lapu.edu

LOS ANGELES PACIFIC UNIVERSITY

Azusa Pacific University System

2018-2019 Graduate Catalog

08.03.18

Welcome to Los Angeles Pacific University

Your choice to pursue the next level of higher education is an important and meaningful step in your journey of lifelong learning. As a graduate student, your experience will shape your life personally and professionally in addition to being challenged academically. I would encourage you to embrace the exciting opportunity to define your purpose and calling in Christ for the future.

This Los Angeles Pacific University graduate catalog is the map for your journey. The course descriptions, policies, and program information provide a comprehensive guide for your learning experience. Los Angeles Pacific University is passionate about serving students around the world who desire a higher education. Committed to affordability, accessibility, and excellence, Los Angeles Pacific University is equipped to deliver a quality educational experience to every student. For our graduate students, we are dedicated to offering market responsive, innovative, and student-centric programs to help you achieve your professional and personal aspirations.

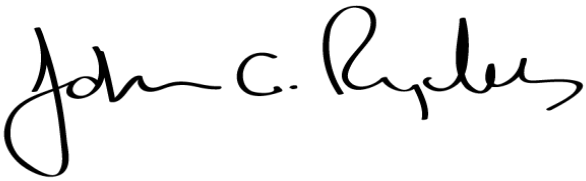
From the moment you start your first class until the day you graduate, you will know that we are a university that is serious about our purpose and vision, and core values: Exemplary, Caring, and Learning. We seek to be a community that is exemplary by honoring God in our actions, attitudes, and aspirations. We believe that each student will be exposed to a Christian worldview. This worldview instills value and deep meaning as you set goals and interact with your community both inside and outside the classroom.

We are a caring community that seeks to serve with grace the needs of our colleagues and students. Los Angeles Pacific University values and encourages service to others as a core dimension of your learning experience.

We are a learning community, seeking to continually nurture new thinking that generates and contributes to ongoing learning for all. We are dedicated to academic quality manifested through our regional accreditation, distinguished lecturers, and high academic standards.

Welcome to this exciting chapter in your life's journey! We look forward to partnering with you on your road to success. I pray you take every advantage of this transformational opportunity to be equipped as a difference maker for Christ and your community.

Blessings,



John C. Reynolds, Ph.D.
President

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

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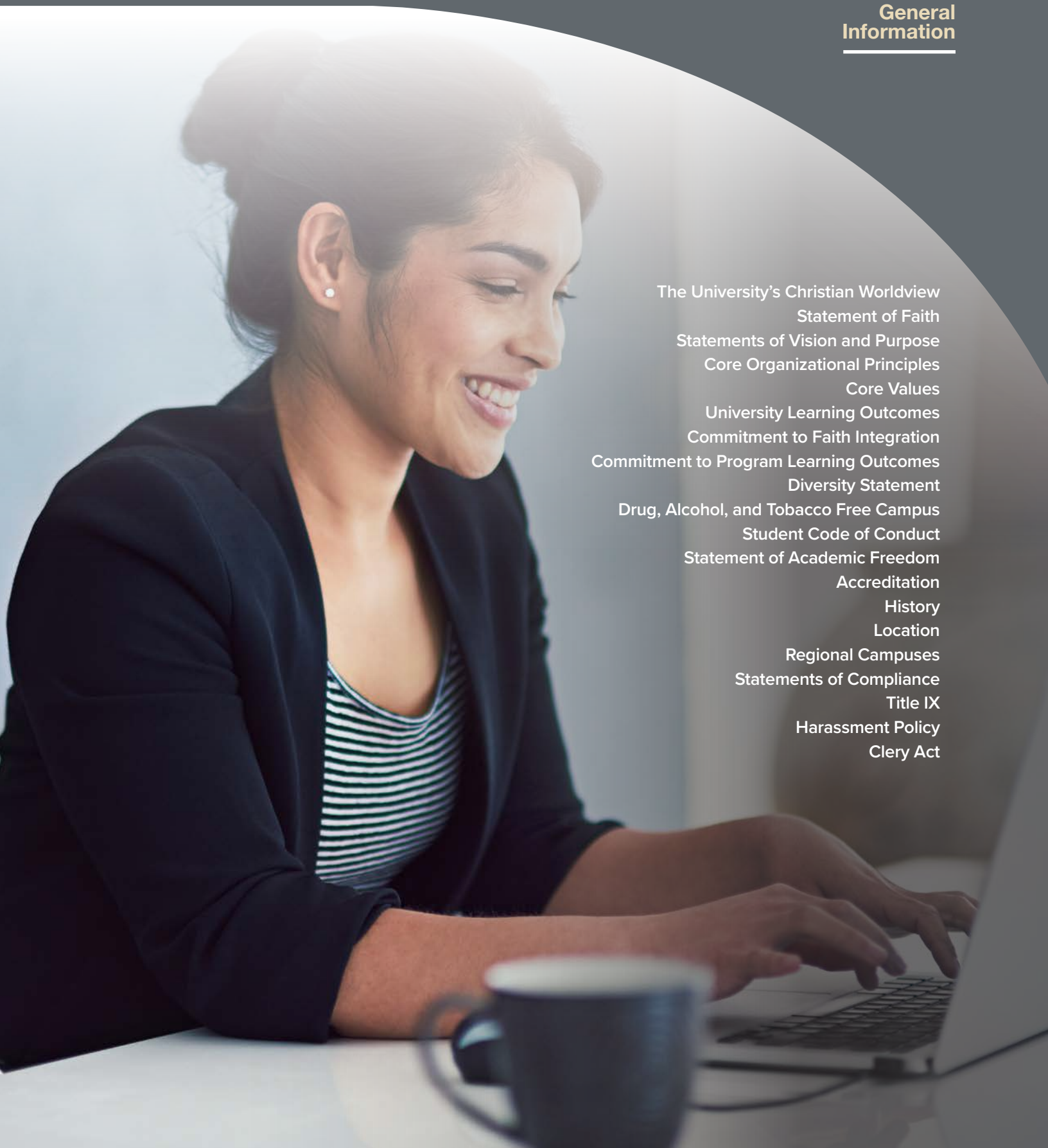
General Information



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The University's Christian Worldview

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

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

Statement of Faith

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

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

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

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

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

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

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

Daily Living Expectations

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

A caring, effective love both to God and humanity

A Christ-like unity and acceptance among believers

A lifestyle dedicated to God's will in society

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

A daily affirmation of Christ as Lord

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

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

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

A witness for Christ without hypocrisy

A firm, committed desire to be God's person

Statements of Vision and Purpose

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.

University 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:

Christ

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

Scholarship

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

Service

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

Community

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

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

Commitment to Faith Integration

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

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

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

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

Commitment to Program Learning Outcomes

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

Diversity Statement

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

Drug, Alcohol, and Tobacco Free Campus

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

Student Code of Conduct

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

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

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

For further details, visit www.lapu.edu**.**

Statement of Academic Freedom

At Los Angeles Pacific University, we believe that all truth is God's truth, and that God has made it possible for humankind to access, discover, and understand truth. We also affirm that the knowledge of truth will always be incomplete and that people, including those with educational credentials, are fallible and may interpret data and ideas imperfectly.

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

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

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

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

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

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

Accreditation

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

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

History

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 Ave., #200, San Dimas, CA 91773
Phone: (855) 527-2768
Email: contact@lapu.edu
Website: www.lapu.edu

Regional Campuses

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

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 academic dean 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 appropriate assistant dean.

Clery Act

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

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

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Academic and Support Services

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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

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

Accommodations for Individuals with Disabilities

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

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

Procedure to Request Student Disability Accommodation:

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

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

Student Support Services

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

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

The student's success coach is trained specifically for the academic program in which the student is enrolled and monitors successful completion of the student's program requirements. In addition to assisting with academic planning and course selection, the success coach also provides support services that facilitate spiritual growth, vocational exploration, and 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 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 Azusa Pacific University Bookstore at www.bookstore.apu.edu/ by selecting "buy" and 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 are unable to provide psychological counseling services. LAPU students have access to a limited number of crisis counseling sessions provided by a third-party aligned with LAPU at no cost to the student. With

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

Flexibility

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

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

Online and On Campus

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

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

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

Moodle

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

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Admissions Policies

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Veterans' Student Bill of Rights & Considerations Prior to Enrollment

Admission to the University

To be eligible for admissions, Los Angeles Pacific University students must submit (1) a graduate application, and (2) an official transcript that demonstrates evidence of completion of a bachelor's degree or higher from a regionally accredited college or university with a 3.0 grade-point average (GPA) on a 4.0 scale.

If the cumulative GPA is less than 3.0, the most recent 30 graded semester units (or 45 quarter units) will be evaluated to satisfy the graduate entrance requirement. These 30 graded units completed will be utilized for a GPA calculation which must equal or exceed 3.0. The last 30 graded units from a regionally accredited university must be baccalaureate, post-baccalaureate, or credentialed courses.

There may be additional admissions documents required specific to the student's graduate program of choice. Please refer to the program's section in the LAPU Academic Catalog or speak to an enrollment counselor.

Students completing an undergraduate degree at LAPU may only be admitted as a graduate student at the start of the semester following their degree conferral.

