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2020-2021
GRADUATE CATALOG



**LOS ANGELES PACIFIC
UNIVERSITY**

Azusa Pacific University System

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WELCOME

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

GENERAL INFORMATION

The University's Christian Worldview

The Statement of Faith, Vision and Purpose Statements, Principles, and Core Values of Los Angeles Pacific University provide a solid foundation on which to build positional statements of the institution as a Christian university. These documents evidence a strong Christian commitment and form the core of the increasingly far-reaching nature and scope of the 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** provide the direction and task to which the university applies its resources and effort, with the understanding that the integrative nature of faith cannot be fulfilled apart from a mission of transformation consistent with a Christian commitment.
3. The **Principles** describe the nature of the university in living out core values in the pursuit of its mission.
4. The **Core Values** serve as a strategic guide to focus the efforts needed to fulfill the university's mission. They reflect the strategic emphases of implementation.

Statement of Faith

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

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

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

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

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

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

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

Daily Living Expectations

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

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

Statements of Vision and Purpose

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

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

Core Organizational Principles

Christ Centered

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

Academic Excellence

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

Accessibility

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

Market Relevance

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

Organizationally Sustainable

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

Core Values

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

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

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

Institutional Learning Outcomes

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

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

Faith

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

Scholarship

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

Profession

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

Community

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

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

Commitment to Program Learning Outcomes

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

Commitment to Faith, Life, and Learning

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

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

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

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

Diversity Statement

Los Angeles Pacific University is deeply committed to God-honoring diversity as reflected in its mission, academic vision, and positional statements. As part of LAPU's commitment to God-honoring diversity, each individual should expect to be treated with respect regardless of personal background and abilities. For further details, see the LAPU positional statement on diversity (<https://www.lapu.edu/about/what-we-believe/positional-statements/>).

Drug, Alcohol, and Tobacco Free Campus

It is LAPU's policy to make every effort to provide and maintain a drug-free campus and workplace. For further details, see the full alcohol and other drugs policy statement (<https://www.lapu.edu/alcohol-drugs-policy/>).

Student Code of Conduct

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

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

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

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

Statement of Academic Freedom

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

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

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

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

- Instructors are entitled to the rights and privileges, and bear the obligations, of academic freedom in the performance of their duties. Specifically, instructors are free to pursue truth and knowledge within their disciplines in the classroom, in their research and writings, and in other public statements in their field of professional competence. At all times instructors should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others.
- Instructors are entitled to freedom in the classroom in discussing their subject. Instructors should be careful not to introduce into their teaching controversial matter which has no relation to the subject.
- While instructors are members of the global community, as scholars and members of the LAPU community, instructors should remain cognizant that the public will form perceptions of their profession and their institution by their utterances.
- In the practice of the academic vocation, complaints against instructors may be generated. Instructors shall be protected from any request to retract or modify their research, publication, or teaching merely because a complaint has been received. Only complaints alleging instructors' violations of professional standards of the discipline or of advocating positions incompatible with the central commitments of LAPU as a Christian university shall be considered, and then only when the evidence supporting the allegation is more substantial than rumor, inference, or hearsay.
- In the event that an instructor believes his or her academic freedom has been unduly restricted, he or she may pursue resolution of this issue through the existing grievance procedure as articulated in the *Academic Affairs Handbook*.

Accreditation

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

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

History

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

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

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

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

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

Location

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

300 N Lone Hill Avenue #200, San Dimas, CA 91773
Phone: (855) 527-2768 Email: contact@lapu.edu
Website: <https://www.lapu.edu>

Statements of Compliance

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

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

Title IX

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

Harassment Policy

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

Clery Act

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

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

About the University Academic Catalog

Academic Catalog Content

The academic catalog contains two types of content:

Catalog Requirements

General degree requirements and specific program requirements which pertain to students for as long as they are enrolled under this year's catalog requirements (up to 10 years). Catalog requirements are contained in the Academic Programs section of the undergraduate (<https://catalog.lapu.edu/undergrad/programs/>) and graduate (p. 30) catalogs. The programs listed are open for students to enter during the academic year covered by the catalog.

Catalog Information

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

Assistant Deans

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

Grade Point Average

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

Instructors

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

Times

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

ACADEMIC AND SUPPORT SERVICES

University Libraries

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

Tutoring Services

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

Accommodations for Individuals with Disabilities

Los Angeles Pacific University is committed to providing equal access for individuals with disabilities and complies with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the ADA Amendment Act of 2008. The Accessible Education and Resource Office is here to provide reasonable accommodations and resources to make education accessible for all students. Within the department of Student Success, the Accessible Education and Resource Office is dedicated to encourage and empower students for self-advocacy during the course of their education at LAPU.

Procedure to Request Student Disability Accommodation

1. Complete an Academic Accommodations Application (https://www.lapu.edu/wp-content/uploads/2018/07/Request_for_Accommodations-2018-07-24.pdf).
2. Provide Documentation: Certification or documentation from a medical professional of the disability. (Documentation must be within the last three years.) Please be sure to refer to our documentation guidelines (<https://www.lapu.edu/resources/accessibility/#Docs>).
3. Schedule Intake Appointment: Once your application and documentation are complete, you will be contacted within 48 hours by email or telephone to schedule an appointment for an intake with the Accessible Education and Resource Manager.
4. Upon approval, academic accommodations must be requested prior to each session by filling out a *Session Request Accommodations* form.

The LAPU Academic Accommodations Application and documentation may be submitted in person, via email attachment to accessibility@lapu.edu, or via fax at (626) 276-7029.

Accessibility Grievance Process

Informal Complaints

A student who feels as though the accommodation provided is not reasonable may contact the Accessible Education and Resource Manager at accessibility@lapu.edu. Timeliness is critical in resolving these concerns promptly and effectively. The Accessible Education and Resource Manager will arrange for a time to discuss the matter with the student, gather the necessary information, and work to resolve the concerns.

Formal Complaints

In the event that the informal procedure fails to resolve the problem, the student can file a grievance by indicating 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 Associate Vice President for Enrollment and Student Success at avpstudentsuccess@lapu.edu. The grievance procedure shall act as a vehicle for communication and decision making between students, staff, and instructors, and provides, through prescribed procedures, a process through which a student-initiated grievance can be resolved internally.

Student Support Services

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

Success coaches offer a highly personal and responsive support system to the LAPU student. Success coaches support and participate in intentional engagement activities from orientation through graduation. The success coach provides support services through phone, 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 <https://career.lapu.edu>. This online resource is available to all LAPU students in addition to basic support from the success coach.

Bookstore

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

Counseling Services

Student support staff are available to provide a personal and responsive support system to every LAPU student. However, student support services do not provide psychological counseling services. With respect to psychological, emotional, social, and spiritual wellness, LAPU students are encouraged to connect with their primary care physician, health service provider, local church, and/or Christian counseling and outreach services.

Flexibility

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

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

Online

LAPU programs are offered in online format, giving students a convenient pathway for their higher education experience.

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

Moodle

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

Student Address

The United States Department of Education regulations regarding state authorization provide in 34 CFR 600.9(c) that any institution receiving federal funding must have a defensible process for tracking the location of students. All students must provide their state of residence upon admission to the university and are required to submit a Change of Address (https://studentservices.lapu.edu/ICS/My_Student_Profile/Forms_and_Petitions.jnz?portlet=Electronic_Forms&/#38;screen=FormView&) form advising of any change of address and confirm or update their addresses at the time of subsequent registration at least once per year.

ADMISSION POLICIES

Admission to the University

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

To be eligible for admission to LAPU, students must submit a graduate application, and an official transcript that demonstrates evidence of completion of a bachelor's degree or higher with a 3.0 GPA on a 4.0 scale from a college or university accredited by an organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. If the cumulative GPA is less than 3.0, the most recent 30 graded semester credits (or 45 quarter credits) will be evaluated to satisfy the graduate entrance requirement. These 30 graded credits completed will be utilized for a GPA calculation which must equal or exceed 3.0. The last 30 graded credits from a regionally accredited university must be baccalaureate, post-baccalaureate, or credentialed courses. Provisional admittance may be granted to individuals who do not meet the minimum GPA requirement.

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 be admitted as a graduate student no earlier than the start of the semester following their degree conferral.

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

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

Admissions Petition

There are three circumstances that require applicants to submit an admissions petition: applicants with a felony record, applicants dismissed from LAPU or from another school, 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 PT on Friday of Week 1.

Policy Regarding False Information

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

Transcripts

Applicants are responsible for submitting an official transcript from the accredited college or university from which they received their most recent baccalaureate or higher degree. An official transcript is one that LAPU receives through the authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution(s) that bears the official seal of that 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.

Evidence of Proficiency

There are no required pre-admission tests for applicants to Los Angeles Pacific University. However, STAT 280 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 with a grade of C- or higher, 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 documentation must be received by the Office of the Registrar before registering for PSYC 670, PSYC 690, or PUBH 520.

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 who are not U.S. citizens are required to submit current and unexpired documentation of permanent U.S. 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.

Notification of Admission

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

Transfer Work Transfer Applicants

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 an organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. 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 credits 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 to LAPU via an authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution in order for such coursework to be evaluated for transfer of credit.

