022	Offices closed in observance of Christmas Eve; classes end	
Monday, Decemebr 26, 2022	Offices closed in observance of Christmas	
Thursday, December 29, 2022	Final grades due	Noon PST

#### Spring Semester 2023

##### January 9, 2023 - April 28, 2023

Date	Event	Time
<b>Spring Session 1</b>	<b>January 9, 2023 - March 3, 2023</b>	
Monday, January 2, 2023	Offices closed in observance of New Year's Day	
Monday January 9, 2023	Session starts; classes begin	
Friday, January 13, 2023	Last day to add/drop	Noon PST
Monday, January 16, 2023	Offices closed in observance of Martin Luther King Jr. Day	
Monday, February 13, 2023	Last day to withdraw with a grade of "W"	8 AM PST
Friday, March 3, 2023	Classes end	
Wednesday, March 8, 2023	Final grades due	Noon PST
<b>Spring Session 2</b>	<b>March 6, 2023 - April 28, 2023</b>	
Monday, March 6, 2023	Session starts; classes begin	
Friday, March 10, 2023	Last day to add/drop	Noon PST
Friday, April 7, 2023	Offices closed in observance of Good Friday	
Monday, April 10, 2023	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, April 28, 2023	Classes end	
Wednesday, May 3, 2023	Final grades due	Noon PDT

**Summer Semester 2023****May 8, 2023 - August 25, 2023**

<b>Date</b>	<b>Event</b>	<b>Time</b>
<b>Summer Session 1</b>		
<b>May 8, 2023 - June 20, 2023</b>		
Monday, May 8, 2023	Session starts; classes begin	
Friday, May 12, 2023	Last day to add/drop	Noon PDT
Monday, May 29, 2023	Offices closed in observance of Memorial Day	
Tuesday, May 30, 2023	Classes resume	
Monday, June 12, 2023	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, June 30, 2023	Classes end	
Thursday, July 6, 2023	Final grades due	Noon PDT
<b>Summer Session 2</b>		
<b>July 3, 2023 - August 25, 2023</b>		
Monday, July 3, 2023	Session starts; classes begin	
Tuesday, July 4, 2023	Offices closed in observance of Independence Day	
Friday, July 7, 2023	Last day to add/drop	Noon PDT
Monday, August 7, 2023	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, August 25, 2023	Classes end	
Wednesday, August 30, 2023	Final grades due	Noon PDT

## Prior Year

### 2021-2022 Academic Calendar

#### Fall Semester 2021

September 6, 2021 – December 24, 2021

Date	Event	Time
<b>Fall Session 1</b>	<b>September 6, 2021 - October 29, 2021</b>	
Monday, September 6, 2021	Offices closed in observance of Labor Day	
Tuesday, September 7, 2021	Session starts; classes begin	
Friday, September 10, 2021	Last day to add/drop	Noon PDT
Monday, October 11, 2021	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, October 29, 2021	Classes end	
Wednesday, November 3, 2021	Final grades due	Noon PDT
<b>Fall Session 2</b>	<b>November 1, 2021 - December 24, 2021</b>	
Monday, November 1, 2021	Session starts; classes begin	
Friday, November 5, 2021	Last day to add/drop	Noon PDT
Thursday, November 25, 2021	Offices closed in observance of Thanksgiving	
Friday, November 26, 2021	Offices closed in observance of Thanksgiving; classes resume	
Monday, December 6, 2021	Last day to withdraw with a grade of "W"	8 AM PST
Saturday, December 11, 2021	Commencement	
Friday, December 24, 2021	Offices closed in observance of Christmas Eve; classes end	
Monday, December 27, 2021	Offices closed in observance of Christmas	
Thursday, December 30, 2021	Final grades due	Noon PST

#### Spring Semester 2022

January 10, 2022 – April 29, 2022

Date	Event	Time
<b>Spring Session 1</b>	<b>January 10, 2022 - March 4, 2022</b>	
Friday, December 31, 2021	Offices closed in observance of New Year's Day	
Monday, January 10, 2022	Session starts; classes begin	
Friday, January 14, 2022	Last day to add/drop	Noon PST
Monday, January 17, 2022	Offices closed in observance of Martin Luther King Jr. Day	
Monday, February 14, 2022	Last day to withdraw with a grade of "W"	8 AM PST
Friday, March 4, 2022	Classes end	
Wednesday, March 9, 2022	Final grades due	Noon PST
<b>Spring Session 2</b>	<b>March 7, 2022 - April 29, 2022</b>	
Monday, March 7, 2022	Session starts; classes begin	
Friday, March 11, 2022	Last day to add/drop	Noon PST
Monday, April 11, 2022	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, April 15, 2022	Offices closed in observance of Good Friday	
Friday, April 29, 2022	Classes end	
Wednesday, May 4, 2022	Final grades due	Noon PDT