Admissions Petitions

There are three circumstances that require applicants to submit an admissions petition: applicants with a felony record, applicants dismissed from LAPU or from another academic institution, and applicants whose GPA falls significantly below the admission minimum (3.00).

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

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

Applicants with a GPA below 3.0 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 (3.0) 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 achieve a status of good standing by the end of their first semester of enrollment in order to continue to take courses in the program. Good standing status is achieved by maintaining a cumulative local GPA, or most recent semester GPA, of 3.0 or better.

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

Policy Regarding False Information

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 one official transcript from the regionally accredited college or university where they received their most recent degree. An official transcript is one that Los Angeles Pacific University receives through the authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution(s) that bears the official seal of that college or university. LAPU reserves the right to request that the transcript be sent directly from the issuing institution(s). A final transcript, including the conferral of the degree, must be sent following graduation for final acceptance to occur. The transcript and other documents submitted as part of the application remain the property of the university and cannot be returned to the student or forwarded in any form to another college or university.

International Institutions

All international transcripts must be translated by an agency that is a member of either the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators. Inc. (AICE) which will provide a Degree/Transcript Equivalency Report.

Evidence of Proficiency

There are no required pre-admission tests for applicants to Los Angeles Pacific University. However, STAT 280* Applied Statistics or its equivalent may be a prerequisite course for specific programs. Please refer to the program or speak to a program representative for additional information.

If required by the program, students must present evidence of completion of STAT 280 Applied Statistics or its equivalent. Such evidence may include an official college transcript verifying successful completion of the prerequisite course (Applied Statistics), or an Advanced Placement Exam (AP) statistics score of at least 3. Official proof must be received by the Office of the Registrar before registering for APSY 500 (Research Methods, Evaluations, and Statistics) or MPH 520 (Biostatistics).

* Please see LAPU's undergraduate Academic Catalog for the course description for STAT 280 Applied Statistics.

Non-Degree-Seeking Graduate-Level Learners

LAPU offers access to non-degree-seeking students, allowing them to take up to four courses, maximum, based on availability. Prerequisites for the courses must be met.

- Post-baccalaureate degree-holders
- Degree-seeking students at other institutions on official visiting or exchange status
- Those wanting to take a course for professional development or a separate certification or license
- Those considering graduate education

Transfer Work

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

- The college or university must be an institution of higher education accredited by a regional accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). These accrediting bodies mandate assessment and other quality control systems that give LAPU a high level of confidence in their programs.
- Students must have completed the transferred courses within the past seven years and earned a minimum grade of B-. Courses taken more than seven years previously may be considered.
- LAPU can give credit for up to one-third of the total program units for previous coursework toward a graduate degree.
- The transferred courses must apply to a LAPU graduate degree program as the equivalents of required courses (i.e., providing a similar knowledge base and/or competencies).
- Enrolled LAPU students who would like to transfer coursework from another university into LAPU must submit a Transfer Inquiry Form to the Office of the Registrar and receive approval before registering for a class at another institution
- An official college transcript must be submitted via an authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution to LAPU in order for such coursework to be evaluated for transfer of credit.

The registrar in consultation with the appropriate assistant dean will evaluate previous college work to determine its relevance to the requirements of LAPU. A credit summary will be sent to the student showing those courses that have been accepted on transfer and those courses that still need to be taken to fulfill the applicable program's graduation requirements. Only courses where a grade of B- or above has been earned can be considered for transfer of credit.

International Admission

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

Re-admission and Re-enrollment

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

Notification of Admission

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

Veterans' Education Benefits

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

Veterans' Information Bulletin

Responsibilities of a Veteran or Other Qualified Recipient:

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

Loss of Veteran Certification Due to Dismissal or Excessive Probation:

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

a) The veteran has been academically dismissed.

b) The veteran has had more than 50% of units attempted with a "W," "I," NC," or "No Pass" for three consecutive semesters.

c) The veteran has been on academic probation (below a 2.00 cumulative GPA) for three consecutive semesters.

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

Re-Application Process

Re-application after Academic Dismissal:

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

a) Intentions to maintain acceptable academic standing.

b) Strategies for probable success.

Veterans' Student Bill of Rights & Considerations Prior to Enrollment

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

- You have the right to investigate training alternatives. Be aware that tuition charged by institutions offering similar training programs can vary greatly. You may also seek payment of GI Bill benefits for other types of training or career objectives, including Apprenticeship/ OJT and Entrepreneurship.

- You have the right to fully explore a program prior to enrolling. You may check out the school's facilities and equipment, inquire about instructors' qualifications and class sizes, observe a class, and talk to current students. You may also ask to contact recent graduates to learn about their experiences with the school.
- You have the right to check with the Better Business Bureau, or other consumer protection agency, to find out if complaints have been filed against the school. You also have the right to verify the school's standing with any accrediting association and/or licensing agency.
- You have to right to clear information about the value of the training. Are the credits transferable to other institutions you may attend in the future? Will the training satisfy requirements for employment, or is it necessary for the position you are seeking?
- You are entitled to clear data about the program's success rate. The institution will provide you with the completion and placement rates for the most recent years for which data is available. You will be given the definition of a "placement," including the length of time in the position. You will also be provided with the average starting salary.
- You are entitled to a clear statement of the total cost for completion of the program, including tuition, equipment and fees.
- You are entitled to a clear explanation, without coercion, of all financial aid options, before you sign up for any student loans.
- You are responsible for paying off a loan whether or not you complete the program. Failure to pay off a loan can lead to financial problems, including inability to get a future loan or grant for another training program, inability to get credit to buy a car or home, or garnishment of wages through the employer. You must begin repayment of the loan in accordance with the terms detailed within the financial aid documents.
- You have the right to read and understand the contract, and all other materials, before signing up.
- You are entitled to a clear explanation of the school's cancellation/withdrawal policy and procedures, to understand how to withdraw or cancel, and be informed of any financial obligations you will incur.
- You are entitled to a clear explanation of the school's refund policy, which can vary greatly. If you withdraw from a course after the first day of class, an overpayment of VA benefits can result. It is not uncommon for schools to charge the entire tuition cost at the point when you have completed just 60 percent of the program. If an overpayment is assessed, the VA will send you a debt letter for the cost of the training you did not receive. For example, you may drop at the 60 percent point, and be asked by the VA to repay 40 percent of the cost of the tuition. A debt related to payment of the housing allowance may also be assessed. Ensure that you review the school's refund policy to understand the consequences of withdrawing before the end of the term.
- You have the right to contact the California State Approving Agency at www.calvet.ca.gov/csaave or the state consumer protection agency if you are unable to resolve a complaint with the school.

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Financial Information

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Student Financial Services

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

Financial Aid: financialaid@lapu.edu
Student Accounts: studentaccounts@lapu.edu

Cost of Attendance for 2018 - 2019

Tuition

Graduate level course	= $600 per unit
Military*	= $500 per unit

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

Special Fees

Return Check Fee	= $30
Transcripts Fee	= $5/copy copy plus $2.25 processing
PDF Transcript Fee	= $2.25/copy
Rush Transcript Fee	= $10
Transcript Overnight Postage Fee	
Standard Overnight Express within U.S. (excluding Alaska and Hawaii) 1–2 days	= $30
Global Express outside of continental U.S. and International (3–4 days)	= $50
Graduation fee	= $80
Diploma order/reorder	= $35

Charges subject to change without notice.

Payment

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

Refund Policy

- Students who do not log in during Week 1 (online students) or do not attend the first night of class (face-to-face students), are administratively dropped and refunded 100 percent.
- Students who log in or attend during Week 1 and also drop during Week 1 are refunded 100 percent. Drop requests must be received by 12 p.m. (Pacific Time) on Friday of Week 1 .
- Students who withdraw during Week 2 receive no refund and a W grade is issued. All students are subject to a proration of federal financial aid per the regulations for all federal aid. Withdrawal requests will be processed on the date received through Monday of Week 6.

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

Refund Policy Exceptions

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

Financial Agreement

A student may not participate in graduation ceremonies, register for further sessions, or receive any diploma, certificate, transcripts, or Degree Verification Letter until all financial obligations have been satisfied with a zero balance. Any diploma, certificate, transcripts, or letter of recommendation 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.

How to Apply for Financial Aid

Step 1:

Complete the Free Application for Federal Student Aid (FAFSA) online at 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 Aid (provided by the state of California)
3. Outside Scholarships (provided by organizations, businesses, etc.)
4. Company Reimbursement (provided by student's employer)
5. Alternative/private loans

Important Note:

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

Federal Student Aid

Federal Direct Unsubsidized Loans

Unsubsidized Loans are low-interest federal student loans for eligible students to help cover the cost of higher education. The U.S. Department of Education offers eligible graduate students at participating schools Direct Unsubsidized Loans.

Direct Unsubsidized Loans are available to graduate students; there is no requirement to demonstrate financial need. SFS will determine the amount the student may borrow based on cost of attendance and other financial aid received. For an unsubsidized loan, the student is responsible for paying the interest during all periods. If the student chooses to pay interest while in school and during grace periods and deferment or forbearance periods, interest will accrue and be capitalized (that is, your interest will be added to the principal amount of the loan).