The registrar in consultation with the 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 Institutions

All international transcripts must be translated by an agency that is a member of either the National Association of Credential Evaluation Services (NACES (<http://naces.org/members.html>)) or the Association of International Credential Evaluators, Inc. (AICE (<http://aice-eval.org/>

endorsed-members/)) which will provide a Degree/Transcript Equivalency Report.

Veterans Veterans' Education Benefits

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

Veterans' Information Bulletin

Responsibilities of a Veteran or Other Qualified Recipient:

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

Loss of Veteran Certification Due to Dismissal or Excessive Probation

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

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

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

Re-Application Process

Re-application after Academic Dismissal

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

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

Veterans' Student Bill of Rights & Considerations Prior to Enrollment

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

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

refund policy to understand the consequences of withdrawing before the end of the term.

- You have the right to contact the California State Approving Agency at www.calvet.ca.gov/csaave/ or the state consumer protection agency if you are unable to resolve a complaint with the school.

Non-Degree Seeking Options Non-Degree-Seeking Graduate-Level Learners

LAPU offers access to non-degree-seeking students, allowing them to take up to four courses, 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

Financial Aid

The only type of Financial Aid (p. 15) available for non-degree seeking options is Alternative/Private Loans.

Re-admission Re-admission and Re-enrollment

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

FINANCIAL INFORMATION

Student Financial Services

Student Financial Services (SFS) at Los Angeles Pacific University assists students in answering questions related to financial aid and student accounts. Students may contact the office at (626) 624-4673 option 4. SFS office hours are Monday through Thursday, 8:30 AM PT to 6:30 PM PT, and Friday 8:30 AM PT to 5 PM PT. Questions can also be directed to sfs@lapu.edu.

Cost of Attendance

Cost of Attendance for 2020 - 2021

Tuition

Tuition	Cost
Graduate level courses	\$600 per credit
Graduate level courses - Military Rate	\$540 per credit

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

Special Fees ¹

Fee	Cost
Diploma order/reorder	\$35
Graduation fee	\$80
Return Check Fee	\$30
Transcripts Fee (paper copy by mail)	\$10
Transcript Fee (electronic copy: PDF or ETX)	\$9
Transcript Fee (paper copy held for pickup)	\$15

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

Charges subject to change without notice.

Military

Military Discount

For the 2020-2021 academic year, a 10% tuition discount is available to military-connected students. This includes:

- Active duty¹
- Veteran
- Military spouses and dependents

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

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

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

The military discount will not be applied retroactively.

¹ Active duty is defined as after basic training is complete.

Compliance with 38 U.S.C. §3679(e)

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

Post-9/11 GI Bill®

For up-to-date information regarding eligibility requirements, award amounts offered by the government, and specific details, please contact the U.S. Department of Veterans Affairs or visit [benefits.va.gov](https://benefits.va.gov/benefits/) (<https://benefits.va.gov/benefits/>).

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

Military Tuition Assistance Return Policy

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

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

Payment and Refunds

Payment

Tuition and fees are due in full before the start of each session.

Payments can be made online on Student Services (<https://studentservices.lapu.edu/ics/>).

Refund Policy

The LAPU refund policy applies to all students who are residents of California and to most students who are residents of the United States. For states that require LAPU to use a different refund policy, see the Refund Policy Exceptions page (<https://catalog.lapu.edu/grad/financial/%20https://www.lapu.edu/refund-policy/>) on the LAPU website.

- Students who drop a course before Noon PT on Friday of Week 1 will be issued a full refund for the course.
- Students who do not submit an assignment by 8 AM PT Wednesday of Week 2 are administratively dropped and refunded 100 percent.
- Students who withdraw after Noon PT on Friday of Week 1 will receive no refund and a *W* grade is issued. All students are subject to a proration of federal financial aid per the regulations for all federal aid. Withdrawal requests will be processed on the date received through 8 AM PT Monday of Week 6.

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

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

Refund Policy Exceptions

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

Student Financial Obligation

A student may not participate in graduation ceremonies, register for further sessions, or receive any diploma or certificate until all financial obligations have been satisfied in accordance with LAPU financial policies. Any diploma or certificate shall be withheld by the university until all such obligations are satisfied. Release of any such documents, prior to or subsequent to any default by the debtors, shall not be considered a binding precedent or modification of this policy. The university reserves the right to make any changes in institutional refund policies, fees, and expenses without notice.

Financial Aid

How to Apply for Financial Aid

Step 1

Complete the Free Application for Federal Student Aid (FAFSA) online at www.FAFSA.gov (<http://www.FAFSA.gov>). 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. Outside Scholarships (provided by organizations, businesses, etc.)
3. Company Reimbursement (provided by student's employer)
4. Private Education Loans

Important Note

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

Federal Student Aid

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 a Direct Unsubsidized Loan, the student is responsible for paying the interest during all periods. If the student chooses to pay interest while in school and during grace periods and deferment or forbearance periods, interest will accrue 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 Direct Loans to complete the loan exit counseling for Federal Direct Loans. Borrowers must complete a loan exit when they drop below half-time enrollment status, withdraw, or graduate.

Federal Direct 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 [studentloans.gov](https://www.studentloans.gov) (<https://www.studentloans.gov>).
2. New borrowers must complete the Grad PLUS Master Promissory Note and the Grad PLUS Entrance Counseling at [studentloans.gov](https://www.studentloans.gov) (<https://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.

Private Education Loans

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

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

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

Outside Aid

All students are required to report all resources known or expected to be available to them during the period for which they seek financial

assistance. These resources include, but are not limited to scholarships, fellowships, stipends, and company tuition reimbursement. Failure to report these resources can result in delays in receiving aid funds for which the student may be eligible, cancellation of the award, or even the return of funds already received.

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

Disbursements and Refund Checks

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

The student should keep in mind that any refund check that is received is intended for education-related expenses. Please be sure to monitor your Federal Student Loan borrowing at nsls.ed.gov (<https://nsls.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 credits = Full-time
- 3 credits = 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 credits, anticipated change of program, or change of address.

Release of Records

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

The rules governing FERPA also prevents the staff in the Office of Student Financial Services to discuss a student's student account or financial aid status with anyone but the student unless permission is granted by the student. If a student wants to grant permission to a spouse, parent or other person, a FERPA form must be completed and submitted (even if another FERPA form has been submitted for another department at LAPU). The FERPA form is located in Student Services (https://studentservices.lapu.edu/ICS/Registrar/Forms_and_Petitions.jnz?portlet=EX_FormFlow_-_Forms&/#38;screen=FormView&).

Loan Code of Conduct

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

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

guarantor, or group of lenders or guarantors, shall be prohibited from receiving anything of value from the lender, guarantor, or group of lenders or guarantors, except that the employee may be reimbursed for reasonable expenses incurred in serving on such an advisory board, commission, or group.

SAP

Satisfactory Academic Progress (SAP)

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

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

Qualitative Measure (GPA Requirement)

Students must maintain a minimum cumulative local grade-point average (GPA) of at least 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 credits in which they enroll from the beginning of their program. The policy applies to cumulative credits only. Thus, a student who successfully completes 18 credits without withdrawing from any classes, and then enrolls in 6 credits but withdraws from all credits would still make satisfactory progress. The student would have completed 18 out of 24 total credits (18/24 total credits = 75 percent), which is greater than 67 percent.

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

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

Program Type	Credits
Master of Arts in Organizational Leadership	45
Master of Arts in Psychology	54
Master of Business Administration	54
Master of Public Administration	54
Master of Public Health	63

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

New, Changed, or Added Programs

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

a program, the maximum time frame will be reset from the date of initial enrollment in the new degree program.

Repeated Courses

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

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

Financial Aid SAP Statuses

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

Appeals

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

A SAP Appeal form is available at Student Services (https://studentservices.lapu.edu/ICS/Registrar/Forms_and_Petitions.jnz). A student may submit a SAP Appeal Form explaining why he or she failed to perform and what changes he or she plans to make to return to a status of SAP eligibility. In addition to the SAP Appeal Form, students must contact their Success Coach to complete a SAP Academic Plan. Once completed, your Success Coach will submit the completed SAP Suspension Appeal, Academic Plan and their endorsement to the SAP Committee for review.

Regaining Eligibility

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

ACADEMIC POLICIES

Reservation of Rights

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

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

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

Academic Integrity

The mission of 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 LAPU's mission to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and the instructor, but as an act that is fundamentally inconsistent with the purpose and mission of the entire university.

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

Plagiarism

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

Self-Plagiarism

Another form of plagiarism occurs when a student uses information from a paper previously written and resubmits it in another assignment or

course without acknowledgement. In reality a student is academically 'double-dipping' by seeking to receive credit for work already submitted. Such unauthorized and uncited reuse of a student's academic work is self-plagiarism and carries the same consequences as other forms of plagiarism. Therefore, before reusing material from previous papers for assignments, students must:

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

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

Cheating

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

Fabrication

Falsification or invention of any information or citation in academic work.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty. This includes, but is not limited to, uploading one's work to a third-party site or allowing someone else to represent your work as their own.