**Summer Semester 2022****May 9, 2022 – August 26, 2022**

<b>Date</b>	<b>Event</b>	<b>Time</b>
<b>Summer Session 1</b>		
<b>May 9, 2022 - July 1, 2022</b>		
Monday, May 9, 2022	Session starts; classes begin	
Friday, May 13, 2022	Last day to add/drop	Noon PDT
Monday, May 30, 2022	Offices closed in observance of Memorial Day	
Tuesday, May 31, 2022	Classes resume	
Monday, June 13, 2022	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, July 1, 2022	Classes end	
Thursday, July 7, 2022	Final grades due	Noon PDT
<b>Summer Session 2</b>		
<b>July 4, 2022 - August 26, 2022</b>		
Monday, July 4, 2022	Offices closed in observance of Independence Day	
Tuesday, July 5, 2022	Session starts; classes begin	
Friday, July 8, 2022	Last day to add/drop	Noon PDT
Monday, August 8, 2022	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, August 26, 2022	Classes end	
Wednesday, August 31, 2022	Final grades due	Noon PDT

## Next Year 2023-2024 Academic Calendar

### Fall Semester 2023

September 5, 2023 - December 22, 2023

Date	Event	Time
<b>Fall Session 1</b>	<b>September 5, 2023 - October 27, 2023</b>	
Monday, September 4, 2023	Offices closed in observance of Labor Day	
Tuesday, September 5, 2023	Session starts; classes begin	
Friday, September 8, 2023	Last day to add/drop	Noon PDT
Monday, October 9, 2023	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, October 27, 2023	Classes end	
Wednesday, November 1, 2023	Final grades due	Noon PDT
<b>Fall Session 2</b>	<b>October 30, 2023 - December 22, 2023</b>	
Monday, October 30, 2023	Session starts; classes begin	
Friday, November 3, 2023	Last day to add/drop	Noon PDT
Thursday, November 23, 2023	Offices closed in observance of Thanksgiving	
Friday, November 24, 2023	Offices closed in observance of Thanksgiving; classes resume	
Monday, December 4, 2023	Last day to withdraw with a grade of "W"	8 AM PST
Saturday, December 16, 2023	Commencement (Tentative)	
Friday, December 22, 2023	Offices closed in observance of Christmas Eve; classes end	
Monday, December 25, 2023	Offices closed in observance of Christmas	
Thursday, December 28, 2023	Final grades due	Noon PST

### Spring Semester 2024

January 8, 2024 - April 26, 2024

Date	Event	Time
<b>Spring Session 1</b>	<b>January 8, 2024 - March 1, 2024</b>	
Monday, January 1, 2024	Offices closed in observance of New Year's Day	
Monday, January 8, 2024	Session starts; classes begin	
Friday, January 12, 2024	Last day to add/drop	Noon PST
Monday, January 15, 2024	Offices closed in observance of Martin Luther King Jr. Day	
Monday, February 12, 2024	Last day to withdraw with a grade of "W"	8 AM PST
Friday, March 1, 2024	Classes end	
Wednesday, March 6, 2024	Final grades due	Noon PST
<b>Spring Session 2</b>	<b>March 4, 2024 - April 26, 2024</b>	
Monday, March 4, 2024	Session starts; classes begin	
Friday, March 8, 2024	Last day to add/drop	Noon PST
Friday, March 29, 2024	Offices closed in observance of Good Friday	
Monday, April 8, 2024	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, April 26, 2024	Classes end	
Wednesday, May 1, 2024	Final grades due	Noon PDT

**Summer Semester 2024****May 6, 2024 - August 23, 2024**

<b>Date</b>	<b>Event</b>	<b>Time</b>
<b>Summer Session 1</b>	<b>May 6, 2024 - June 28, 2024</b>	
Monday, May 6, 2024	Session starts; classes begin	
Friday, May 10, 2024	Last day to add/drop	Noon PDT
Monday, May 28, 2024	Offices closed in observance of Memorial Day	
Tuesday, May 29, 2024	Classes resume	
Monday, June 10, 2024	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, June 28, 2024	Classes end	
Wednesday, July 3, 2024	Final grades due	Noon PDT
<b>Summer Session 2</b>	<b>July 1, 2024 - August 23, 2024</b>	
Monday, July 1, 2024	Session starts; classes begin	
Thursday, July 4, 2024	Offices closed in observance of Independence Day	
Friday, July 5, 2024	Last day to add/drop	Noon PDT
Monday, August 5, 2024	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, August 23, 2024	Classes end	
Wednesday, August 28, 2024	Final grades due	Noon PDT

# ADDENDA

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Any additions, changes, corrections, or updates that occur after the initial publication of this official PDF-format annual catalog will be found in the online-format catalog.

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