Yearly Amounts

• Graduate students: $20,500

Aggregate Loan Borrowing Limits

• Graduate students: $138,500

Accept or Decline Loans

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

Repayment

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

Loan Exit Requirements

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

Federal Direct Grad PLUS Loans

The Federal Direct Grad PLUS Loan is a low-interest loan borrowed directly from the U.S. government, that graduate students can apply for to help pay for college. The student can borrow any amount up to the student's cost of attendance, minus any other aid the student is receiving.

How to Apply for a Grad PLUS Loan

1. Complete the Grad PLUS Loan Worksheet. Application at www.studentloans.gov
2. New borrowers must complete the Grad PLUS Master Promissory Note and the Grad PLUS Entrance Counseling at www.studentloans.gov

Repayment

Repayment starts after you receive the full amount of your loan, but payments are deferred while students are enrolled in school at least half time. That deferral ends six months after a student's enrollment drops below half time. No payments are required while a student qualifies for an in-school deferment, but the first monthly payment is due 45 days after the deferral ends.

Alternative/Private Loans

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

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

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

Military Discount

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

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

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

Post-9/11 GI Bill

For up-to-date information regarding eligibility requirements, award amounts offered by the government, and specific details, please contact the VA or visit www.gibill.va.gov.

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 www.nslds.ed.gov. There are aggregate limits of how much you can borrow, and we don't want you to run short of funds. Please borrow wisely and be careful how you manage your refund checks.

Over-Awards

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

Stacking Financial Aid Policy

Federal and state regulations restrict how much financial aid a learner 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
- **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 at least half-time enrollment. Enrollment will be verified after the add-drop date of each session. Students must be enrolled at least half-time for the semester in order to be eligible for loans.

- 6 units = Full-time
- 3 units = Half-time

Equitable Treatment

Los Angeles Pacific University does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran in any of its policies, practices, or procedures. Appeal procedures exist for anyone who feels

that a violation of the above has occurred. Contact the director of student financial services for further information.

Keeping in Touch

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

Release of Records

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

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

Satisfactory Academic Progress (SAP)

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

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

Qualitative Measure (GPA Requirement)

Students must maintain a minimum cumulative local grade-point average (GPA) of at least 3.0 to be eligible for federal, state, and institutional funds.

Quantitative Measure (Pace Requirement)

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

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

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

- M.A. in Psychology program: 54
- MPH program: 63
- All other graduate programs: 50

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

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

New, Changed, or Added Programs

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

Repeated Courses

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

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

Financial Aid SAP Statuses

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

Appeals

Students may appeal for reinstatement of financial aid if they, a spouse, or dependent children have experienced illness that prevented class attendance for an extended period of time, they have experienced a death in the immediate family (parents, siblings, spouse, or dependent children), or

they have experienced some extraordinary situation that prevented them from meeting the minimum standards. Such a situation must be exceptional and nonrecurring in nature. The appeal for reinstatement must explain the cause of the academic difficulty and how the situation has been resolved.

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

Regaining Eligibility

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

Loan Code of Conduct

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

1. Neither LAPU as an institution nor any individual or financial aid employee shall enter into any revenue-sharing arrangement with any lender which makes loans to students attending the institution.

2. No financial aid employee of LAPU who has responsibilities with respect to education loans, or any of their family members, shall solicit or accept any gift from a lender, guarantor, or servicer of education loans.

   - For purposes of this prohibition, the term “gift” means any gratuity, favor, discount, entertainment, hospitality, loan, or other item having a monetary value of more than a nominal value.

   - Gifts and favorable terms and benefits do not include: a brochure, workshop or training using standard materials relating to a loan, default aversion, or financial literacy, such as a part of a training session. Entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender.

3. An employee at LAPU who has responsibilities with respect to education loans shall not accept from any lender or affiliate of any lender any fee, payment, or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.

4. LAPU shall not:

   - assign a lender to a first-time borrower through award packaging or any other method; or

   - refuse to certify or delay certification of any loan based on the borrower’s selection of a particular lender or guaranty agency.

5. LAPU shall not request or accept from any lender any offer of funds to be used for private education loans, including funds for an opportunity pool loan, to students in exchange for the institution providing concessions or promises regarding providing the lender with:

   - a specific loan volume of such loans; or

   - a preferred lender arrangement for such loans.

   - an “opportunity pool loan” is defined as a private education loan made by a lender to a student (or the student’s family) that involves a payment by the institution to the lender for extending credit to the student.

6. LAPU shall not request or accept from any lender any assistance with call center staffing or financial aid office staffing.

7. Any financial aid office employee who has any responsibilities with respect to education loans or other student financial aid, and who serves on an advisory board, commission, or group established by a lender, guarantor, or group of lenders or guarantors, shall be prohibited from receiving anything of value from the lender, guarantor, or group of lenders or guarantors, except that the employee may be reimbursed for reasonable expenses incurred in serving on such an advisory board, commission, or group.

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Reservation of Rights

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

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

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

Academic Integrity

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

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

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

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

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

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

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

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

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

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

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

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

Course Numbering System

Courses are identified by a disciplinary abbreviation, followed by a three-digit course number. Graduate credit is identified by courses that number within the 500-699 category. The course abbreviations are as follows:

APSY	Applied Psychology
MBA	Business Administration
MLOS	Leadership and Organizational Studies
MPH	Public Health

Academic Calendar

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

Registering for Classes

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

Administrative Drop Policy

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

1. **For online students, log in to each course during the first week of class. For face-to-face students, attend the first night of class.** Those who fail to log in or attend class will be administratively dropped unless other arrangements are made with the instructor prior to the first day of class.

2. **Submit a homework assignment.** In addition to logging into their courses, online students must also submit an assignment, activity, or forum for grading by 8 a.m., Monday of Week 2, in each class. Failure to do so will result in an administrative drop from the course.

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

Adds/Drops

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

2. Students who drop during Week 1 are refunded 100 percent. Drop requests must be received by 12:00 p.m. (noon PT) on Friday of Week 1.

3. Students may add courses up until 12:00 p.m. (noon PT) on Friday of Week 1. However, students are responsible for meeting the assigned due dates for all course work and are subject to the LAPU Late Work Policy.

4. Students who withdraw after 12:00 p.m. (noon PT) on Friday of Week 1 receive no refund and a W grade is issued. All students are subject to a proration of federal financial aid per the regulations for all federal aid. Withdrawal requests will be processed on the date received until 8 A.M. (Pacific Time) on Monday of Week 6.

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

Credit Hours

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

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

Study Loads

The minimum study load for full-time student status is 6 units per semester. The maximum study load is:

- during any semester when the student's local cumulative GPA is below 3.00:
  - 3 units (or 1 course, whichever is greater) per session, and
  - 6 units (or 2 courses, whichever is greater) per semester.
- during semesters when the student's local cumulative GPA is at least 3.00:
  - 6 units (or 2 courses, whichever is greater) per session, and
  - 12 units (or 4 courses, whichever is greater) per semester.

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

Degree Requirements

1. Baccalaureate degree credits cannot be applied to graduate degree requirements.
2. Undergraduate prerequisite courses may not be applied to graduate degree requirements.
3. The minimum number of credits for a master's degree is 33. Some specializations require more units. See individual degree programs for more information.
4. Challenge exams are not acceptable in meeting graduate program requirements.
5. No grade below a C- is acceptable toward a degree.
6. All graduate coursework must be taken for a letter grade, unless otherwise noted.

Changes in Degree Requirements

The student is responsible to fulfill the academic degree requirements of the catalog, as determined by the date of their initial semester enrollment. Students may select to fulfill the program degree requirements introduced in a subsequent catalog through a petitioning process to the appropriate assistant dean.

Statements in the catalog are for informational purposes and should not be considered as the basis of a contractual agreement between the adult student and the University. All other changes to University policies and procedures (e.g., cost of attendance, financial aid requirements, time limit for completing degrees, or commencement dates) are effective in accordance with the most recent catalog printing.

Grading

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

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

Graduate students must maintain a 3.0 GPA, and have no more than three grades below a B- in the program.

Grade of D+, D, or D-

Grades of D+, D, & D- are passing grades but are not acceptable for program graduation requirements and must be repeated.

Grade of FN

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

Grade of IN

The grade Incomplete (IN) may be granted only under special circumstances such as a verifiable serious illness, provided at least 40% of the coursework (based on the total possible points) has been completed. To request an incomplete, the student must complete an official Incomplete Grade Petition available in the Course Portal, and submit it no less than 48 hours prior to the final class session for face-to-face courses, or by Wednesday of week 8 at 11:59 pm for online courses. The petition may be approved and an IN grade issued upon recommendation of the instructor and permission of the appropriate assistant dean. Students may be given up to four weeks from the final date of the course to complete remaining assignments. Incomplete coursework not made up within the allotted period will not be counted toward the final grade.

Student Participation

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

Adult students who dialog with their classmates and instructor on a regular basis (and in a meaningful fashion) typically do well in class (face-to-face or online). Relationship

building can occur in many ways, including (but not limited to) participation in discussion forums, through group assignments, and in course chat rooms. Instructors are available for more personal discussions as well. Academic growth and development is achieved not only through the completion of scholastic work but also through participating in the academic community.