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

Sanctions for first violations are determined by the instructor of record in consultation with the assistant dean, if the violation is not flagrant, and may include an F in the course, an F on the assignment, or a less-severe action based on the nature of the violation. The standard sanction for a repeated offense or for a flagrant violation (e.g., submitting a purchased paper or allowing someone else to represent you online) is dismissal from the university. All flagrant violations will be referred to the assistant dean. Students may appeal a sanction they believe to be unfair or unjust as described in the "Grievance Policy" in the catalog.

Course Numbering System

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

Abbreviation	Subject
ACCT	Accounting
BUSN	Business
ECON	Economics
EDUC	Education
ISYS	Information Systems
MLOS	Leadership and Organizational Studies
ORGS	Organizational Studies
PSYC	Psychology
PUBA	Public Administration
PUBH	Public Health
SCHM	Supply Chain Management

Academic Calendar

The academic year consists of three 16-week semesters, each of which includes two 8-week sessions. Unless otherwise specified, all courses are eight weeks in length and carry three credits. The academic calendar can be accessed at www.lapu.edu/resources/academic-calendar (<http://www.lapu.edu/resources/academic-calendar/>). The Academic Calendar is subject to change at any time.

Registering for Courses

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

Administrative Drop Policy

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

Note: For information related to financial aid, please see "Refund Policy (p. 14)" in the "Financial Information (<https://catalog.lapu.edu/undergrad/financial/#paymentandrefundstext>)" section.

Adds and Drops

1. Students who do not submit an assignment by 8 AM PT Wednesday of Week 2 are administratively dropped and refunded 100 percent.
2. Students who drop during Week 1 are refunded 100 percent. Drop requests must be received by Noon PT on Friday of Week 1.
3. Students may add courses up until Noon PT on Friday of Week 1. However, students are responsible for meeting the assigned due dates for all course work and are subject to the LAPU Late Work Policy.
4. Students who withdraw after Noon PT on Friday of Week 1 will receive no refund and a *W* grade is issued. All students are subject to a proration of federal financial aid per the regulations for all federal aid. Withdrawal requests received between Noon PT on Friday of Week 1 and 8 AM PT on Monday of Week 6 will be processed within

one business day. Withdrawal requests will not be accepted after 8 AM PT Monday of Week 6.

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

Credit Hours

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

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

Study Load

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

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

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

Grading

Grades are based on the cumulative score of summative assessments for a course, which may include discussions, written assignments, projects, and examinations. Rounding applies to the cumulative score to determine the final grade (i.e., .00 - .49 rounds down and .50 - .99 rounds up). In all courses, except those designated as credit/no credit, scholarship is ranked as follows: A, exceptional; B, superior; C, average; D, poor; F, failure; IN, incomplete; and W, withdrawal. Grade type (A–F versus credit/no credit) cannot change unless an official course change has been approved by the university prior to the course being offered for a particular session. Credit values for a course cannot be changed from the published values.

For each credit in which the student is enrolled, points are awarded according to the grade earned as follows:

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

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

Grade of FN

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

Grade of IN

The grade Incomplete (IN) may be granted only under special circumstances such as a verifiable serious illness, provided at least 50% of the coursework (based on the total possible points) has been

completed. To request a grade of IN, the student must complete an official Incomplete Grade Petition available in Student Services (<https://studentservices.lapu.edu/ics/>), and submit it by 11:59 PM PT on Wednesday of week 8. The petition may be approved and a grade of IN issued upon recommendation of the instructor and permission of the assistant dean. Students may be given up to four weeks from the final date of the course to complete remaining assignments. Incomplete coursework not made up within the allotted period will not be counted toward the final grade.

Grade Point Average (GPA)

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

The GPA is determined by dividing the number of grade points by the number of credits the student has attempted. Courses with the following grades are not included in the GPA calculation: CR, IN, IP, NC, and W. When a course is repeated only the last attempt is used in computing the GPA unless the course is designated as repeatable. See the Undergraduate Grading Policy (<https://catalog.lapu.edu/undergrad/policy/grading/>) and Graduate Grading Policy (p. 21) for the points associated with each grade.

Late Work Policy

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

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

Students experiencing life circumstances that impact their studies significantly should work with their instructor and submit a Late Work Petition. Such petitions and supporting documentation must be submitted within three weeks of the due date of the missed assignment. Students experiencing life circumstances that extensively disrupt their studies should consult with their success coach to determine whether submitting an Incomplete Grade Petition is appropriate.

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

Instructors are asked to forward a copy of the approved or denied Late Work Petition to the assistant dean.

Repeated Courses

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

If a course is repeated at another institution, the grade and the credits of the repeated class will be transferred (providing the class meets the guidelines for transfer, see Transfer Work in the undergraduate (<https://catalog.lapu.edu/undergrad/admission/#transferworktext>) or graduate (p. 11) catalog); the original grade in the LAPU class will remain on the record but neither grade will be calculated into the student's GPA.

Transfer Work

Los Angeles Pacific University (LAPU) accepts graduate-level 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 an organization recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. These accrediting bodies mandate assessment and other quality control systems that give LAPU a high level of confidence in their programs.
- Coursework must be designated on the official transcript as graduate-level.
- 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 on a case-by-case basis.
- Transfer credit can account for a maximum of one-third of the total program credits for 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 to LAPU by the issuing institution in order for such coursework to be evaluated for transfer of credit.

Graduate Courses Taken by Undergraduate Students

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

Undergraduates with at least 108 earned credits toward their bachelor's degree and with a GPA of at least 3.0 may take up to 9 semester credits of graduate-level coursework at LAPU. Approval from the assistant dean

of the graduate program is required. Students are advised to speak with both Support Central and Student Success prior to registration. Up to 9 credits of graduate-level coursework, passed with a C- or better grade, may be applied to a future LAPU graduate degree.

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

Petition Process

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

Good Standing, Academic Probation, and Academic Dismissal

A student is designated with the academic status of Good Standing when making satisfactory progress toward the master's degree, which is considered a 3.00 grade point average (GPA). If the student's local GPA drops below 3.00 at the end of a semester, the student will be placed on academic probation. Those who achieve a semester GPA of 3.00 in the subsequent semester will be restored to Good Standing, and students whose cumulative and semester GPAs both remain below 3.00 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 grade-point average of 3.0 will result in disqualification from further study at LAPU.

Minimum Grade-Point Average

To earn a master's degree, students must earn a minimum cumulative GPA of 3.0 in all LAPU graduate-level coursework. Individual programs may specify additional GPA requirements.

Withdrawal from Courses

A student may withdraw from class without grade penalty at any time after the add/drop period until 8 AM PT, Monday of Week 6 of the session. Students are advised to contact student support services prior to withdrawing to discuss all ramifications of withdrawal. 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 "Payment and Refunds" under Financial Information in the undergraduate (<https://catalog.lapu.edu/undergrad/financial/#paymentandrefundstext>) or graduate (p. 14) catalog.

Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of the session must complete the university's *Withdrawal* form and must notify a student support staff member to complete the process. See "Payment and Refunds" under the "Financial Information" section of the undergraduate (<https://catalog.lapu.edu/undergrad/financial/#paymentandrefundstext>) or graduate (p. 14) catalog.

In matters of disciplinary action resulting in dismissal from the university, a written statement will be sent from the director of student success or the assistant dean informing the student of the action. That administrator will also notify the registrar regarding the student's status and authorize proper withdrawal from classes. Dismissed students will not receive tuition refunds except by administrative action.

Break in Enrollment

LAPU students may take a break from enrollment in classes for less than three semesters by notifying their designated student support staff member. These absences however are determined by the university as not meeting the definition of an approved leave of absence (LOA) under Title IV regulations. Students who take an academic LOA are not permitted to complete the coursework they began prior to the LOA without retaking their courses as mandated by 34 CFR 668.22(d)(1)(vii) (https://ifap.ed.gov/regcomps/doc4080_bodyoftext.htm). Students who take an LOA are reported as withdrawn from their coursework and are subject to R2T4 (<https://www2.ed.gov/offices/OSFAP/training/materials/r2t4nsldshandout1.pdf>) requirements. Students who do not attend for three full semesters or longer will need to reapply to the university.

Student Records Policy

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

Release of Transcripts and Diplomas

Transcripts of Los Angeles Pacific University coursework are available by request approximately two weeks after the completion of courses. A form

is available on the website (<https://tsorder.studentclearinghouse.org/school/ficecode/04278800/>).

Diplomas will not be released until all financial obligations to the university are met.

Disclosure of Student Records

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

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

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

Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.
2. The right to request amendment of the student's education records that the student believes is inaccurate, misleading, or in violation of privacy rights.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by university to comply with the requirements of FERPA.

Inspect and Review

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

Request Amendment

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

Consent to Disclosure

The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is (1) a person employed by the university in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); (2) a person serving on the Board of Trustees; (3) a student serving on an official commitment, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or (4) a person employed by or under contract to the university to perform an assigned task on behalf of the university. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is (1) performing a task that is specified in his or her job description or contract agreement; (2) performing a task related to a student's education; (3) performing a task related to

the discipline of a student; (4) providing a service or benefit relating to the student or student's family (such as healthcare, counseling, job placement, or financial aid); or (5) disclosing information in response to a judicial order or legally issued subpoena. Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.