Attendance Policy (for Face-to-Face Courses)

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

Late Work Policy

For Online Courses

An assignment or discussion is considered late if it is not posted by either the stated deadline or by 11:59 p.m. Pacific Time (PT) on the due date. A late assignment or discussion will receive a 5 percent deduction for each day it is late, beginning one minute after it is due, with no credit given for work submitted after 72 hours from the original due date with the exception of the final week, which ends on Friday at 11:59 p.m. Pacific Time. Late work will not be accepted for online discussions after the close of the week. No late work is accepted after Friday of Week 8. Late work for online discussions will not be accepted after the close of the week when the discussion is due.

For Face-to-Face Courses

Assignments are considered late if they are not submitted electronically to the Course Portal by the beginning of the class session. Late assignments receive a 5 percent deduction for each day they are late, beginning one minute after the assignment is due, with no work accepted after 72 hours of the original due date/time. However, in the final week, which ends at the end of the final class session, no late work will be accepted. No late work is accepted after the end of the final class session. In applying the deduction, it is recommended that lecturers should round the deduction to the nearest whole number.

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

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

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

Repeated Courses

Students may repeat courses at LAPU. All grades will remain on record but only the most recent weighted letter grade will be calculated into the student's grade-point average (GPA). The units will be counted for credit only once, which may impact financial aid. Students may not repeat a course more than twice at LAPU.

If a repeated class is taken at another institution, both the grade and the units of the repeated class will be transferred (providing the class meets the guidelines for transfer, see "Transfer Work"). The original grade in the LAPU class will remain on the record but the transferred class will be calculated into the student's GPA. The most recent graded course will always be counted in the GPA calculation.

Petition Process

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

Academic Probation and Academic Dismissal

Satisfactory progress toward the master's degree is considered a 3.0 grade-point average (GPA). In the event that the adult student's local GPA drops below 3.0 at the end of a second eight-week session (Spring 2, Summer 2, or Fall 2), the student will be placed on academic probation. The student on probation is allowed to register for a maximum of one course per session in the subsequent two eight-week sessions during their probation, with approval from the appropriate assistant dean or designee.

During the subsequent two consecutive eight-week sessions, students on probation are expected to earn a minimum GPA of 3.0. Students who fail to do so will be dismissed.

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 institution, and is not guaranteed. If the petition to return is approved, the student will be admitted on probation and his or her status will be monitored regularly thereafter to ensure that the student is making satisfactory progress in remedying grade deficiencies. Failure to maintain a local grade-point average of 3.0 will result in disqualification from further study at LAPU.

Withdrawal from Courses

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

Withdrawal from a Graduate Program

A graduate program student who, for any reason, finds it necessary to withdraw from the program 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 "Refund Policy" under the "Financial Information" section. In matters of disciplinary action resulting in suspension or dismissal from the university, a written statement will be sent from the director of student success or the appropriate 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

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

Student Records Policy

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

Release of Transcripts

Transcripts of Los Angeles Pacific University coursework are available by request approximately two weeks after the completion of courses. A form is available on the website. Transcripts, diplomas, and/or verification of degrees will not be released until all financial obligations to the university are met.

Right of Access

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

Disclosure of Student Records

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

The university has designated the following categories as directory information, which may, at the university's discretion, be released to the public without consent of the student: student's name and maiden name, address, email address, telephone number, fax number, date and place of birth, major field of study and courses taken, participation in officially recognized activities, dates of attendance, degrees and awards received, all previous educational agencies

or institutions attended, current class schedule, employer, church membership, photographs, and parents' names, addresses, and telephone listings. It is the general policy of the university not to release directory information regarding its students unless, in the judgment of the appropriate record custodian or other officials with record access, such release either serves a legitimate educational purpose or is not adverse to the interests and privacy of the student. However, the student may request that certain categories of directory information not be released to the public without his or her written consent. Such requests shall be submitted in accordance with the student records policy of the university. This notice is not intended to fully explain students' rights under FERPA. The Office of the Registrar maintains copies of the official LAPU Student Records Policy, which contain detailed information and procedures with regard to these rights. Students may obtain a copy of the written policy upon request to the Office of the Registrar. Any student alleging failure of the university to comply with FERPA may file a complaint with the Family Education Rights and Privacy Act Office (FERPA), United States Department of Education, 4511 Switzer Building, 330 C St. SW, Washington, D.C. 20201.

Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, appropriate assistant dean, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or in violation of privacy rights. Students may ask the university to amend a record they believe is inaccurate, misleading, or in violation of privacy rights. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of privacy rights. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is (1) a person employed by the university in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); (2) a person serving on the Board of Trustees; (3) a student serving on an official commitment, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or (4) a person employed by or under contract to the university to perform an assigned task on behalf of the university. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is (1) performing a task that is specified in his or her job description or contract agreement; (2) performing a task related to a student's education; (3) performing a task related to the discipline of a student; (4) providing a service or benefit relating to the student or student's family (such as healthcare, counseling, job placement, or financial aid); or (5) disclosing information in response to a judicial order or legally issued subpoena. Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.

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

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

Expectations for Student Behavior in the Learning Environment

Lecturer Expectations, Rights, and Procedures

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

In an effort to create an environment conducive to learning, students may challenge the lecturer's position or approach, as long as this inquiry is done with civility, respect, and professionalism. It is never appropriate for a student to personally attack, threaten, intimidate, or abuse the professor or classmates, either in public classroom discourse or in

private communications. Conversely, Los Angeles Pacific University lecturers may not attack or verbally abuse students, although instructors are expected to critique student work (as long as it is conducted in a professional and civil manner) within the context of the coursework.

Guidelines for Student Behavior

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

Guidelines for Online Communication

Free discussion, inquiry, and expression are encouraged in every class. The ability to communicate effectively and professionally is especially critical in an online educational environment where other cues such as verbal tone and facial expression are absent. Communication guidelines for members of the online learning community are critical for creating an environment conducive to learning. These guidelines, commonly called "netiquette," include the following for both students and instructors:

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

Behaviors that should be avoided include:

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

Behaviors that are not tolerated include:

- **"Flaming":** Flaming or cyberbullying is a term of general disrespect. This behavior occurs when a writer "shouts," curses, bullies, threatens, intimidates, humiliates, or discriminates against other members of the online community. Flaming or cyberbullying will not be tolerated.
- **Prejudicially discriminatory language:** Inappropriate and derogatory statements about race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, and veterans will not be tolerated.

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

Step 1: Notification to Student

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

Step 2: Institutional Action

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

- Have students initiate reparations with involved parties as requested by the Office of Academic Affairs. • Immediate removal from class, with the student being allowed to complete the class in absentia. A substitute instructor will be designated, and that instructor's grade will be non-negotiable and binding to the student.
- Immediate removal from class, without monetary refund and without any chance to complete the coursework. A letter from the university will be sent to the student via email and Certified Mail reiterating relevant findings from student success and the appropriate assistant dean or designee. The Certified Mail document will be sent to the student under both signatures.

- If the student is enrolled in any other course at LAPU with a different professor, that professor will be notified of the situation with the disruptive student. It will then be decided by the appropriate assistant dean or designee whether to allow the student to enroll in any additional courses in the university, and a write-up of the occurrence will be put in the student's file.
- Immediate dismissal from the university. A letter from the university will be sent to the student via email and Certified Mail reiterating relevant findings from student success and the appropriate assistant dean or designee. The Certified Mail document will be sent to the student under both signatures. The student may petition to reenroll no sooner than two semesters after the dismissal.
- If the disruptive student has made overt or covert threats to anyone in the classroom, all students will be notified, as well as the LAPU Executive Leadership Team. In addition, the San Dimas Police Department and the disruptive student's local police authorities will also be alerted. The registrar will be notified by the appropriate assistant dean or designee for dismissal processing

Step 3: Appeal

See the "Grievance Policy."

Grievance Policy

Overview

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

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

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

Organization

A. Membership:
   - Appropriate assistant dean or designee
   - Lecturer
   - Associate Vice President for Enrollment and Student Success or designee

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

C. Voting: All members have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.

D. Meeting Time: The meeting will be scheduled within seven working days following the filing of a written petition.

Committee Guidelines and Meeting Format

A. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, appropriate assistant dean, or staff member as appropriate). Except for grade appeals, the student has no more than 10 working days after meeting with the individual they believe has given them cause for grievance or 15 working days after the incident that occasioned the grievance in which to file his or her written petition. In the case of grade appeals, a written petition must be filed within 30 calendar days after the end of the session in which the grade is received. The formal procedure must be initiated within these time limits. However, the time limit may be extended by the appropriate assistant dean or designee, at his or her sole discretion, upon presentation of good cause.

B. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The petition must include:

   1. Names of the parties involved
   2. A clear statement of the nature of the grievance
   3. A narrative of the incident including
      - What occurred
      - When it occurred
      - Where it occurred
      - Who was present
   4. The evidence on which the grievance is based
      - Why this constitutes capricious or arbitrary action on behalf of a staff or lecturer
      - What has been done to resolve the grievance

- The desired outcome/outcomes
- Any supporting documentation

C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the lecturer or staff members involved.

D. A meeting of the Grievance Committee will be scheduled to consider the matter within seven working days of the date when the petition was received. The involved student or community member may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify, in person or electronically.

E. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, and witnesses invited by the Grievance Committee. Witnesses may only be present during the time they are presenting their testimony. No one other than members of the Grievance Committee may be present during deliberations.

F. Either party may seek an advisor who must be a lecturer or student in that program. The function of the advisor shall not include that of advocacy and the advisor will not have a role in the committee's meetings. The student may not bring legal counsel, nor have a student represent him/ her as counsel. The Grievance Committee may not have legal counsel present.

G. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. Such minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. At the option of the grievance committee chair, the proceedings may be recorded.

H. Except for communications with the lecturer(s) and student(s) involved advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.

I. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member should refuse to discuss the issue and should disclose, at the time of the meeting, that he or she has been approached.

J. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular student, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may be excused from participation upon request by such member, or in the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances.

K. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance.

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

Student Complaint Process

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

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

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

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

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

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

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

Nothing in this disclosure should be construed to limit any right that students may have to take civil or criminal legal action to resolve their complaints. Los Angeles Pacific

University has provided this disclosure in compliance with the requirements of the Higher Education Act of 1965, as amended, as regulated in CFR 34, sections 600.9 (b) (3) and 668.43(b). If anything in this disclosure is out of date, please notify the Office of the General Counsel at Azusa Pacific University System, 901 E. Alosta Ave., Azusa, CA 91702..

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 Los Angeles Pacific University, students must complete all required coursework, within 10 years (30 consecutive semesters) of initial enrollment at LAPU at the graduate level while maintaining a sufficient grade-point average and fulfilling the university's residency requirements (see "Residency Requirements"). Students must meet all financial obligations in order to receive their diplomas.

Additional Master's Degree or Concurrent Graduate Programs

A graduate student who already holds a master's degree from LAPU may complete another master's degree by meeting all university and department admissions requirements and fulfilling all graduation requirements for that degree.

An applicant intending to pursue two graduate programs concurrently shall meet with the appropriate assistant deans (or designees) of both graduate programs to plan the joint course of study. Concurrent graduate program students shall meet all university and department admissions requirements and fulfill the graduation requirements of both graduate programs.

The additional master's or concurrent graduate program may not be an additional concentration in the same degree. This policy does not apply to programs that are substantially different from the first degree program. When a second degree is taken in the same field, two-thirds of the required courses must be different from the first degree.

The student is required to submit an application form for the second program and be admitted to that program.

Security Interest in Student Records

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

Residency Requirements

A minimum of two-thirds of the degree program must be completed within the graduate degree at LAPU for all master's programs. These credits do not include prerequisite requirements.

Application for Graduation

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

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

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. The university president, by the authority of the board of trustees and on recommendation of the lecturer, awards the degrees.

Details regarding possible participation in commencement are made available to graduates eight weeks prior to commencement. Graduate students may participate in commencement exercises if they are within 6 units of degree completion, not including in-progress units. Exceptions to these guidelines may be requested by a student via a General Petition. Petitions will be reviewed by a committee to include one representative from Academic Affairs, one representative from the Registrar's office, and one representative from Student Success, who will provide recommendation to the Executive Leadership Team (ELT). Decisions by the ELT are final.

Degree Posting Dates

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

6

Academic Programs

Master of Arts in Leadership and Organizational Studies
- Program Learning Outcomes for the M.A. in Leadership and Organizational Studies
- Requirements for the M.A. in Leadership and Organizational Studies

Master of Arts in Psychology
- Program Learning Outcomes for the M.A. in Psychology
- Requirements for the M.A. in Psychology

Master of Business Administration
- Program Learning Outcomes for the Master of Business Administration
- Requirements for the MBA

Master of Public Health
- Program Learning Outcomes for the Master of Public Health
- Requirements for the MPH

Course Descriptions

ONLINE OR FACE-TO-FACE

Master of Arts in Leadership and Organizational Studies

The Master of Arts in Leadership and Organizational Studies (MLOS) is designed expressly for working professionals who are recognized as emerging leaders in their organization or are intentional in developing and advancing in their leadership skills. This program is specifically created for adult students who already possess professional experience but are in need of advanced organizational management and administrative proficiencies in order to secure a promotion or make a career change.

Today's complex and challenging world requires individuals who know how to effectively lead organizational change. The Master of Arts in Leadership and Organizational Studies equips students with relevant leadership skills, in-depth understanding of business practices, and the ethical standards to be a leader of integrity. It is ideal for the professional that either is (1) not currently in a leadership position in title, role, or responsibility, or (2) who is a lower to mid-level manager.

This 33-unit degree can serve as a terminal degree, or prepare the adult student for applied doctoral degrees. This 11 course program can be completed in approximately 22 months. The emergent leader focuses on one course per session.

Program Learning Outcomes (PLO) for the M.A. in Leadership and Organizational Studies

Graduates of the MLOS program will:

PLO 1: Develop their own philosophy of leadership based on their understanding of ethical and worldview theories.

PLO 2: Be able to integrate principles of Christian faith and leadership.

PLO 3: Explain the impact of diversity issues on organizational functioning.

PLO 4: Explain the use of surveys to gather information to address organizational problems.

PLO 5: Use their understanding of their strengths and temperament to assess their unique organizational fit.

PLO 6: Analyze problems, assess information representing a variety of perspectives, and present solutions through skillful oral and written communication.

PLO 7: Demonstrate the value of collaborative problem-solving by participating in group projects.

PLO 8: Be able to analyze information impacting a variety of organizational functions, such as finance information systems, marketing, human resources, strategy and planning, and quality and productivity.

PLO 9: Effectively manage the affective domain of organizations through application of group and conflict principles.

Requirements for the M.A. in Leadership and Organizational Studies

This program features a sequenced course design consisting of 11 classes which total 33 units. Students take one course at a time completing two classes each semester. In order to earn the MLOS degree, students must complete the following required courses while achieving a minimum cumulative grade-point average (GPA) of 3.0 in their major courses.

The required courses are:

MLOS 500	Research in Organizations (3)
MLOS 501	Group and Team Dynamics (3)
MLOS 504	Managerial Marketing (3)
MLOS 514	Information Systems for Managers (3)
MLOS 516	Organizational Behavior and Analysis (3)
MLOS 517	Human Resource Management (3)
MLOS 529	Leadership and Managerial Ethics (3)
MLOS 535	Survey of Organizational Finance (3)
MLOS 561	Conflict and Negotiation in Organizations (3)
MLOS 570	Improving Quality and Productivity (3)
MLOS 578	Strategy and Planning (3)

TOTAL: 33 units

Master of Arts in Psychology

The Master of Arts in Psychology (MAP), a non-clinical track program, is designed to cover all aspects of the psychology profession by emphasizing theory, research, and practice and to give students the broadest range of education and experience to expand their occupational and academic opportunities.

Students are equipped to pursue a career in the areas of industrial and organizational psychology, developmental psychology, or general psychology. This 36-unit program may also serve as a stepping-stone into various doctoral degrees.

Graduates of the M.A. in Psychology examine, evaluate, and apply psychological principles and methods in a variety of settings. Each concentration allows the student to focus on understanding and performing research pertinent to his or her area of study along with practical applications for prevention, intervention, and transformation. Whether the student seeks to impact lives through improving the learning of a child, empowering people to enhance relationships, or transforming the culture of a business, this dual focus gives the student the opportunity to stand out among others in their field of interest, increasing their marketability for jobs and future education.

Program Learning Outcomes (PLO) for the M.A. in Psychology

Graduates of the Master of Arts in Psychology will:

PLO 1: Integrate God's Word within the profession of psychology.

PLO 2: Demonstrate effective oral and written communication.

PLO 3: Identify and evaluate key personal and professional ethics affecting psychology professionals.

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

PLO 5: Examine cultural and diversity issues within the field of psychology.

PLO 6: Apply theories, skills, and knowledge within the field of psychology.

PLO 7: Articulate the role of diversity and cultural awareness in promoting high professional standards and better public health outcomes.

Requirements for the M.A. in Psychology

This program features 12 classes at three units each, which total 36 units. Each course meets for eight weeks. The graduate student typically takes one course at a time completing two classes each semester. The major core component is 15 units in length, while the second component consists of 21 units of a chosen concentration.

Major Core Requirements	**15 units**
Concentration	**21 units**
Total:	**36 units**

Major Core Requirements (15 Units)

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

APSY 500	Research Methods, Evaluation, and Statistics (3)
APSY 510	Tests and Assessments (3)
APSY 550	Professional and Ethical Issues (3)
APSY 680	Research Project (3)
APSY 690	Practicum (3)

Concentration (21 units)

M.A. in Psychology students have the opportunity to select from one of the follow three concentrations:

General

Graduates of the M.A. in Psychology with a general concentration examine, evaluate, and apply psychological principles and methods in a variety of settings through psychoeducational training, intervention strategies, research, human service management, etc. These professionals are able to pursue careers in mental health agencies, correctional facilities, or schools; or the degree may be used in the pursuit of doctoral-level education.