File a Complaint

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The 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

Instructor Expectations, Rights, and Procedures

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

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

Guidelines for Student Behavior

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

Guidelines for Online Communication

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

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

- **Be Respectful:** Treat each other with respect. Read and respond to others in a way that cultivates a positive learning environment. As a member of the learning community, be aware that others learn from your posts and emails. Respectful communication is a foundation for rich learning.

Behaviors that should be avoided include:

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

Behaviors that are not tolerated include:

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

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

Step 1: Notification to Student

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

Step 2: Institutional Action

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

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

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

- Immediately dismiss the student from the university. A letter from the university will be sent to the student via email and Certified Mail reiterating relevant findings. A write-up of the occurrence will be put in the student's file. The student may petition to re-enroll only after no enrollment for at least one full semester.
- If the disruptive student has made overt or covert threats to anyone in the classroom, all students will be notified, as well as the LAPU executive leadership. In addition, the San Dimas Police Department and the disruptive student's local police authorities will also be alerted.

Appeal

See the "Grievance Policy."

Grade Appeal

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

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

Grounds for Appeal

1. Computational Error

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

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

2. Arbitrariness or Capricious Grading Practices

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

3. Discrimination

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

Grade Appeal Procedures and Deadlines

First Step: Informal Resolution with Course instructor

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

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

Second Step: Informal Resolution with Assistant Dean

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

Third Step: Chief Academic Officer's Review

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

Fourth Step: Faculty Grade Appeal Committee

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

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

Upon conclusion of the grade appeal process, if the student believes there is justifiable cause per LAPU's Grievance Policy, the student may submit a formal letter of grievance to the CAO as outlined in the Grievance Policy.

Grievance Policy

Overview

Los Angeles Pacific University provides a means by which students may file a grievance for academic and student life issues. The process described below 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 instructor of the given course. To dispute a final grade in a course, see the Grade Appeal policy. Failure to resolve the matter at that point may require a meeting with the assistant dean.

In the event that the informal procedures, including meeting with the assistant dean, fail to resolve the problem, the student may file a formal grievance if a justifiable cause exists. Justifiable cause for grievance

shall be defined as any act that, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any instructor or staff member, or any arbitrary or unfair imposition of sanctions.

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

Organization

1. Membership:
 - a. Assistant dean
 - b. Instructor
 - c. Director of Student Success
2. Chair: For academic grievances, the assistant dean shall preside. For nonacademic grievances, the Director of Student Success shall preside.
3. Voting: All members have equal voice and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
4. Meeting Time: The meeting will be scheduled within seven working days following the filing of a written petition.

Committee Guidelines and Meeting Format

1. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, assistant dean, or staff member as appropriate). The student has no more than 10 working days after meeting with the individual they believe has given them cause for grievance or 15 working days after the incident that occasioned the grievance (whichever is later) in which to file his or her written petition. The formal procedure must be initiated within these time limits. The time limit may be extended by the assistant dean, at his or her sole discretion, upon presentation of good cause.
2. The grievance petition must include:
 - a. Names of the parties involved
 - b. A clear statement of the nature of the grievance
 - c. A narrative of the incident including
 - What occurred
 - When it occurred
 - Where it occurred
 - Who was present
 - d. The evidence on which the grievance is based
 - Why this constitutes capricious or arbitrary action on behalf of a staff member or instructor
 - What has been done to resolve the grievance
 - The desired outcome(s)
 - Any supporting documentation
3. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the instructor or staff members involved.

4. A meeting of the Grievance Committee will be scheduled to consider the matter within seven working days of the date when the petition was received. The involved student, instructor, or staff member may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify either in person or electronically.
5. Either party may invite an advisor. The function of the advisor shall not include that of advocacy and the advisor will not have a role in the committee's meetings. The student may not bring legal counsel, nor have a student represent him/ her as counsel. The Grievance Committee may not have legal counsel present.
6. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance and their advisors, members of the Grievance Committee, and witnesses invited by the Grievance Committee. Witnesses may only be present during the time they are presenting their testimony. No one other than members of the Grievance Committee may be present during deliberations.
7. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. Such minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. At the option of the grievance committee chair, the proceedings may be recorded.
8. Except for communications with the involved student(s) and involved instructor(s) or staff member(s), advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
9. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member should refuse to discuss the issue and should disclose, at the time of the meeting, that he or she has been approached.
10. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular student, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may disqualify him/herself and be replaced with a substitute committee member, selected by the chair, of comparable station to the extent possible under the circumstances.
11. The chair of the committee may request testimony from additional witnesses having information pertinent to the grievance.
12. The committee will decide on the matter by vote. Both parties will be notified, in writing, within one week of the decision. The committee's decision shall be final.

Student Complaint Process

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

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

- The Director of Student Success at avpstudentsuccess@lapu.edu.
- The Chief Academic Officer at academicaffairs@lapu.edu.
- The Office of the General Counsel at legal@lapu.edu.

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

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

If a student believes that a complaint continues to warrant further consideration after exhausting the review of either administrators at Los Angeles Pacific University or WSCUC or, the student may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
bppe.ca.gov (<https://bppe.ca.gov>)
(916) 431-6924 (phone)
(916) 263-1897 (fax)

The Student Complaint Information document (<https://www.lapu.edu/wp-content/uploads/2019/07/Complaint-Process-2019.pdf>) provides students and prospective students with contact information for filing complaints with state officials or agencies that would handle any student complaints outside of California.

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

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

Requirements for Graduation

To earn a degree from Los Angeles Pacific University, students must complete all required coursework within the specified time limit while maintaining a sufficient grade point average and fulfilling the university's residency requirements.

Meeting Graduate Degree Requirements

1. A maximum of 9 graduate-level credits that have been applied to a baccalaureate degree can be applied to graduate degree requirements, except for LAPU programs that utilize both graduate and undergraduate courses.
2. Undergraduate-level courses may not be applied to graduate degree requirements.
3. The minimum number of credits for a master's degree is 33. See individual degree programs for details.
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.

Time Limit for Completing Degrees

When Los Angeles Pacific University awards a degree, it is certifying that the student's knowledge and professional skills are reasonably up-to-date as of the time of graduation. Accordingly, to earn a degree from LAPU, students must complete all required coursework within 10 years (fulfilling graduation requirements from the catalog to which they are currently assigned, which must be one of the 10 most recent annual catalogs).

This edition is the 2020-21 catalog. Students must complete the catalog requirements of this catalog by no later than Summer Semester 2030.

Residency Requirements

A minimum of two-thirds of the graduate degree program must be completed at LAPU. These credits do not include prerequisite requirements. The specific minimum residency requirements for each program are:

Program	Credits	Residency Minimum
Master of Arts in Organizational Leadership	30	20
Master of Arts in Psychology	36	24
Master of Business Administration	36	24
Master of Public Administration	36	24
Master of Public Health	42	28

Catalog Year Assignment

A student's academic program¹ requirements are defined by the student's catalog year assignment.

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

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

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

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

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

¹ See Undergraduate (<https://catalog.lapu.edu/undergrad/programs/>) and Graduate (p. 30) Academic Programs.

Changes in Catalog Degree Requirements

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

Catalog Requirements

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

Catalog Information

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

Additional or Concurrent Graduate Programs

Additional Master's Degree

A graduate student who already holds a master's degree from LAPU may complete another master's degree by submitting an application form for the second program, meeting all university and department admission requirements for the second program, being admitted to the second program, and fulfilling the graduation requirements for the second degree. At least two-thirds of the required credits must be different from the first degree. Completion of an additional concentration in the same major does not qualify as an additional master's degree.

Concurrent Graduate Programs

A student intending to pursue two graduate programs concurrently shall meet with the assistant deans of both graduate programs to plan the joint course of study. Concurrent graduate program students must submit an application form for each program, meet all university and department admission requirements for each program, be admitted to each program, and fulfill the graduation requirements of each graduate program. Concurrent programs will not be approved unless at least two-thirds of the credits for each program are distinct from credits applied toward the other program. Completion of an additional concentration in the same major does not qualify as a concurrent graduate program.

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 in accordance with the 'Time Limit for Completing Degrees' policy and 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 (<https://www.lapu.edu/resources/academic-calendar/>). The university president, by the authority of the board of trustees and on the recommendation of the faculty, awards the degrees.

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

Degree Posting Dates

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

ACADEMIC PROGRAMS

The Academic Programs section of the catalog constitutes the catalog requirements which remain applicable to all students as long as they are assigned to this catalog. This edition is the 2020-21 catalog.

- Master's Degrees (<https://catalog.lapu.edu/grad/programs/md/>)
 - Master of Arts in Organizational Leadership (p. 31)
 - Master of Arts in Psychology (p. 32)
 - Master of Business Administration (p. 35)
 - Master of Public Administration (p. 36)
 - Master of Public Health (p. 37)

Master of Arts in Organizational Leadership

The Master of Arts degree in Organizational Leadership (MAOL) program is designed expressly for individuals who are interested in developing and advancing their leadership skills. This program is created for students who already possess leadership experience and are seeking advanced organizational leadership and administrative proficiencies in order to open career pathways for promotion, new career ventures, or enhancement of current leadership opportunities.

Today's complex and challenging organizations demand individuals who know how to lead organizational change effectively. The MAOL program equips students with relevant leadership skills, in-depth understanding of business practices, and the ethical standards to lead with integrity. It is ideal for students who aspire to serve in a leadership position. This 30-credit degree also prepares students for doctoral studies. The 10-course program can be completed in 20 months.

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

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

- **PLO 1:** Integrate ethical principles of Christian faith and leadership in organizational settings.
- **PLO 2:** Apply leadership theories and principles in culturally diverse global organizations.
- **PLO 3:** Analyze data and present effective solutions through oral and written communication.
- **PLO 4:** Apply leadership competencies for effecting change within organizations.
- **PLO 5:** Propose innovative leadership strategies for improving organizational effectiveness.
- **PLO 6:** Demonstrate the ability to build positive relationships through team building and collaboration with multiple stakeholders.

Program Requirements

Requirements for the M.A. Degree in Organizational Leadership

This program features a sequenced course design consisting of 10 courses which total 30 credits. Students take one course at a time completing two courses each semester. In order to earn the MAOL 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:

Requirement	Title	Credits
ORGS 500	Leadership Theory and Practice	3
ORGS 520	Diversity and Cultural Dynamics	3
ORGS 530	Evidence-Based Decision Making	3
ORGS 550	Leading with Moral Excellence	3
ORGS 570	Leading Organizational Change	3
ORGS 580	Strategic Thinking	3
ORGS 590	Entrepreneurial Leadership	3
ORGS 610	Organizational Behavior and Development	3
ORGS 680	Advanced Topics in Strategic Leadership	3
ORGS 690	Organizational Leadership Capstone	3
Total Credits		30

Master of Arts in Psychology

Overview

The Master of Arts degree in Psychology (MAP) program, a non-clinical, non-licensure 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-credit program may also serve as a stepping-stone into various doctoral degrees.

Students 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.

The material within psychology courses can be sensitive in nature. You may read, study, watch, and discuss potentially disturbing topics. Some of the materials may result in difficulties for you. Some courses in the program require self-examination and/or public discussion regarding sexual history; history of abuse and neglect; psychological treatment; and relationships with parents, peers, and spouses or significant others. Please consult your instructor or an appropriate treatment provider should you have concerns or experience any difficulties.

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

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

- **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 culture 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.

Program Requirements

Requirements for the M.A. in Psychology

Preparation for the Degree

STAT 280 with a grade of C- or higher, or its equivalent is a requisite for the major, specifically a prerequisite for PSYC 670.

Requirements

This program features 12 classes at three credits each, which total 36 credits. 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 18 credits in length, while the second component consists of 18 credits of a chosen concentration.

Requirement	Title	Credits
Major Core Requirements		18
Concentration		18
Total Credits		36

Major Core Requirements

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

Requirement	Title	Credits
PSYC 510	Tests and Assessment	3
PSYC 520	Social and Cultural Psychology	3
PSYC 550	Professional and Ethical Issues	3
PSYC 670	Research and Evaluation Methods	3
PSYC 680	Literature Review Advanced Topic	3
PSYC 690	Graduate Psychology Culminating Experience	3
Total Credits		18

Concentration

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

General

Students 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.

Requirement	Title	Credits
ORGS 610 or PSYC 600	Organizational Behavior and Development Industrial and Organizational Psychology	3
PSYC 540 or PSYC 560	Personality Group Work	3
PSYC 640 or PSYC 650	Applied Lifespan Development Child, Adolescent, and Family Issues and Interventions	3
Select one of the following:		3
PSYC 530	Motivational Psychology in Organizations	
PSYC 590	Personnel Selection, Training, and Development	
PSYC 620	Behavioral Assessment, Modification, and Management	
PSYC 630	Cognitive Development, Issues, and Interventions	
Electives	Select six credits of graduate PSYC courses.	6
Total Credits		18

Industrial and Organizational Psychology

Students 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 professionals will be able to pursue careers as corporate researchers, consultants, or trainers; or the degree may be used in the pursuit of doctoral-level education.

Requirement	Title	Credits
ORGS 610	Organizational Behavior and Development	3
PSYC 530	Motivational Psychology in Organizations	3
PSYC 560	Group Work	3
PSYC 590	Personnel Selection, Training, and Development	3
PSYC 600	Industrial and Organizational Psychology	3
Elective	Select three credits of graduate PSYC courses.	3
Total Credits		18

Developmental Psychology

Students 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.

Requirement	Title	Credits
PSYC 530 or PSYC 540	Motivational Psychology in Organizations Personality	3
PSYC 620	Behavioral Assessment, Modification, and Management	3
PSYC 630	Cognitive Development, Issues, and Interventions	3
PSYC 640	Applied Lifespan Development	3
PSYC 650	Child, Adolescent, and Family Issues and Interventions	3
Elective	Select three credits of graduate PSYC courses.	3
Total Credits		18

Master of Business Administration

Overview

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 Degree

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

- **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.

Program Requirements

Requirements for the MBA

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

Requirements

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:

Requirement	Title	Credits
ACCT 510	Accounting Reporting and Analysis	3
BUSN 500	Principles of Business Administration	3
BUSN 520	Financial Management and Decision Making	3
BUSN 540	Business Law and Ethics	3
BUSN 550	Business Analytics for Decision Making	3
BUSN 580	Strategic Marketing and E-Commerce	3
BUSN 600	Strategic Management	3
BUSN 690	MBA Capstone	3
ECON 530	Managerial Economics in a Global Economy	3
ISYS 560	Technology and Innovation	3
ORGS 570	Leading Organizational Change	3
SCHM 590	Operations and Supply Chain Management	3
Total Credits		36

Master of Public Administration

Overview

The Master of Public Administration (MPA) degree program is designed to prepare individuals for leadership opportunities in the field of public governance and, increasingly, in non-governmental organizations and the nonprofit sector. The MPA student will apply professional knowledge, practical skills, and a Christian worldview to graduate level topics including organizational leadership, public policy development and evaluation, political strategy for problem solving, finance for decision making, stakeholder engagement with diverse populations, and values-based ethics. Students are equipped to pursue administrative careers in public service including various levels of government, law enforcement, non-profit organizations, and public works.

Program Learning Outcomes (PLO) for the Master of Public Administration Degree

Graduates of the Master of Public Administration degree program will be able to:

- **PLO 1:** Explain and discuss the salient concepts of public administration theory, research, and practice.
- **PLO 2:** Critically analyze data and apply critical thinking skills to inform public and community problem-solving and decision-making processes.
- **PLO 3:** Demonstrate effective oral and written communication skills in intra-organizational, inter-organizational, and public contexts.
- **PLO 4:** Demonstrate the cultural agility required to engage effectively the diversity of perspectives and interests involved in governance.
- **PLO 5:** Apply a Christian worldview to ethical decision-making processes and outcomes.

Program Requirements

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

Requirement	Title	Credits
ORGS 510	Leadership and Management in Public Administration	3
ORGS 540	Conflict Resolution and Labor Negotiations	3
ORGS 610	Organizational Behavior and Development	3
PUBA 500	History and Theory of Public Administration	3
PUBA 520	Public Finance and Budgeting	3
PUBA 530	Public Personnel Management	3
PUBA 550	Public Policy Analysis	3
PUBA 560	Legal and Ethical Issues	3
PUBA 570	Political Economy	3
PUBA 590	Professional Communication in Public Administration	3
PUBA 600	Public Administration Program Evaluation	3
PUBA 690	MPA Capstone	3
Total Credits		36

Master of Public Health

Overview

The Master of Public Health (MPH) degree program 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 healthcare policy and law. Students are equipped to pursue a career in the areas of health services administration, epidemiology, or health education. This 42-credit 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-credit degree can serve as a terminal degree or can 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 admission and transfer requirements.

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

Graduates of the Master of Public Health degree program will be able to:

- **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.

Program Requirements

Requirements for the M.P.H.

Preparation for the Degree

STAT 280 with a grade of C- or higher, is a requisite course for the MPH program, specifically a prerequisite for the PUBH 520 course.

Requirements

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

Requirement	Title	Credits
Major Core Requirements		27
Concentration		15
Total Credits		42

Major Core Requirements

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:

Requirement	Title	Credits
PUBH 500	Foundations of Public Health	3
PUBH 510	Social and Behavioral Theory and Application	3
PUBH 520	Biostatistics	3
PUBH 530	Environmental Health	3
PUBH 540	Epidemiology	3
PUBH 550	Health Services Administration	3
PUBH 560	Health Care Policy, Law, and Society	3
PUBH 570	Sexuality, Gender, and Public Health	3
PUBH 580	Public Health, Cinema, and Social Media	3
Total Credits		27

Concentration

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

Epidemiology

Students completing the Master of Public Health degree 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.

Requirement	Title	Credits
PUBH 620	Healthcare Research Methods	3
PUBH 625	Disease Investigation and Mitigation	3
PUBH 640	Multicultural Disease Prevention	3
PUBH 660	Global Engagement	3
PUBH 690	Graduate Public Health Culminating Experience	3
Total Credits		15

Health Education / Behavioral Science

Students completing the Master of Public Health degree 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 well-being. Such students are equipped to pursue careers in health education in governmental and non-governmental agencies, community colleges, and community-based health education programs.