Choose one:

APSY 540	Personality (3)
APSY 560	Group Work (3)

Choose one:

APSY 640	Applied Lifespan Development (3)
APSY 650	Child, Adolescent, and Family Issues and Interventions (3)

Choose one:

APSY 600	Industrial and Organizational Psychology (3)
APSY 610	Organizational Behavior and Development (3)

Choose one:

APSY 530	Motivational Psychology (3)
APSY 590	Personnel Selection, Training, and Development (3)
APSY 620	Behavioral Assessment, Modification, and Management (3)
APSY 630	Cognitive Development, Issues, and Interventions (3)

Electives (9 units of graduate APSY courses)

Industrial and Organizational Psychology

Graduates emphasizing in industrial and organizational psychology examine, evaluate, and apply theories and methods in workplace settings through continuous improvement strategies, positive performance interventions, motivational principles, and values-based approaches in the organization. Graduates build careers within the business sector in areas such as human resources, training, marketing, organizational development, and organizational behavior.

These industrial and organizational psychologists are able to pursue careers as corporate researchers, consultants, trainers, or staff psychologists; or the degree may be used in the pursuit of doctoral-level education.

APSY 530	Motivational Psychology (3)
APSY 540	Personality (3)
APSY 560	Group Work (3)
APSY 590	Personnel Selection, Training, and Development (3)
APSY 600	Industrial and Organizational Psychology (3)
APSY 610	Organizational Behavior and Development (3)

Elective (3 units of graduate APSY courses)

Developmental Psychology

Graduates emphasizing in developmental psychology address issues facing individuals from birth to death utilizing a foundation built on cognitive, behavioral, psychological, and theological approaches. Students focus on research, along with assessment, interventions, and application. This program prepares the graduate for careers in education, social services, mental health, or nonprofit organizations; or may be used in the pursuit of doctoral-level education.

Choose one:

APSY 530	Motivational Psychology (3) **OR**
APSY 540	Personality (3)
APSY 560	Group Work (3)
APSY 620	Behavioral Assessment, Modification, and Management (3)
APSY 630	Cognitive Development, Issues, and Interventions (3)
APSY 640	Applied Lifespan Development (3)
APSY 650	Child, Adolescent, and Family Issues and Interventions (3)

Elective (3 units of graduate APSY courses)

TOTAL: 36 units

Preparation for the Degree

STAT 280 Applied Statistics (3 units) or its equivalent is a requisite for the major, specifically a prerequisite for APSY 500.

Master of Business Administration

The Master of Business Administration (MBA) degree program is designed to prepare individuals for management responsibilities that include the required knowledge and skills for a wide range of career opportunities. The MBA student will apply professional knowledge, practical skills, and a Christian worldview to graduate level topics including strategic management, marketing in the 21st century, organizational finance, accounting, business intelligence, innovation, and ethics.

Program Learning Outcomes (PLO) for the Master of Business Administration

Graduates of the Master of Business Administration will:

PLO 1: Apply management theory and principles in culturally diverse organizational and global business scenarios.

PLO 2: Critically analyze quantitative data to propose business strategies.

PLO 3: Effectively communicate business concepts through oral and written forms utilizing 21st century communication skills and tools.

PLO 4: Demonstrate competencies required to effectively manage the functional areas of global business operations.

PLO 5: Apply a Christian worldview to decision-making processes and outcomes.

Requirements for the MBA

This program features 12 courses at three units each to total 36 units. Each course meets for eight weeks. The graduate student typically takes one course at a time completing two classes each semester..

Requirements (36 Units)

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

MBA 500	Principles of Business Administration (3)
MBA 510	Accounting Reporting and Analysis (3)
MBA 520	Financial Management and Decision Making (3)
MBA 530	Managerial Economics in a Global Economy (3)
MBA 540	Business Law and Ethics (3)

MBA 550	Quantitative Decision Making (3)
MBA 560	Technology and Innovation (3)
MBA 570	Leading Organizational Change (3)
MBA 580	Strategic Marketing and E-Commerce (3)
MBA 590	Operations and Supply Chain Management (3)
MBA 600	Strategic Management (3)
MBA 690	MBA Capstone (3)

Master of Public Health

The online Master of Public Health (MPH) is designed to provide students with a broad knowledge base regarding the major elements of public health, including health services administration, project and program design, epidemiology, biostatistics, environmental health, social and behavioral theory and application, and health care policy and law. Students are equipped to pursue a career in the areas of health services administration, epidemiology, or health education. This 42-unit program may also serve as a stepping-stone into various doctoral degrees.

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

Program Learning Outcomes (PLO) for the Master of Public Health

Graduates of the Master of Public Health will:

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

PLO 2: Demonstrate effective oral and written communication.

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

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

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

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

Requirements for the M.P.H.

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

Major Core Requirements	**27 units**
Concentration	**15 units**
Total:	**42 units**

Major Core Requirements (27 Units)

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

MPH 500	Foundations of Public Health (3)
MPH 510	Social and Behavioral Theory and Application (3)
MPH 520	Biostatistics (3)
MPH 530	Environmental Health (3)
MPH 540	Epidemiology (3)
MPH 550	Health Services Administration (3)
MPH 560	Health Care Policy, Law, and Society (3)
MPH 570	Sexuality, Gender, and Public Health (3)
MPH 580	Public Health, Cinema, and Social Media (3)

Concentration (15 units)

Master of Public Health students select from one of the follow three concentrations:

Epidemiology

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

MPH 620	Health Care Research Methods (3)
MPH 625	Disease Investigation and Mitigation (3)
MPH 640	Multicultural Disease Prevention (3)
MPH 660	Global Engagement (3)
MPH 690	Master of Public Health Culminating Experience (3)

Health Education / Behavioral Science

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

MPH 625	Disease Investigation and Mitigation (3)
MPH 630	Public Health Program Design and Evaluation (3)
MPH 645	Community Health Education (3)
MPH 650	Health Promotion and Risk Reduction (3)
MPH 690	Master of Public Health Culminating Experience (3)

Health Services Administration

Students completing the Master of Public Health with a health services administration concentration examine, evaluate, and apply best practices in the public health arena related to financial management, strategic leadership, data-driven decision making, and program design and evaluation. Such students are equipped to pursue careers in the administration of health care facilities, government agencies, and nongovernmental organizations concerned with providing health care and programs designed to address healthcare issues.

MPH 600	Resource Management in Public Health (3)
MPH 610	Leadership Practices in Public Health (3)
MPH 620	Health Care Research Methods (3)
MPH 630	Public Health Program Design and Evaluation (3)
MPH 690	Master of Public Health Culminating Experience (3)

TOTAL: 42 units

Preparation for the Degree

STAT 280 Applied Statistics is a requisite course for the MPH program, specifically a prerequisite for the MPH 520 Biostatistics course.

Course Descriptions

APSY 500 Research and Evaluation Methods (3 units)
This course develops basic skills in foundational research steps of (1) problem identification, (2) theoretical perspective, (3) research approach, (4) review of literature, (5) methodology, (6) data collection and analysis, and (7) results, conclusions, recommendations, interventions. Students make direct application of course content to real-life problems and situations to create an awareness for how the research process relates to individual effectiveness, program modification, evidence-based practice, and advancing the profession. Related ethical and culturally relevant issues and strategies are considered throughout the course. The primary outcome for the course is a research proposal, outlining a plan for conducting psychological research in APSY 680 Research Project.
Prerequisite: STAT 280 Applied Statistics

APSY 510 Tests and Assessment (3 units)
Overview of psychological tests and assessments. With a focus on improvement of industrial and/or developmental settings, students examine multiple approaches and applications of assessment strategies and intervention.

APSY 520 Social and Cultural Psychology (3 units)
Provides a critical analysis of theory, research, development, trends, and controversies in social and cultural psychology along with impacts and interventions for individuals and groups.

APSY 530 Motivational Psychology (3 units)
Provides understanding and applications of theories and practices in intrinsic and extrinsic motivation and their effects. Factors that predict, change, and motivate individuals and groups, both intrinsically and in organizations will be considered. Motivational challenges and problems are identified and addressed.

APSY 540 Personality (3 units)
Provides understanding and applications of theories and research of personality and social development, with attention to processes of social learning, individual differences in personality development, and impact to performance; applications to educational, business, and other field settings. Explores the measurement, antecedents, and consequences of such differences and attributions along with predicting and changing attitudes, behavior and performance.

APSY 550 Professional and Ethical Issues (3 units)
Provides a critical examination of professional and ethical issues in research and practice. Ethical codes, such as the American Psychological Association Code of Ethics, and others relevant to the field will be assessed, including a focus on practical application, pertinent legal considerations, and moral and ethical reasoning.

APSY 560 Group Work (3 units)
Provides understanding and application of theories, development, and practices of groups. Practical approaches to group assessment, formation, process, dynamics, facilitation, group members' roles and behaviors, transformation and change including cultural, legal, and ethical issues related to group work will be evaluated.

APSY 580 Lifestyle and Career Counseling (3 units)
Provides an understanding of theories, research, methods and techniques in career counseling and development and related life factors, including: theories and decision-making models; resources, information, and systems related to career, education, occupation and the labor market; career development program planning, organization, implementation, administration, placement, follow-up, and evaluation; related instruments and assessment of needs, values, aptitudes, abilities, and interests; career counseling processes, techniques, interviewing skills, and resources; job maintenance, advancement, retirement, loss, avocation, and second career issues; and related interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender.