Requirement	Title	Credits
PUBH 625	Disease Investigation and Mitigation	3
PUBH 630	Public Health Program Design and Evaluation	3
PUBH 645	Community Health Education	3
PUBH 650	Health Promotion and Risk Reduction	3
PUBH 690	Graduate Public Health Culminating Experience	3
Total Credits		15

Health Services Administration

Students completing the Master of Public Health degree 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.

Requirement	Title	Credits
PUBH 600	Resource Management in Public Health	3
PUBH 610	Leadership Practices in Public Health	3
PUBH 620	Healthcare Research Methods	3
PUBH 630	Public Health Program Design and Evaluation	3
PUBH 690	Graduate Public Health Culminating Experience	3
Total Credits		15

COURSE DESCRIPTIONS

Some course numbers have changed as of Fall 2020. Go to the 2019-2020 Course Number Crosswalk (<https://catalog.lapu.edu/grad/course-descriptions/2019-2020/>) to find the new course number if you know the old course number, or to the 2020-2019 Course Number Crosswalk (<https://catalog.lapu.edu/grad/course-descriptions/2020-2019/>) to find the old number if you know the new number.

Syllabi for courses can be accessed at my.lapu.edu (<https://lapu.campusconcourse.com/search/>).

ACCT • Accounting

ACCT 510 • Accounting Reporting and Analysis 3 Credits

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.

Formerly: MBA 510.

BUSN • Business

BUSN 500 • Principles of Business Administration 3 Credits

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.

Formerly: MBA 500.

BUSN 520 • Financial Management and Decision Making 3 Credits

Analysis of business conditions and the development of rational solutions based on sound financial practices. Students acquire managerial skills for budget operations, accessing capital, and investing in resources. Students evaluate shareholder value-maximizing goals within an ethical and biblical framework.

Prerequisite: ACCT 510 Accounting Reporting and Analysis. Formerly: MBA 520.

BUSN 540 • Business Law and Ethics 3 Credits

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.

Formerly: MBA 540.

BUSN 550 • Business Analytics for Decision Making 3 Credits

Utilization of critical thinking skills and quantitative data analysis for evidence-based strategic decision making. Students employ quantitative and qualitative decision-making techniques in order to identify new opportunities and enhance competitive position.

Formerly: MBA 550.

BUSN 580 • Strategic Marketing and E-Commerce 3 Credits

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.

Formerly: MBA 580.

BUSN 600 • Strategic Management 3 Credits

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.

Prerequisites: ACCT 510, BUSN 500, BUSN 520, BUSN 540, BUSN 550, BUSN 580, ECON 530, ISYS 560, ORGS 570, and SCHM 590. Formerly: MBA 600.

BUSN 690 • MBA Capstone 3 Credits

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.

Prerequisites: ACCT 510, BUSN 500, BUSN 520, BUSN 540, BUSN 550, BUSN 580, ECON 530, ISYS 560, ORGS 570, and SCHM 590. Formerly: MBA 690.

ECON • Economics

ECON 530 • Managerial Economics in a Global Economy 3 Credits

Examination of economic theory in planning and strategic decision-making. Students apply economic theory in business decision-making including the analysis of supply and demand determinants, consumer behavior, unemployment, market structures, inflation, monetary and fiscal policy, and the effects of globalization.

Formerly: MBA 530.

MLOS • Leadership and Organizational Studies

MLOS 500 • Research in Organizations 3 Credits

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 Credits

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 Credits

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 517 • Human Resource Management 3 Credits

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 Credits

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 Credits

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.

MLOS 570 • Improving Quality and Productivity 3 Credits

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 Credits

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.

ORGS • Organizational Studies

ORGS 500 • Leadership Theory and Practice 3 Credits

Fundamental research in leadership theory and practice, the process of leadership, and concepts in followership. Students apply leadership theory to real world scenarios, analyze their personal leadership style, and begin to develop essential skills for leadership effectiveness. Topics include strategic leadership, systems thinking, team building, and change management.

ORGS 510 • Leadership and Management in Public Administration 3 Credits

Exploration of leadership and management in public administration at the cognitive, experiential, and implementation level. Students integrate and apply theoretical concepts, improve collaborative management skills, and explore their individual philosophies of leadership within real world scenarios.

Formerly: MPA 510.

ORGS 520 • Diversity and Cultural Dynamics 3 Credits

Development of skills for leading in a diverse global setting. Students evaluate the relationship between the role of leadership, the establishment of a diverse inclusive organizational culture, and organizational performance. Theories and strategies for promoting diversity and fostering inclusivity are explored in order to assist students in understanding the social context and psychological processes that may result in implicit bias, discrimination, and marginalization.

ORGS 530 • Evidence-Based Decision Making 3 Credits

Application of skills for critical appraisal and decision making in a complex world. Utilizing the evidence-based practice approach, students acquire knowledge and skills to evaluate evidence from multiple sources including scientific literature, an organization's Knowledge Management (KM) system, internal and external environmental factors, professional experience and practitioner judgment, and stakeholder values and concerns.

ORGS 540 • Conflict Resolution and Labor Negotiations 3 Credits

A comprehensive examination of conflict resolution with an emphasis on public sector labor negotiations. Students evaluate and critically analyze theoretical, collaborative, and practical approaches associated with conflict resolution, negotiation, and consensus building in the workplace in order to develop necessary skills to identify and resolve interpersonal, intragroup, and inter-group conflicts.

Formerly: MPA 540.

ORGS 550 • Leading with Moral Excellence 3 Credits

Examination of ethical principles from a Christian perspective. This course raises the student's moral recognition of ethical issues within an organizational setting, including the role leadership plays in creating and sustaining an ethical culture in the workplace. Students utilize case studies, personal experiences, and current events to examine the implications of decisions made by organizational leaders in response to an ethical dilemma.

ORGS 570 • Leading Organizational Change 3 Credits

Evaluation and assessment of models to initiate change, address resistance, and reach consensus for improved organizational performance. Students examine change management strategies through contemporary models and approaches in order to anticipate and manage change effectively.

Formerly: MBA 570.

ORGS 580 • Strategic Thinking 3 Credits

Examination of real world scenarios and application of techniques for cultivating strategic thinking and problem-solving skills. Students learn approaches and techniques for directing and leveraging organizational resources for improved organizational performance in a dynamic, competitive environment.

ORGS 590 • Entrepreneurial Leadership 3 Credits

Application of principles and elements of entrepreneurship and innovation to organizational processes, policies, and systems. Students learn how leaders can foster creativity and innovation within organizations through the creation of new ideas supported by data that both align with and support the broader organizational vision.

ORGS 610 • Organizational Behavior and Development 3 Credits

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.

Formerly: APSY 610, MPA 580.

ORGS 680 • Advanced Topics in Strategic Leadership 3 Credits

Exploration of advanced topics in strategic leadership concepts using a cross-disciplinary case study approach. Students develop and enhance their strategic decision-making skills by proposing solutions to complex scenarios in for-profit and non-profit sectors with the goal of assisting organizations in gaining and sustaining their competitive advantage in the marketplace.

ORGS 690 · Organizational Leadership Capstone 3 Credits

Mastery of leadership theories and practices. Students conduct research, apply critical thinking skills, demonstrate ethical decision making, communicate professionally, and apply advanced leadership concepts. Evaluation of topics such as strategic planning, long-term sustainability, and corporate social responsibility prepares students to contribute to the common good of the organization, local community, and the global community.

PSYC • Psychology

PSYC 510 · Tests and Assessment 3 Credits

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.

Formerly: APSY 510.

PSYC 520 · Social and Cultural Psychology 3 Credits

An introduction to what culture is and how it intersects with psychology in the area of cultural competence. The course encourages students to begin the process of garnering cultural competency by examining their own attitudes and biases, increasing their knowledge of multicultural competency topics, and developing skills to learn about unfamiliar cultural groups. Through experiential assignments, students examine the conceptual and theoretical foundations of cultural competence and reflect on their own readiness to engage in a process of developing this aptitude.

Formerly: APSY 520.

PSYC 530 · Motivational Psychology in Organizations 3 Credits

Psychological theories of motivation and their relevance to people, the workplace, and the discipline of psychology with specific application in the field of organizational psychology. Students explore a variety of factors that motivate individuals in organizational settings and strategies to address motivational challenges from a psychological perspective.

Formerly: APSY 530.

PSYC 540 · Personality 3 Credits

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.

Formerly: APSY 540.

PSYC 550 · Professional and Ethical Issues 3 Credits

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.

Formerly: APSY 550.

PSYC 560 · Group Work 3 Credits

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.

Formerly: APSY 560.

PSYC 580 · Lifestyle and Career Counseling 3 Credits

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.

Formerly: APSY 580.

PSYC 590 · Personnel Selection, Training, and Development 3 Credits

The understanding and application of research, theories, and strategies in personnel selection, training, and development. The topics include such areas as individual differences, recruitment, selection, placement, appraisal, feedback and measurement, assessing bias in selection, training methods, learning and development programs, evaluation, employment legislation, and organizational design issues necessary for planning evaluation and improvement strategies.

Formerly: APSY 590.

PSYC 600 · Industrial and Organizational Psychology 3 Credits

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.

Formerly: APSY 600.

PSYC 620 · Behavioral Assessment, Modification, and Management 3 Credits

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.

Formerly: APSY 620.

PSYC 630 · Cognitive Development, Issues, and Interventions 3 Credits

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.

Formerly: APSY 630.

PSYC 640 · Applied Lifespan Development 3 Credits

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 stages and areas of development.

Formerly: APSY 640.

PSYC 650 · Child, Adolescent, and Family Issues and Interventions 3 Credits

Provides critical analysis and applications of research, theory, and interventions for child, adolescent, and family issues with emphasis on empirically-supported practices.

Formerly: APSY 650.

PSYC 660 • Advanced Counseling Skills 3 Credits

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.

Formerly: APSY 660.

PSYC 670 • Research and Evaluation Methods 3 Credits

Fundamental principles of research design and methods in the social sciences. The primary outcome for the course is a research proposal, in APA format, using either a qualitative or quantitative method. The topics include such areas as: how to formulate a research question; the differences between quantitative, qualitative, and mixed methods; basic data analysis; elements of a research paper in APA format; conducting a scholarly literature review; and evaluation of a research study for ethical principles. Concepts and skills developed in this course prepare the student for coursework in PSYC 680.

Prerequisite: STAT 280 with a grade of C- or better. Formerly: APSY 670.

PSYC 680 • Literature Review Advanced Topic 3 Credits

A comprehensive, synthesized, and scholarly review of the literature on a topic area pertaining to the behavioral sciences. Expanding on previous coursework, this course deepens and narrows the student's original research topic and inquiry into scholarly literature while developing skills in critical thinking, organization, synthesizing information, and evaluating different research methods. With an emphasis on these skills, students conduct an in-depth inquiry and examination of scholarly literature within a gap area of knowledge in a behavioral science topic area. Related diversity issues are considered throughout the course, as well as integrating a Christian worldview and ethical standards.

Prerequisite: PSYC 670. Formerly: APSY 680.

PSYC 690 • Graduate Psychology Culminating Experience 3 Credits

Opportunity for the graduate student to demonstrate applied and integrated knowledge of psychological concepts, theories, and practices. Students demonstrate proficiency of learning through experiences or research in psychology settings including business, government, education, or social organizations. Instructor permission to remain registered will be granted upon formal approval of capstone proposal by instructor.

Prerequisites: STAT 280 with a grade of C- or better, PSYC 510, PSYC 550, PSYC 670, PSYC 680, and all concentration courses; or assistant dean permission. Formerly: APSY 690.

PUBA • Public Administration

PUBA 500 • History and Theory of Public Administration 3 Credits

Investigation of the historical development of the theoretical foundations of modern public administration practice. The course serves as an overview of the public administration profession within a democratic society, a description of the history and development of the field of public administration, and an introduction to ethical issues faced by public administrators.

Formerly: MPA 500.

PUBA 520 • Public Finance and Budgeting 3 Credits

Analysis of theories and strategies of resource allocation as a basis for managing revenues and debt in government, with a focus on budgeting as a tool for controlling both operations and policy at all levels of government. Students gain an understanding of the role of government in a market economy to include the impact of monies spent at the local, state, and federal levels. Students investigate why expenditures are channeled toward certain critical areas in the economy under conditions of market failure.

Formerly: MPA 520.

PUBA 530 • Public Personnel Management 3 Credits

Examination of the added value of public administration professionals to their organizations through the effective management of personnel. Students examine the differences between public and private sector personnel recruitment, retention, motivation, and development. Students focus on transparency in public administration management practices and on developing employees with a customer service mindset.

Formerly: MPA 530.

PUBA 550 • Public Policy Analysis 3 Credits

Examination of the activities of government and the consequences of those actions. Through the application of analytical techniques, students gain an understanding of the nature of public policy and various ways in which it may be approached to include addressing complex, real-world policy matters involving multiple constituent groups with diverse interests, institutional complexity, and ethical controversy.

Formerly: MPA 550.

PUBA 560 • Legal and Ethical Issues 3 Credits

Exploration of the basic legal and ethical concepts and challenges facing public administrators. Students identify principles that guide legal and ethical choices and show the practical impacts of these principles. Students consider the tensions among ethics, societal influences, and faith including examination of contemporary issues in public administration decision making.

Formerly: MPA 560.

PUBA 570 • Political Economy 3 Credits

Examination of the interrelationship of political and economic factors that influence both public political and economic outcomes. Key means of analysis include application of micro- and macro-economic theories to obtain better understandings of political and administrative decision-making processes. Students explore the relationship and dynamics between public policies and political forces.

Formerly: MPA 570.

PUBA 590 • Professional Communication in Public Administration 3 Credits

Review and application of professional presentation skills within an organization. This course provides students with effective strategies for integrating technology-enabled communication, data, narrative information, and persuasive oral presentation skills. Students practice ethical use of messaging for public communication. Coursework requires practical application and demonstration of skills.

Formerly: MPA 590.

PUBA 600 • Public Administration Program Evaluation 3 Credits

Evaluation, based on scholarly literature, of a program offered by a non-profit, government, or contract organization. Students review city council meeting agendas and minutes to gather public comment about a specific program. Students analyze secondary data from program reporting data to assess strengths and weaknesses of the program and propose recommendations for improvement.

Formerly: MPA 600.

PUBA 690 · MPA Capstone**3 Credits**

Investigation of real world scenarios that require analysis and ethically sound problem solving. Students identify a salient issue in a community in which they live or work that is currently in focus among city officials and constituents. Students investigate the perspectives of all involved parties and propose a solution or intervention to address the issue. Students advocate for the solution to a city official.

Prerequisite: ORGS 510, PUBA 500, PUBA 550, PUBA 560, and 18 additional credits of MPA coursework. Formerly: MPA 690.

PUBH · Public Health**PUBH 500 · Foundations of Public Health****3 Credits**

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.

Formerly: MPH 500.

PUBH 510 · Social and Behavioral Theory and Application**3 Credits**

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.

Formerly: MPH 510.

PUBH 520 · Biostatistics**3 Credits**

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 biostatistical information.

Prerequisite: STAT 280 with a grade of C- or better. Formerly: MPH 520.

PUBH 530 · Environmental Health**3 Credits**

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.

Formerly: MPH 530.

PUBH 540 · Epidemiology**3 Credits**

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.

Formerly: MPH 540.

PUBH 550 · Health Services Administration**3 Credits**

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.

Formerly: MPH 550.

PUBH 560 · Health Care Policy, Law, and Society**3 Credits**

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.

Formerly: MPH 560.

PUBH 570 · Sexuality, Gender, and Public Health**3 Credits**

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.

Formerly: MPH 570.

PUBH 580 · Public Health, Cinema, and Social Media**3 Credits**

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.

Formerly: MPH 580.

PUBH 600 · Resource Management in Public Health**3 Credits**

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.

Formerly: MPH 600.

PUBH 610 · Leadership Practices in Public Health**3 Credits**

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.

Formerly: MPH 610.

PUBH 620 • Healthcare Research Methods 3 Credits

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: PUBH 520. Formerly: MPH 620.

PUBH 625 • Disease Investigation and Mitigation 3 Credits

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.

Formerly: MPH 625.

PUBH 630 • Public Health Program Design and Evaluation 3 Credits

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.

Formerly: MPH 630.

PUBH 640 • Multicultural Disease Prevention 3 Credits

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.

Formerly: MPH 640.

PUBH 645 • Community Health Education 3 Credits

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: PUBH 500, PUBH 510, PUBH 520, PUBH 540. Formerly: MPH 645.

PUBH 650 • Health Promotion and Risk Reduction 3 Credits

This course investigates concepts of health, health promotion, diversity and risk, and all factors that influence health and healthy lifestyle behaviors. Students examine theoretical and empirical support for promoting health and reducing risk behaviors as a basis for understanding ways that diverse individuals can positively influence their own health and wellness. Students examine potential strategies for influencing health behavior change.

Formerly: MPH 650.

PUBH 660 • Global Engagement 3 Credits

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 660.

PUBH 690 • Graduate Public Health Culminating Experience 3 Credits

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. Instructor permission to remain registered will be granted upon formal approval of capstone proposal by instructor.

Prerequisite: PUBH 500, PUBH 510, PUBH 520, PUBH 540, and 24 additional units of MPH coursework; or assistant dean permission. Formerly: MPH 690.

SCHM • Supply Chain Management

SCHM 590 • Operations and Supply Chain Management 3 Credits

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.

Formerly: MBA 590.