APSY 590 Personnel Selection, Training, and Development (3 units)
Provides understanding and application of research, theories, and strategies in personnel selection, training and development. Topics include: individual differences, performance recruitment, selection, placement, appraisal, feedback, and measurement; assessing bias in selection, training methods, learning, development, programs, and evaluation; employment legislation, regulation, and litigation; and design issues necessary for planning evaluation and improvement strategies.

APSY 600 Industrial and Organizational Psychology (3 units)
Provides an understanding and application of research, principles, and practices in industrial and organizational psychology including leadership, motivation, task performance, impact of individual behaviors, cognitions, and perception; and organizational theories, structure and development with an emphasis on enhancing organizational functioning and employee well-being.

APSY 610 Organizational Behavior and Development (3 units)
Provides a critical analysis of behavioral processes in organizations at the individual and group levels of analysis. Theoretical research and practical application of behavioral mechanisms relating to the understanding, analysis, and prediction of individual, group, and organizational behavior. Topics include foundations of behavior, work motivation, group dynamics, decision making, conflict and negotiation, leadership, power, and organizational culture.

APSY 620 Behavioral Assessment, Modification, and Management (3 units)
Provides critical analysis and application of research, methods and assessment of behavior including analysis of cause and intervention, behavioral data, surveys, tests, assessment, and approaches to modification, intervention and management with emphasis on empirically-supported practices applied to educational, clinical, legal and workplace settings.

APSY 630 Cognitive Development, Issues, and Interventions (3 units)
Provides an understanding of research and assessment methods related to cognitive development including prevention, assessment, intervention, and treatment strategies, with emphasis on empirically-supported practices.

APSY 640 Applied Lifespan Development (3 units)
Provides a comprehensive review of research, theory and application of social, cultural, emotional, biological, cognitive, moral and spiritual development from birth to death with an emphasis on creating optimal functioning in all areas of development.

APSY 650 Child, Adolescent, and Family Issues and Interventions (3 units)
Provides critical analysis and applications of research, theory, and interventions for child, adolescent, and family issues with emphasis on empirically-supported practices.

APSY 660 Advanced Counseling Skills (3 units)
Provides an understanding of the counseling process in a multicultural society, including: counselor characteristics and behaviors that influence helping processes, which could include age, gender, religious, and ethnic differences, verbal and nonverbal behaviors, and personal characteristics, orientations, applications of theories, and skills; essential interviewing and counseling skills; an orientation to wellness and prevention as desired counseling goals; establishment of appropriate counseling goals and intervention strategies, evaluation of client outcome, and successful termination of the counseling relationship; a general framework for understanding and practicing consultation; and crisis intervention and suicide prevention models, including the use of psychological first aid strategies; all informed by research evidence and community standards of practice.

APSY 680 Research Project (3 units)
Continuing from the work begun in APSY 500, this course deepens and narrows the student's original research agenda while developing skills in (1) problem identification, (2) theoretical perspective, (3) research approach, (4) review of literature, (5) methodology, (6) data collection and analysis, and (7) results, conclusions, recommendations and interventions. With an emphasis on steps 5 through 7 above, students make direct application of theoretical assumptions (from APSY 500) about research to real-life problems and situations. Emphasis is

placed on the role of research for individual effectiveness, program modification, evidence-based practice, and advancing the profession. Related ethical and culturally relevant issues and strategies are demonstrated throughout the course. The primary outcome for the course is a comprehensive research document that addresses each of the 7 research steps.
Prerequisite: APSY 500 Research and Evaluation Methods

APSY 690 Practicum (3 units)
Provides the graduate student the opportunity to demonstrate applied and integrated knowledge of the psychological concepts, theories, and practices. Proficiency of learning can be demonstrated through supervised field experience in psychology settings including business, government, education or social organizations.
Prerequisites: STAT 280, APSY 500, APSY 510, APSY 550, APSY 680, and all concentration courses; or Assistant Dean permission.

MBA 500 Principles of Business Administration (3 units)
Development of skills and tools necessary for success in the MBA program. Students engage in fundamental research, use critical thinking skills, and improve writing skills while integrating the essentials of business management.

MBA 510 Accounting Reporting and Analysis (3)
Application of accounting principles and theories. Students analyze and interpret financial statements; apply budgeting and control, variance, and costing concepts; and gain an understanding of the essentials of managing the accounting processes.

MBA 520 Financial Management and Decision Making (3 units)
Analysis of business conditions and development of rational solutions based on sound financial practices. Students acquire managerial skills for budget operations, accessing capital, reporting economic outcomes, and investing in resources. Students will evaluate shareholder value-maximizing goals within an ethical and biblical framework.
Prerequisite: MBA 510 Accounting Reporting and Analysis.

MBA 530 Managerial Economics in a Global Economy (3 units)
Examination of economic theory in managerial planning and strategic decision-making. Students analyze economic theory in business decision making relative to supply and demand, consumer behavior, unemployment, market structures, inflation, fiscal policies, money and banking, and the effects of globalization.

MBA 540 Business Law and Ethics (3 units)
Jurisprudence augmented with a historical review of the U.S. legal system. Students review managerial skills and models to resolve ethical challenges in corporate governance along with the rudiments of legalities in organizations.

MBA 550 Business Analytics for Decision Making (3 units)
The use of critical thinking skills and quantitative data analysis for evidence-based decision making in strategic planning and operations management. Students employ quantitative and innovative decision-making techniques that include theory and practice in order to identify new opportunities, manage organizational capacity, and enhance competitive position.

MBA 560 Technology and Innovation (3 units)
Review and application of methodologies and frameworks for managing intellectual capital and knowledge to achieve organizational innovation and the efficient use of technologies. Students explore emerging information technologies (IT) to formulate organizational processes, policies, and employee/customer support infrastructures essential for advancing organization-wide innovation.

MBA 570 Leading Organizational Change (3 units)
Development of efficient strategies to initiate change, create buy-in, address resistance, and distinguish organizational culture nuances for effective change initiatives. Students examine management of people and processes through contemporary models and approaches.

MBA 580 Strategic Marketing and E-Commerce (3 units)
Examination of advances in business enterprise marketing within a global context. Students explore marketing tools and their application to decision-making in a digital age, and evaluate marketing strategy in consumer and business environments from national, global, and biblical perspectives.

MBA 590 Operations and Supply Chain Management (3 units)
Evaluation of operations and supply chain management practices within multinational settings. Students employ management concepts related to controlling, planning, and directing people, materials, and facilities in the organizational supply chain.

MBA 600 Strategic Management (3 units)
Examination of tactics and procedures for defining organizational mission, vision, and capacity. Students analyze the development and execution of quantifiable strategic goals in internal and external environments for organizational effectiveness.

MBA 690 MBA Capstone (3 units)
Mastery of management theories and principles. Students conduct research, apply critical thinking skills, demonstrate ethical decision making, communicate professionally, and apply advanced business management concepts.

MLOS 500 Research in Organizations (3 units)
This course offers the student the opportunity to study research methodology as it relates to the needs and goals of the organization. The emphasis of this course is on the means by which research processes create information for organizations through both primary and secondary research methods.

MLOS 501 Group and Team Dynamics (3 units)
The contribution of small groups and teams to organizational functioning. Students examine how group and team membership, role dynamics, work habits, and decision-making behavior affect the overall effectiveness of organizations.

MLOS 504 Managerial Marketing (3 units)
Review of the basic functions of marketing and the development of marketing process, marketing mix, and marketing environment. A planning approach using problems, case studies, and readings places the student in the role of marketing manager. Preparation of a research project or marketing plan is an essential part of the course.

MLOS 514 Information Systems for Managers (3 units)
Introduction to computers in a business context providing the basic understanding that managers need regarding the use of the computer as a tool in solving operational and managerial problems. While productivity tools and microcomputers are used, the emphasis is on users of computers rather than development of computer specialists. Topics include management of computer resources; fundamentals of computers, including the hardware and software available to computer users; word processing and management information systems; and common and specialized computer applications in business.

MLOS 516 Organizational Behavior and Analysis (3 units)
The purpose of this class is to investigate the impact that individuals, groups, and structures have on behavior within organizations for the purpose of applying such knowledge toward improving an organization's effectiveness. This course examines role behavior, group dynamics, communication, conflict, leadership, organizational structure, and motivation.

MLOS 517 Human Resource Management (3 units)
Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.

MLOS 529 Leadership and Managerial Ethics (3 units)
This course raises the student's moral recognition of ethical issues of the organization's functions and environments. Leadership, as it applies to the management of power and authority issues, is studied. Emphasis is placed on ethics and leadership as illustrated by Christian principles.

MLOS 535 Survey of Organizational Finance (3 units)
This course examines the essential components of organizational finance that are critical for any business leader and provides a solid foundational overview and comprehensive understanding of the basic principles of organizational finance. These domains include but are not limited to goals and functions of financial management, financial analysis and planning, working capital management,

capital budget processing, long-term financing, and expanding the perspective of corporate finance capital budget processing, long-term financing, and expanding the perspective of corporate finance.