ACADEMIC CALENDAR

Current Year

2020-2021 Academic Calendar

Fall Semester 2020

September 7, 2020 – December 25, 2020

Date	Event	Time
Fall Session 1		
September 7, 2020 – October 30, 2020		
Monday, September 7, 2020	Offices closed in observance of Labor Day	
Tuesday, September 8, 2020	Session starts; classes begin	
Friday, September 11, 2020	Last day to add/drop	Noon PDT
Monday, October 12, 2020	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, October 30, 2020	Classes end	
Wednesday, November 4, 2020	Final grades due	Noon PST
Fall Session 2		
November 2, 2020 – December 25, 2020		
Monday, November 2, 2020	Session starts; classes begin	
Friday, November 6, 2020	Last day to add/drop	Noon PDT
Thursday, November 27, 2020	Offices closed in observance of Thanksgiving	
Friday, November 28, 2020	Offices closed in observance of Thanksgiving	
Friday, November 30, 2020	Classes resume	
Monday, December 7, 2020	Last day to withdraw with a grade of "W"	8 AM PST
Saturday, December 19, 2020	Commencement	
Thursday, December 24, 2020	Offices closed in observance of Christmas Eve	
Friday, December 25, 2020	Offices closed in observance of Christmas	
Friday, December 25, 2020	Classes end	
Wednesday, December 30, 2020	Final grades due	Noon PST

Spring Semester 2021

January 11, 2021 – April 30, 2021

Date	Event	Time
Spring Session 1		
January 11, 2021 – March 5, 2021		
Friday, January 1, 2021	Offices closed in observance of New Year's Day	
Monday, January 11, 2021	Session starts; classes begin	
Friday, January 15, 2021	Last day to add/drop	Noon PST
Monday, February 15, 2021	Last day to withdraw with a grade of "W"	8 AM PST
Friday, March 5, 2021	Classes end	
Wednesday, March 10, 2021	Final grades due	Noon PST
Spring Session 2		
March 8, 2021 – April 30, 2021		
Monday, March 8, 2021	Session starts; classes begin	
Friday, March 12, 2021	Last day to add/drop	Noon PST
Friday, April 2, 2021	Offices closed in observance of Good Friday	
Monday, April 12, 2021	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, April 30, 2021	Classes end	
Wednesday, May 5, 2021	Final grades due	Noon PDT

Summer Semester 2021**May 10, 2021 – August 27, 2021**

Date	Event	Time
Summer Session 1		
May 10, 2021 – July 2, 2021		
Monday, May 10, 2021	Session starts; classes begin	
Friday, May 14, 2021	Last day to add/drop	Noon PDT
Monday, May 31, 2021	Offices closed in observance of Memorial Day	
Tuesday, June 1, 2021	Classes resume	
Monday, June 14, 2021	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, July 2, 2021	Classes end	
Monday, July 5, 2021	Offices closed in observance of Independence Day	
Wednesday, July 7, 2021	Final grades due	Noon PDT
Summer Session 2		
July 6, 2021 – August 27, 2021		
Tuesday, July 6, 2021	Session starts; classes begin	
Friday, July 9, 2021	Last day to add/drop	Noon PDT
Monday, August 9, 2021	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, August 27, 2021	Classes end	
Wednesday, September 1, 2021	Final grades due	Noon PDT

Prior Year

2019-2020 Academic Calendar

Fall Semester 2019

September 3, 2019 – December 20, 2019

Date	Event	Time
Fall Session 1		
September 3, 2019 – October 25, 2019		
Monday, September 2, 2019	Offices closed in observance of Labor Day	
Tuesday, September 3, 2019	Session starts; classes begin	
Friday, September 6, 2019	Last day to add/drop	Noon PDT
Monday, October 7, 2019	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, October 25, 2019	Classes end	
Wednesday, October 30, 2019	Final grades due	Noon PDT
Fall Session 2		
October 28, 2019 - December 20, 2019		
Monday, October 28, 2019	Session starts; classes begin	
Friday, November 1, 2019	Last day to add/drop	Noon PDT
Thursday, November 28, 2019	Offices closed in observance of Thanksgiving	
Friday, November 29, 2019	Offices closed in observance of Thanksgiving; classes resume	
Monday, December 2, 2019	Last day to withdraw with a grade of "W"	8 AM PST
Saturday, December 14, 2019	Commencement	5 PM PST
Friday, December 20, 2019	Classes end	
Monday-Friday, December 23-27, 2019	Offices closed in observance of Christmas	
Thursday, January 2, 2020	Final grades due	Noon PST

Spring Semester 2020

January 13, 2020 – May 1, 2022

Date	Event	Time
Spring Session 1		
January 13, 2020 – March 6, 2020		
Wednesday, January 1, 2020	Offices closed in observance of New Year's Day	
Monday, January 13, 2020	Session starts; classes begin	
Friday, January 17, 2020	Last day to add/drop	Noon PST
Monday, February 17, 2020	Last day to withdraw with a grade of "W"	8 AM PST
Friday, March 6, 2020	Classes end	
Wednesday, March 11, 2020	Final grades due	Noon PST
Spring Session 2		
March 9, 2020 - May 1, 2020		
Monday, March 9, 2020	Session starts; classes begin	
Friday, March 13, 2020	Last day to add/drop	Noon PST
Friday, April 10, 2020	Offices closed in observance of Good Friday	
Monday, April 13, 2020	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, May 1, 2020	Classes end	
Wednesday, May 6, 2020	Final grades due	Noon PDT

Summer Semester 2020**May 11, 2022 – August 28, 2022**

Date	Event	Time
Summer Session 1		
May 11, 2020 – July 3, 2020		
Monday, May 11, 2020	Session starts; classes begin	
Friday, May 15, 2020	Last day to add/drop	Noon PDT
Monday, May 25, 2020	Offices closed in observance of Memorial Day	
Tuesday, May 26, 2020	Classes resume	
Monday, June 15, 2020	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, July 3, 2020	Classes end; offices closed in observance of Independence Day	
Wednesday, July 8, 2020	Final grades due	Noon PDT
Summer Session 2		
July 6, 2020 – August 28, 2020		
Monday, July 6, 2020	Session starts; classes begin	
Friday, July 10, 2020	Last day to add/drop	Noon PDT
Monday, August 10, 2020	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, August 28, 2020	Classes end	
Wednesday, September 2, 2020	Final grades due	Noon PDT

Next Year

2021-2022 Academic Calendar

Fall Semester 2021

September 6, 2021 – December 24, 2021

Date	Event	Time
Fall Session 1	September 6, 2021 - October 29, 2021	
Monday, September 6, 2021	Offices closed in observance of Labor Day	
Tuesday, September 7, 2021	Session starts; classes begin	
Friday, September 10, 2021	Last day to add/drop	Noon PDT
Monday, October 11, 2021	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, October 29, 2021	Classes end	
Wednesday, November 3, 2021	Final grades due	Noon PDT
Fall Session 2	November 1, 2021 - December 24, 2021	
Monday, November 1, 2021	Session starts; classes begin	
Friday, November 5, 2021	Last day to add/drop	Noon PDT
Thursday, November 25, 2021	Offices closed in observance of Thanksgiving	
Friday, November 26, 2021	Offices closed in observance of Thanksgiving; classes resume	
Monday, December 6, 2021	Last day to withdraw with a grade of "W"	8 AM PST
Saturday, December 11, 2021	Commencement (Tentative)	
Friday, December 24, 2021	Offices closed in observance of Christmas Eve; classes end	
Monday, December 27, 2021	Offices closed in observance of Christmas	
Thursday, December 30, 2021	Final grades due	Noon PST

Spring Semester 2022

January 10, 2022 – April 29, 2022

Date	Event	Time
Spring Session 1	January 10, 2022 - March 4, 2022	
Friday, December 31, 2021	Offices closed in observance of New Year's Day	
Monday, January 10, 2022	Session starts; classes begin	
Friday, January 14, 2022	Last day to add/drop	Noon PST
Monday, February 14, 2022	Last day to withdraw with a grade of "W"	8 AM PST
Friday, March 4, 2022	Classes end	
Wednesday, March 9, 2022	Final grades due	Noon PST
Spring Session 2	March 7, 2022 - April 29, 2022	
Monday, March 7, 2022	Session starts; classes begin	
Friday, March 11, 2022	Last day to add/drop	Noon PST
Monday, April 11, 2022	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, April 15, 2022	Offices closed in observance of Good Friday	
Friday, April 29, 2022	Classes end	
Wednesday, May 4, 2022	Final grades due	Noon PDT

Summer Semester 2022**May 9, 2022 – August 26, 2022**

Date	Event	Time
Summer Session 1		
May 9, 2022 - July 1, 2022		
Monday, May 9, 2022	Session starts; classes begin	
Friday, May 13, 2022	Last day to add/drop	Noon PDT
Monday, May 30, 2022	Offices closed in observance of Memorial Day	
Tuesday, May 31, 2022	Classes resume	
Monday, June 13, 2022	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, July 1, 2022	Classes end	
Thursday, July 7, 2022	Final grades due	Noon PDT
Summer Session 2		
July 4, 2022 - August 26, 2022		
Monday, July 4, 2022	Offices closed in observance of Independence Day	
Tuesday, July 5, 2022	Session starts; classes begin	
Friday, July 8, 2022	Last day to add/drop	Noon PDT
Monday, August 8, 2022	Last day to withdraw with a grade of "W"	8 AM PDT
Friday, August 26, 2022	Classes end	
Wednesday, August 31, 2022	Final grades due	Noon PDT

ADDENDA

Any additions, changes, corrections, or updates that occur after the initial publication of this official PDF-format annual catalog will be found in the online-format catalog.

Undergraduate Catalog

Addenda (<https://catalog.lapu.edu/undergrad/addenda/>)

Graduate Catalog

Addenda (p. 51)

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