MLOS 561 Conflict and Negotiation in Organizations (3 units)

This course focuses on the processes of informal conflict in organizations, as well as more formal situations of negotiation and bargaining. By observing conflict and negotiation in a variety of settings, the student learns multiple methods of analysis and response to this type of organizational situation.

MLOS 570 Improving Quality and Productivity (3 units)

This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the organizational development professional's role in designing and implementing programs to improve quality of products and services. Particular emphasis is placed on understanding the forces that make quality and productivity critical organizational issues.

MLOS 578 Strategy and Planning (3 units)

This course examines the strategic planning process, including the setting of mission statements, goals and objectives, and determining what should be done to accomplish them. It examines the decision-making activity used by managers to ensure the future success of their organization and work units.

MLOS 598 A, B, C Directed Study (1-3 units)

In this course a subject of current interest is examined in depth. Students will analyze and evaluate current and/or controversial issues in business or organizations to reach and express a reflective position. These topics will lie beyond the regular course offerings. Students will work independently under the direction of a faculty member. Students may only earn up to a maximum of 3 units.

MLOS 599 Directed Study in Research (A, B, C) (1 - 2 units)

This course offers students the opportunity to study research methodology as it relates to the needs and goals of the organization. The emphasis of this course is on the means by which research processes create information for organizations through both primary and secondary research methods..

This course is designed only for students who need 1-2 units from the former MLOS 500 A, B, C sequence of Research courses that were blended into the former cohort model of MLOS..

MPH 500 Foundations of Public Health (3 units)

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

MPH 510 Social and Behavioral Theory and Application (3 units)

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

MPH 520 Biostatistics (3 units)

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

MPH 530 Environmental Health (3 units)

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

MPH 540 Epidemiology (3 units)

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

MPH 550 Health Services Administration (3 units)

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

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

The ways that public health law and policy impact society. The course examines the interrelated response from government, health professionals, the media, and other stakeholders. Students discuss the response methods of public health officials in pandemic or epidemic emergencies, including the communication of health policies to the public. Students consider legal and ethical matters and how community safety and preparedness can be encouraged. Through case studies and current events students examine these and other dilemmas.

MPH 570 Sexuality, Gender, and Public Health (3 units)

Students explore: a) gender theory and its application to health, and b) health practices, services and utilization by gender. Gender theory covers issues of body, self, personhood, and power within a health context. Health issues related to gender focus on sexual and reproductive health (SRH), including topics such as reproductive health, HIV, maternal health, and gender-based violence. Students apply critical thinking by blending theory and application. Course topics are explored in various international settings and contexts.

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

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

MPH 600 Resource Management in Public Health (3 units)

Economic, financial, social, and health management concepts and tools involved in health administration. The course covers demand analysis, expenditure growth, and markets for healthcare services and externalities. Emphasis is also placed on using current organizational, financial, and community assessment tools to examine and solve problems.

MPH 610 Leadership Practices in Public Health (3 units)

The leadership theories, research, and techniques which are strongly utilized in public health settings. Students consider and critique organizational theories and decision-making models, leadership strategies, conflict management models and personal and organizational values. The course places emphasis on implementing technology, operating in diverse contexts, innovative thinking, and planning strategically.

MPH 620 Health Care Research Methods (3 units)

Research principles and practices, with specific application to the health sciences. The course covers research methodology and evidence-based practices. Students formulate research questions and proposed methodology including data collection and analysis. Students explore research design principles, basic methods of research, validity, reliability, effect size, and other critical issues and apply them to case studies and scientific literature.

Prerequisite: MPH 520 Biostatistics

MPH 625 Disease Investigation and Mitigation (3 units)
Focus on the surveillance, identification, control, and prevention of globally important diseases in public health. The course goal is to assess unique risk factors, outbreak investigations, strategies for disease control and mitigation, methods for evaluating interventions and control efforts. Particular focus is given to outbreak investigations, which provide unique opportunities to apply many principles of public health practice. Students use and interpret surveillance data and risk factor analyses.

MPH 630 Public Health Program Design and Evaluation (3 units)
The planning, design, and analysis of public health programs are important competencies for health care professionals. Assessing community health needs, identifying program objectives, examining program effectiveness, and applying improvement strategies will be covered. The essential components of program design and the evaluation will be emphasized and critiqued.

MPH 640 Multicultural Disease Prevention (3 units)
This course will investigate and assess health-related cultural concepts and their effect on social and behavioral aspects of health promotion and disease prevention among multicultural populations.

MPH 645 Community Health Education (3 units)
Major concepts, methods, and issues involved in the profession of health education/health promotion. The course goal is to provide a solid grounding and appreciation for the history, science, and foundations of health education/health promotion.
Prerequisites: MPH 500, MPH 510, MPH 520, MPH 540.

MPH 650 Health Promotion and Risk Reduction (3 units)
Students will gain an understanding of the concepts of health, health promotion, diversity and risk, all factors that influence health and healthy lifestyle behaviors. Theoretical and empirical support for promoting health and reducing risk behaviors are examined as a basis for understanding ways that diverse individuals can positively influence their own health and wellness. The role of professional nursing in promoting health behavior is examined. Students will examine potential strategies for influencing health behavior change.

MPH 660 Global Engagement (3 units)
Discussion of current and future global health challenges. Students will assess the determinants of health and disease from a global diversity perspective and will analyze global health threats including infectious diseases, poverty, conflicts, and healthcare inequity. *Formerly: MPH 635*

MPH 690 Master of Public Health Culminating Experience (3 units)
Opportunity for the graduate student to demonstrate applied and integrated knowledge of public health concepts, theories, and practices. The culminating experience prepares the student to apply theory and principles related to a professional practice and serves as the capstone course for the program.
Prerequisite: MPH 500, MPH 510, MPH 520, MPH 540, and 24 additional units of MPH coursework.

2018-2019 Academic Calendar

Fall Semester 2018 — September 3, 2018 – December 21, 2018

Fall Session I	**September 3, 2018 – October 26, 2018**	
Monday, September 3, 2018	Offices closed in observance of Labor Day	
Tuesday, September 4, 2018	Session starts; classes begin	
Friday, September 7, 2018	Last day to add/drop	Noon PDT
Monday, October 8, 2018	Last day to withdraw with a grade of “W”	8 AM PDT
Friday, October 26, 2018	Classes end	
Wednesday, October 31, 2018	Final grades due	Noon PDT
Fall Session II	**October 29, 2018 – December 21, 2018**	
Monday, October 29, 2018	Session starts; classes begin	
Friday, November 2, 2018	Last day to add/drop	Noon PDT
Thursday, November 22, 2018	Offices closed in observance of Thanksgiving	
Friday, November 23, 2018	Offices closed in observance of Thanksgiving	
Friday, November 23, 2018	Classes resume	
Monday, December 3, 2018	Last day to withdraw with a grade of “W”	8 AM PST
Friday, December 21, 2018	Classes end	
Monday, December 24, 2018	Offices closed in observance of Christmas Eve	Noon PST
Tuesday, December 25, 2018	Offices closed in observance of Christmas	
Friday, December 28, 2018	Final grades due	Noon PST

Spring Semester 2019 — January 7, 2019 – April 26, 2019

Spring Session I	**January 7, 2019 – March 1, 2019**	
Tuesday, January 1, 2019	Offices closed in observance of New Year's Day	
Monday, January 7, 2019	Session starts; classes begin	
Friday, January 11, 2019	Last day to add/drop	Noon PST
Monday, February 11, 2019	Last day to withdraw with a grade of "W"	8 AM PST
Friday, March 1, 2019	Classes end	
Wednesday, March 6, 2019	Final grades due	Noon PST
Spring Session II	**March 4, 2019 – April 26, 2019**	
Monday, March 4, 2019	Session starts; classes begin	
Friday, March 8, 2019	Last day to add/drop	Noon PST
Monday, April 8, 2019	Last day to withdraw with a grade of "W" 8 AM PDT	
Friday, April 19, 2019	Offices closed in observance of Good Friday	
Friday, April 26, 2019	Classes end	
Wednesday, May 1, 2019	Final grades due	Noon PDT

Summer Semester 2019 — May 6, 2019 – August 23, 2019

Summer Session I	**May 6, 2019 – June 28, 2019**	
Monday, May 6, 2019	Session starts; classes begin	
Friday, May 10, 2019	Last day to add/drop	Noon PDT
Monday, May 27, 2019	Offices closed in observance of Memorial Day	
Tuesday, May 28, 2019	Classes resume	
Monday, June 10, 2019	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, June 28, 2019	Classes end	
Wednesday, July 3, 2019	Final grades due Noon PDT	
Summer Session II	**July 1, 2019 – August 23, 2019**	
Monday, July 1, 2019	Session starts; classes begin	
Thursday, July 4, 2019	Offices closed in observance of Independence Day	
Friday, July 5, 2019	Classes Resume	
Friday, July 5, 2019	Last day to add/drop	Noon PDT
Monday, August 5, 2019	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, August 23, 2019	Classes end	
Wednesday, August 28, 2019	Final grades due	Noon PDT

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